

# Lesson plans

Early childhood  
Education centres



A project of:



Funded by:



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Health and  
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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:



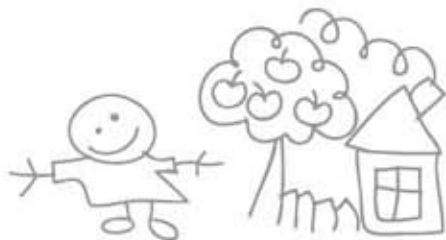
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## Active and Safe Start

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.

## 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  
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Web: [www.sopei.com](http://www.sopei.com)

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**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  
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Web: [www.parasportpei.ca](http://www.parasportpei.ca)

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**ParaSport  
and Recreation PEI**



## 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](http://www.activeforlife.ca) and [www.canadiansportforlife.ca](http://www.canadiansportforlife.ca) for more information.





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## 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.





# Lesson plans

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# Lesson #1

## Animal Actions

### Equipment:

- |                       |                      |
|-----------------------|----------------------|
| 8 Mini 6" cones       | 12 pool noodles      |
| 8 Medium cones 10-12" | 24 noodle connectors |
| 8 larger cones 12-18" | 4 XL 24" cones       |

### #1 warm-up:

#### OWLS

- Sit down on the floor with legs crossed, back straight, head up.
- Turn your head to the left looking over the shoulder, then to the right.
- Look down, chin to chest, look up.
- Left ear to left shoulder, tilt right ear to right shoulder.
- Pause for about 10-15 seconds for each position. (repeat)

#### MAD CAT STRETCH

- Start with your hands and knees on the floor.
- Tilt your head back and look up as far as you can while letting your stomach sag towards the floor (emphasize pushing belly-button towards the floor)- hold for at least 10 seconds. "Something scares the cat!"...tuck your chin in and round your back up towards the ceiling- "all the fur is sticking straight up!"- hold for at least 10 seconds.

#### WATERMELON ROCK

- Lie on back, bring knees to chest.
- Wrap arms around lower legs and tuck chin into chest.
- Instruct children to rock back and forth from their bum to their shoulders while staying curled up.

#### BUOY IN THE OCEAN

- Stand with feet close together.
- Press palms together and raise arms straight above head.
- Keeping feet stable, move arms around head in a circular motion – try both directions.

### #2 Main Lesson:

#### ANIMAL ACTIONS

With the various sized cones, noodles and noodle connectors, set-up 6 to 8 obstacle type centers. Each center might have 3-4 different obstacle activities. Use a cone to designate the start of a center so that the students know where to begin each center and have the students practice moving carefully to each center.

At each center, set-up the challenges:

- use mini cones and noodle to create a small (6" height or less) hurdles to jump or step over;
- use medium sized cones and noodle to create a medium sized obstacle for the child to belly crawl under;
- use larger cones and noodle to create an arch shape for the child to "dog" crawl under. At each center, create a new pattern with the cones/noodles to challenge the child's memory and motor patterns. For example, at Center 1 the pattern might be jump (horse jump), crawl (dog crawl) and slither (belly crawl). At center 2, the pattern might be slither like a snake, jump like horse, crawl like a dog. At center 3, the pattern might be crawl like a dog, slither like a snake and jump like horse. Use the animal imagery to help students with the proper motor action.





### #3 wrap up:

#### DUCK, DUCK GOOSE

This is a racing game where everyone sits in a circle and there is a designated person to be it. The person who is it must walk around the circle in a clockwise direction tapping everyone on the head. Every time they tap someone on the head they call them a 'duck'. The person who is it has the option to choose whomever they wish to race with. When they get to that person they say 'Goose'. That person must get up and race around the circle going counter-clockwise. The person who is it is racing around the circle going clockwise (make sure they don't run into each other by keep their eyes up). It is a race to the empty spot in the circle. Whichever child doesn't make it is now the new person it.

\*\* 2-3 different circles may be necessary for large groups. Have the children sit with their hands on their knees for safety.



### Teaching points:

Encourage children to try running sideways not always in a straight line.

Be a role model, and play running games with children.

IDEAS

### participants with a disability:

Wheelchair users can "wheel" while other children are running, as long as the wheeling surface is relatively smooth. Encourage participants with other loco-motor disabilities to run as best they can taking care to provide adequate support if needed.

For individuals with an intellectual disability, keep instructions brief and simple. Demonstrate rather than explain, and review instructions frequently.

### Active and safe start:

Safe play

Make sure that you set up the activity safely by assuring that none of the equipment is going to slip.

Wipe mats with a damp cloth and make sure that balls and other toys are put away.



# Lesson #2

## Keep Away

### Equipment:

yoga mats  
balls (big and small)  
hula hoops

mats  
soccer nets

### #1 warm-up:

#### SUNRISE/SUNSET

Kids reach high in the sky, and then reach down to their toes.

#### RAINBOW

Have the children wave their arms from side to side above their heads, like a rainbow filling the sky.

#### CRAZY CRITTERS

Ask the kids if they know what bugs look like when they are on their backs. Get kids to imitate this.

#### SLEEPY TURTLE

- Kneel on the floor, sitting on your heels. Bend forward (careful not to lift your bum off your heels) so that your chest is resting on the front of the thighs, head down.
- Reach forward with out-stretched arms, resting forearms and hands on the floor.
- Hold this position, breathing deeply in through the nose and out through the mouth – this relaxes the body and stretches the lower and upper back and upper arms (triceps).
- Have them hide “inside their shell” so no one can see them.

#### MOUSE

From the turtle position, have the children slide their arms back alongside their body toward their feet. They keep their bottoms on their heels and place their arms by their sides so that their hands are along their entire body ending at the feet. Encourage them to remain “quiet as a mouse” for as long as they can, usually at least 30 seconds.

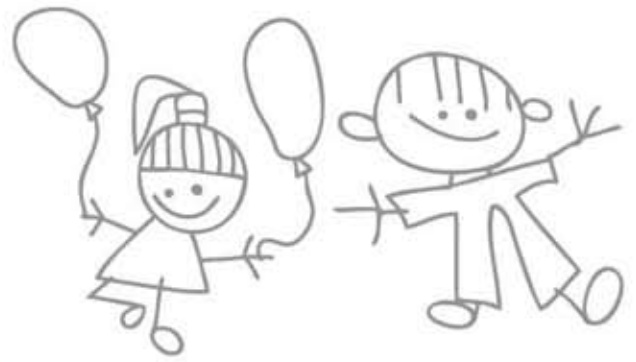
### #2 Main Lesson:

#### KEEP AWAY:

This is a great game to play with the children individually. While the children are having free time kicking the balls around, start to play keep away with some of them (switch it up regularly so no one is left out). To start, the child has a ball and you try to chase them, this gets the child running and kicking at the same time. Be sure to make your way around to all the children so that no one feels left out. Be sure not to make this too challenging for the children – this game is about the child trying to use their skills not about you trying to take the ball away.







### #3 wrap up:

#### LEAPING LILYPADS

Spread the hula hoops out throughout the play area and start with everyone standing at one end. All of the children are 'frogs' looking for a home (the hula hoops are the lilypads), tell them the 'birds' (leaders) are out to get them. To avoid getting caught they must be inside a hula hoop but they can only stay inside the hula hoop for 5 seconds and then have to find another one. If they are tagged by a 'bird', they must do a jumping jack before they continue.



### Teaching points:

Use cue words like "bend knee" and "toe on ball" because the kicker will usually not have much back swing before kicking the ball and contact is sometimes made with the shin.

**IDEAS**

### participants with a disability:

For Individuals with a visual disability, use a ball that provides an auditory cue so that participants can hear the ball move.

For individuals with an intellectual disability, keep instructions brief and simple. Demonstrate rather than explain, and review instructions frequently.

### Active and safe start:

**Safe  
play**

Gym Mats are used in several lessons. On dusty floors light mats can slide easily. You can fix this problem by simply wiping the bottom of the mat with a damp cloth.



# Lesson #3

## Four colors and corners

### Equipment:

- Four hula hoops- one red, yellow, blue and green.
- Four cones in same colors of cones. (If colored cones are not available, use of piece of construction paper wrapped around a cone).

### #1 warm-up:

#### 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).

### #2 Main Lesson:

#### FOUR COLORS AND CORNERS

In the center circle of the gym place all the colored items - bean bags, fleece balls, etc. Organize the students on the line that makes the circle around the items. In each corner of the play space place one hoop with the matching colored cone behind it (e.g., red hoop has red cone behind it). If your cone has a slot on the top, put the sign with the matching color word in the slot. Otherwise, tape the matching color word to the cone.

Students are allowed to take one colored item from the center circle and either walk, skip or gallop over to the matching color hoop to place the colored item within the hoop. Students then return (using any locomotor skill you choose) to the circle to get another item. Continue this until all the items from the center circle are placed in the hoops. Mix up the locomotor skills with different fun movements.





## Equipment:

- Variety of small items in the four colors - bean bags, fleece balls, gator skin balls, etc.
- One sign for each cone with the color written out in the same color as the word.



## #3 wrap up:

### OCTOPUS TAG

Three children (more may be needed if there is a large number of children playing) are octopuses and they must spread out in the designated area. They are stuck in the mud, so they cannot move their feet. They can however, move the rest of their body including their tentacles (arms) to capture the 'little fish' that swim by. The rest of the children are the fish and they line up at one end of the area and on 'go' they must 'swim' down to the other end. If an octopus tags them then they become IT too and are stuck in the mud where they got tagged. The children run back and forth from one side to the other until everyone has been caught.

Variation: All of the children run around freely in a designated area, including the 'octopuses' who are IT. If you get tagged then you have to stop and plant your feet in the ground, you've become seaweed and you are IT as well (but you cannot move your feet).



## Teaching points:

Encourage children to try running sideways not always in a straight line.

Be a role model, and play running games with children.

IDEAS

## Participants with a disability:

Wheelchair users can "wheel" while other children are running, as long as the wheeling surface is relatively smooth. Encourage participants with other locomotor disabilities to run as best they can taking care to provide adequate support if needed.

For individuals with an intellectual disability, keep instructions brief and simple. Demonstrate rather than explain, and review instructions frequently.

## Active and safe start:

Safe play

STOP players frequently to remind them to keep their heads up and to anticipate where others are going to run. Take time to practice this before using it in games.

# Lesson #4

## Boxed Out

### Equipment:

Balls

### #1 warm-up:

#### OPOSSUM STRETCH

- Lie on your back, arms and legs in the air. Try to touch your toes or as close as you can get.

#### CORKSCREW

- In a standing position fold arms across chest.
- Cross one foot over the other.
- Try to sit down without unfolding legs or arms.
- Now try to stand up without using hands or arms and keep feet and arms crossed.



### #2 Main Lesson:

#### BOXED OUT

- Set up a small square with about three players on each side (any more than three and the children would be standing around too much).
- Standing on the border of the square, the children are to stay on their side and try to kick an inflatable ball past the children on one of the three other sides while preventing the ball from crossing their end line.
- Start with one ball, then keep adding more balls as the game progresses.







## #3 wrap up:

### LEAP FROG TAG

- One child is "IT", if a child gets tagged they must kneel on the ground, resting their head on the ground, covered by their hands. They are frozen in this position until another child leaps over them, leap frog style. Change "IT" often.
- Make sure children are used leaping over each other and remaining in the turtle position. If they aren't ready to leap over each other, tell them to leap beside the person who is frozen.
- Practice sleepy turtle first!
- Kneel on the floor, sitting on your heels. Bend forward (careful not to lift your bum off your heels) so that your chest is resting on the front of the thighs, head down.
- Reach forward with out-stretched arms, resting on forearms and hands on the floor.
- Hold this position, breathing deeply in through the nose and out through the mouth – this relaxes the body and stretches the lower and upper back and upper arms (triceps).
- Have them hide "inside their shell" so no one can see them.

## Teaching points:

Use cue words like "bend knee" and "toe on ball" because the kicker will usually not have much back swing before kicking the ball and contact is sometimes made with the shin.

When stopping and trapping the ball, try to encourage them to use their feet instead of their hands.

IDEAS

## participants with a disability:

For wheelchair users, kicking is not possible. For other locomotors disabilities, consult with the athlete/child/caregiver to ensure safety.

For individuals with a visual disability, use a ball that provides an auditory cue so that participants can hear the ball move.

For individuals with an intellectual disability, keep instructions brief and simple. Demonstrate rather than explain, and review instructions frequently.

## Active and safe start:

Safe Play

Balls can be especially dangerous if loose in a running or landing area. Keep them in a container, net, bag, or behind benches. You can encourage the children to help you pick them up and store them when they are not in use.



# Lesson #5

## copy cat

### Equipment:

Floor markers

### #1 warm-up:

#### CALF STRETCH:

- Show the kids how to stand on their tippy toes. Then rest and repeat.

#### BALANCING:

- Have the kids stand on one leg and try to balance.

#### THE TWIST

- Lie on your back, legs together and bent at the knees, keep feet on the floor.
- Place arms, palm down out to the sides for balance.
- Keeping knees together, twist the lower body and lower legs/knees to one side so they just touch the floor (keep shoulders and upper back on the floor). Slowly raise your legs back to the starting position and repeat on the other side.

#### BACKWARD PUSHUPS

- Sit down with your legs out straight, put your hands on the floor slightly behind your back
- Transfer your weight to your hands and heels of the feet and lift your butt off the floor so that the body is in a straight line. Try to hold this position for as long as you can without letting the body sag.

### #2 Main Lesson:

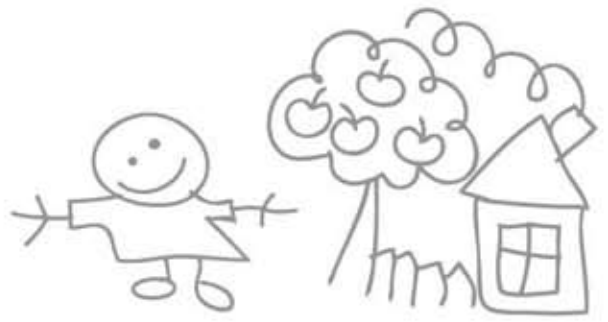
#### COPY CAT

Have all the students spread out in their own personal space. (I have them stand on 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".







## #3 wrap up:

### WHAT TIME IS IT MR. WOLF?

Mark out two lines with one child, the wolf, at one line and the other children, the chickens, at the other line. The 'wolf' has their back to the 'chickens' and the chickens yell out together "What time is it Mr. Wolf?" The wolf calls back "It's 4 o'clock" (for example) The chickens would take 4 steps forward. If the wolf yells out "Lunch Time!" the wolf turns around and chases after the chickens trying to tag them as they run back to their safety zone. If anyone gets caught they become the wolf.



## Teaching points:

Be creative with the movements using different parts of the body.

IDEAS

## participants with a disability:

Have an instructor work with them to assure that the movement to be copied is adapted.

For individuals with an intellectual disability, keep instructions brief and simple. Demonstrate rather than explain, and review instructions frequently.

## Active and safe start:

Safe  
play

Have players imagine there is a bubble around them just beyond their maximum reach. The aim is to make sure bubbles don't touch. Mind your bubble and have a safe zone or non tag zone clearly marked and away from walls.



# Lesson #6

## Bouncy

### Equipment:

Yoga Mats  
Large bouncy balls

### #1 warm-up:

#### FISH POSE

- Kneel down with your heels underneath you or beside you.
- Slowly lean back (using your arms/hands to help) as far as comfortably possible – your head and upper back may touch the floor if you are flexible enough, hold and count to ten.
- Some children might have trouble going down to the floor, so make sure that they go as far as they can using their arms.

#### BE A FLAMINGO!

- This is also known as 'the tree' position in yoga.
- Place your palms together raise your arms over your head.
- Lift one leg and rest the bottom of that foot on the inside of the weight bearing leg (just below or above the knee).

#### BALLOON BREATH

- Sit with your legs crossed and eyes closed.
- Place your hands in front of your chest, palms together.
- Take a deep breath in through your nose and pretend that there is a balloon under your arms so that when you breathe in, the balloon will rise and your arms will rise up above your head.
- As you breathe out, the balloon will lower and so will your arms, back to the front of your body – repeat.
- This is great to relax the children!

#### LUMBAR STRETCH

- Have the children lie down on their backs, legs straight.
- With controlled breathing, in through the nose out through the mouth, tell the children to lift their legs off the floor, bend their knees and bring them up to their chests – keep lower back on the floor.
- Hold this stretch for at least 10 seconds – this stretches the lower back, buttocks and the back of the thighs (hamstrings).

### #2 Main Lesson:

To practice hand-eye coordination using a large, bouncy ball and let the kids practice bouncing and catching it. It is best to do this inside on a harder surface. Each child should have a ball (or share if needed) and be holding it with both hands. Instruct the children to let go of the ball and then catch it. Tell them to gently push the ball downwards when they let it go so that it will bounce back up to them.

Gradually instruct the kids to try different skill aspects:

- Bounce the ball down low by your feet, up near your waist then try and bounce it really high, up to your shoulders.
- Try to bounce the ball hard and loud then soft and quiet. Try to bounce it to the side of you, maybe behind you.







### #3 wrap up:

#### ANIMALS AT THE ZOO

For this activity the group is pretending to go to the zoo. The teacher will be the leader and let the children know what animals they are about to see and explain that the children must act like the animals. Every couple of minutes yell out a different animal and lead the children around while they move like that animal:

- Zebras- gallop
- Crabs – walk on hands and feet with left hand, left leg stepping forward at same time.
- Donkeys – hands on floor, kick legs back into the air.
- Gorillas – squatting down, walk on feet and knuckles.
- Turtles – walk on hands and feet in slow motion.

And you can do as many animals as you wish. Use toys or images of the animal if you have them!



### Teaching points:

When teaching dribbling, emphasize the following:

- Keep center of gravity low, body compact and moving together.
- Watch the ball
- Push the ball down with fingertips; don't slap at ball.
- Keep dribble low

IDEAS

### participants with a disability:

- Use a soft ball for wheelchair users as they cannot move away from the ball quickly.
- Use a soft ball that makes noise, and roll it along the floor toward the sitting child.
- For individuals with an intellectual disability, keep instructions brief and simple, Use brightly coloured balls or beanbags or both.

### Active and safe start:

Safe play

Have a well-rehearsed STOP signal and stop games immediately if you see unsafe running, or anything else.



# Lesson #7

## Directions

### Equipment:

One carpet square or base for each child, drum or tambourine (or you can clap), cones to mark off playing area. Optional: music as a start/stop signal. Soft toys like bean bags for Hot Potato.

### #1 warm-up:

#### BICYCLE

Have the kids lay on their back and pretend to be biking with their legs. Emphasize when you want them to be going fast or slow. Place hands under back for support.

#### SIDE STRETCH

Have the children standing straight, then lean to one side as far as they can. Then do it to the other side.

#### CHOO CHOO

- Sit with your legs crossed, back straight, head up, elbows pointing toward the back and fists against the ribs.
- Pretending your arms are pushing the wheels of a train, punch one fist forward while breathing in through the nose.
- Punch the opposite fist forward, while breathing out and bringing the other fist back.
- Repeat these motions – does your breathing sound like a train on the move?

#### PLANK

On the floor, balance on forearms and bent knees (squeeze stomach tight and hold). Repeat.

### #2 Main Lesson:

#### DIRECTIONS

Scatter bases (carpet squares work fine also) around the playing area. On the drumbeat or clapping the children begin walking in and around the bases. Have them explore the entire area but they need to avoid the bases. When the drum stops, they move to the nearest base and freeze on the base. They are welcome to share a base as long as they cooperate well.

Repeat this, using different directions for the students to move in (i.e., sideways, diagonally, backwards, galloping, sliding, etc...) and increasing or decreasing the tempo of the drum beat. Ask the children to walk to the tempo the teacher is beating.







## #3 wrap up:

### HOT POTATO

Have two groups so that when the kid who ends the song with the ball does not get eliminated but simply goes to the other circle and keeps playing. "Hot potato pass it on, pass it on, pass it on, hot potato pass it on, get rid of the hot potato".



## Teaching points:

Pass the object and not to throw it. Always practice before actual game.

IDEAS

## participants with a disability:

Wheelchair users can play this game, they might need an instructor to help them get to base.

Uneven surfaces are very challenging for runners with this impairment and should be avoided.

If working with individuals with an intellectual disability: If outside, make sure that runners are monitored and that they become very familiar with where the group is running to or from.

## Active and safe start:

Safe  
play

Make sure that you set up the activity safely by assuring that none of the equipment is going to slip.

Wipe mats with a damp cloth and make sure that balls and other toys are put away.



# Lesson #8

## Roller Ball

### Equipment:

Yoga Mats  
Balls  
Warm-Up

### #1 warm-up:

#### 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.

### #2 Main Lesson:

#### ROLLER BALL

Start from a sitting position, then kneeling and then a standing position.

Have small groups of 3 or 4 in a circle. Start with rolling the ball with two hands (once they have a lot of practice you can move on to rolling with only one hand). Have the children sit in a circle and roll the ball to each other around the circle. Get them to change directions now and then, instructing them to roll the ball to your right/left side and across from you.

Next, have one child go in the middle and the others try to tag the child in the middle by rolling (bowling) the ball. If the child in the middle is tagged, the child that successfully tagged the child then go to the middle and game resumes.







### #3 wrap up:

#### RED LIGHT, GREEN LIGHT

Make a start and finish line (20 feet apart and away from walls). One child is the street light at the finish line. The rest of the children are lined up at the start line. The 'street light' has their back to the rest of the children and yells out 'green light!' The rest of the children run toward the finish line but when the 'street light' turns red (that child yells out 'red light' whenever they choose to) they must stop moving immediately because if the child who is the street light turns around and catches any child moving that child has to take two giant steps back. The 'street light' turns their back to the other children and yells out 'green light,' and the game continues. The objective of the game is to get to the finish line without the street light catching you. It may be a good idea to have the teacher be the street light for the first few times playing this game. Explain to children what 'moving' looks like. Loss of balance or blinking their eyes?

### Teaching points:

- Step toward target with foot opposite throwing hand.
- Point arm of non-throwing shoulder at target.
- Open hips toward throwing side. (turn "lazer beam" or "flashlight" in belly button to side)
- Bring throwing arm back just past knee

IDEAS

### participants with a disability:

- For individuals with an intellectual disability, keep instructions brief and simple, Use brightly coloured balls or beanbags or both.
- Use a soft ball for wheelchair users as they cannot move away from the ball quickly.
- Use a soft ball that makes noise, and roll it along the floor toward the sitting child.

### Active and safe start:

Safe play

- Check the floors for water, dirt or protrusions (floor plates lifted), loose objects to trip on, etc.
- Check walls and keep players away from drinking fountains, or other protrusions into the playing area.
- Clearly delineate a safe running area with markers (cones and mats).



# Lesson #9

## Snowflake, Snowflake

### Equipment:

a stop and go signal  
(drum, tambourine or  
clapping)

4 balls (red & blue)

### #1 warm-up:

#### SNAKE

- Start on your belly and stretch from head to toe, tell them, "Pretend you are a snake in the grass and stretch in the sun." After holding this pose for a few seconds, raise your head and shoulders by pushing up with your arms with elbows close to your side, encourage the children to do a quiet "hiss" sound.
- Switch to sleepy turtle to stretch out the back.

#### INCHWORM

- Start in a standing position.
- Walk your hands down the legs to the floor and out until you are in a push-up position.
- Walk your feet up to your hand and repeat (walk hands out, feet up to hands)

#### BUTTERFLY

- Start in a sitting position, legs flexed in a triangle shape in front of you with the soles of your feet touching each other and your hands on their ankles and hold this stretch.

### #2 Main Lesson:

#### SNOWFLAKE, SNOWFLAKE

Students pretend to be snowflakes. The teacher will say, "Snowflake, snowflake, falling down, snowflake snowflake \_\_\_\_\_ (put in a locomotor move) around." The students move about in general space performing that particular locomotor move. When the teacher strikes the drum or claps their hands, students must freeze and listen. The teacher will repeat, "Snowflake snowflake falling down, snowflake snowflake \_\_\_\_\_ around."

Here are some suggestions: walk, jump, skip, hop, skate, gallop, run, tip toe, crab walk, roll, slither, and some imaginative ones like, dance, monkey, silly walk, and fly.







## #3 wrap up:

### 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.



## Teaching points:

Try to use as many different movements as possible.

IDEAS

## participants with a disability:

Physical disability: make sure that an instructor is working with them to adapt the activity to their needs.

For individuals with an intellectual disability, keep instructions brief and simple. Demonstrate rather than explain, and review instructions frequently.

## Active and safe start:

Make sure that the players are looking up when moving around to avoid collision.

Safe play



# Lesson #10

## Swat the Fly

### Equipment:

Yoga Mats  
Foam Noodles

### #1 warm-up:

#### SUN SALUTE

This is a yoga routine that involves 12 consecutive movements. Demonstrate each movement one by one and have the children copy your movements. Take your time when first explaining this exercise as there are a lot of movements involved.

- 1) Standing up tall, feet together, bring your palms together in front of your chest, elbows out to the sides.
- 2) Take a deep breath in and raise your arms above your head, keeping your back and stomach tight and straight.
- 3) Breathing out, lower your arms and start to bend forward at the waist. Lower your arms down toward the floor as far as comfortably possible with straight legs (bending the knees slightly, do not lock them).
- 4) Taking a deep breath in, bend at the knees, kneel on your left knee, resting the toes and top of the foot on the floor. Put your right foot forward, resting your hands on the floor beside the front foot. Make sure the right knee is not bent so far that it is past the toes. Now look up.
- 5) Breathe out, transfer weight to the hands and put your right leg back with the left, supporting your body on your toes and hands, making an inverted 'V' shape.
- 6) Breathe in, lower your chest and chin to the floor, keeping your hips raised off the floor.
- 7) Breathe out and lower your hips to the floor while pushing up slowly with your arms to arch your back, raising your chin and chest up off the floor, look up at the ceiling – "cobra pose."
- 8) Breathe in and return to the inverted 'V' pose.
- 9) Breathe out, step forward with the left foot, rest your hands on floor beside the front foot. Rest your toes and the top of the back foot on the floor and make sure the front knee is not bent so far that it is past the toes. Look up.
- 10) Breathe in, bring the back foot up to the front, slowly breathe out and rise up into a standing position with your arms dangling by your sides.
- 11) Breathing in, clasp your hands and raise your arms above your head.
- 12) Breathe out and lower your arms down in front of your chest.







## #2 Main Lesson:

### 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 foam 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.

## Teaching points:

Step with foot opposite of striking arm.

- Open hips to side of striking arm as foam noodle is being brought backward (turn "lazer beam" in bellybutton to look sideways) while bringing noodle all the way back.
- Close hips to target on contact. ("lazer beam" shines on target), while watching ball hit noodle
- Noodle is swung forward along a full arc around the body.
- Follow through with arm.

IDEAS

## participants with a disability:

- For wheelchair users, position the wheelchair at 45 degrees to the approaching ball so that their backswing won't hit the frame of the chair. Use a soft ball, as the hitter can't get out of the way.
- Practise with participants "sweeping" the bat on the surface of the floor while trying to hit a noise-making ball rolled toward them.
- For individuals with an intellectual disability, keep instructions brief and simple. Demonstrate rather than explain, and review frequently.

## #3 wrap up:

### NON-ELIMINATION SIMON SAYS

Divide into 2 groups. Two leaders start two games of Simon Says using fitness activities. (For example: Simon says touch the ground and stand up, Simon says do ten jumping jacks, Simon says stand up and sit down on the floor five times) If "Simon" catches someone doing the action when he/she has not said "Simon Says" the person caught moves to the other side of the class to join the other game.

## Active and safe start:

The greatest danger when playing games in confined spaces is collisions between players. Try using safe running techniques.

Safe Play



# Lesson #11

## Bean Bag Scavenger Hunt

### Equipment:

Multi-colored Bean Bags  
Bucket/Bag to store

### #1 warm-up:

#### OWLS

- Sit down on the floor with legs crossed, back straight, head up.
- Turn your head to the left looking over the shoulder, then to the right.
- Look down, chin to chest, look up.
- Tilt left ear to left shoulder, tilt right ear to right shoulder.
- Pause for about 10-15 seconds for each position. (repeat)

#### MAD CAT STRETCH

- Start with your hands and knees on the floor.
- Tilt your head back and look up as far as you can while letting your stomach sag towards the floor (emphasize pushing belly-button towards the floor)- hold for at least 10 seconds. "Something scares the cat!"...tuck your chin in and round your back up towards the ceiling- "all the fur is sticking straight up!" - hold for at least 10 seconds.

#### WATERMELON ROCK

- Lie on back, bring knees to chest.
- Wrap arms around lower legs and tuck chin into chest.
- Instruct children to rock back and forth from their bum to their shoulders while staying curled up.

#### BUOY IN THE OCEAN

- Stand with feet close together.
- Press palms together and raise arms straight above head.
- Keeping feet stable, move arms around head in a circular motion – try both directions.

### #2 Main Lesson:

#### BEAN BAG SCAVENGER HUNT

Before class begins hide beanbags in the play area. If you have a multi-colored playing area that is terrific. Try to match the colored beanbags with the equipment on the playground. Hide some high, medium and low. When they find them all you can allow the boys in the class to hide them from the girls and vice versa. Gives all students an opportunity to hide and match beanbags on the playground.

Have the children look for the bean bags by moving in different ways like jumping, galloping, skipping, sliding, etc...)







### #3 wrap up:

#### DUCK, DUCK GOOSE

This is a racing game where everyone sits in a circle and there is a designated person to be it. The person who is it must walk around the circle in a clockwise direction tapping everyone on the head. Every time they tap someone on the head they call them a 'duck'. The person who is it has the option to choose whomever they wish to race with. When they get to that person they say 'Goose'. That person must get up and race around the circle going counter-clockwise. The person who is it is racing around the circle going clockwise (make sure they don't run into each other by keeping their head up). It is a race to the empty spot in the circle. Whichever child doesn't make it is now the new person it.

\*\* 2-3 different circles may be necessary for large groups. Have the children sit with their hands on their knees for safety.



### Teaching points:

Encourage children to try running sideways, not always in a straight line.

IDEAS

### participants with a disability:

- For individuals with a visual disability, initially provide balance support, and then reduce this support gradually.
- For individuals with an intellectual disability, keep instructions brief and simple. Demonstrate rather than explain, and review instructions frequently.

### Active and safe start:

Make sure that the bean bags are placed in safe areas!

Safe play



# Lesson #12

## Look at me Balance

### Equipment:

Yoga mats                      Bean bags  
Balance Beam and Blocks    Hula hoops  
Plastic floor markers

### #1 warm-up:

#### SUNRISE/SUNSET

Kids reach high in the sky, and then reach down to their toes.

#### RAINBOW

Have the children wave their arms from side to side above their heads, like a rainbow filling the sky.

#### CRAZY CRITTERS

Ask the kids if they know what bugs look like when they are on their backs. Get kids to imitate this.

#### SLEEPY TURTLE

- Kneel on the floor, sitting on your heels. Bend forward (careful not to lift your bum off your heels) so that your chest is resting on the front of the thighs, head down.
- Reach forward with out-stretched arms, resting on forearms and hands on the floor.
- Hold this position, breathing deeply in through the nose and out through the mouth – this relaxes the body and stretches the lower and upper back and upper arms (triceps).
- Have them hide "inside their shell" so no one can see them.

#### MOUSE

From the turtle position, have the children slide their arms back alongside their body toward their feet. They keep their bottoms on their heels and place their arms by their sides so that their hands are along their entire body ending at the feet. Encourage them to remain "quiet as a mouse" for as long as they can, usually at least 30 seconds.

### #2 Main Lesson:

#### 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

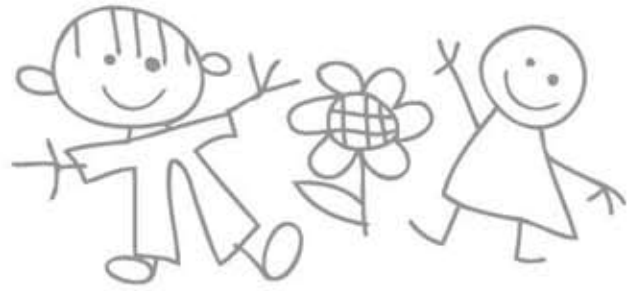
Markers are laid out on the floor. Jump from one mat to the next, landing and staying on the feet without taking a step. Increase the distance between mats.

##### 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?





### #3 wrap up:

#### LEAPING LILYPADS

Spread the hula hoops out throughout the play area and start with everyone standing at one end. All of the children are 'frogs' looking for a home (the hula hoops are the lilypads), tell them the 'birds' (leaders) are out to get them. To avoid getting caught they must be inside a hula hoop but they can only stay inside the hula hoop for 5 seconds and then have to find another one. If they are tagged by a 'bird', they must do a jumping jack before they continue.



### Teaching points:

- Establish a wide base of support (feet or hands).
- Lower body – bend knees or arms to lower the centre of gravity.
- Extend body parts to help counterbalance.
- Focus eyes on an object to help balance.
- Tighten muscles to hold balance.

**IDEAS**

### participants with a disability:

- For individuals with a visual disability, initially provide balance support, and then reduce this support gradually.
- For individuals with an intellectual disability, keep instructions brief and simple. Demonstrate rather than explain, and review instructions frequently.

### Active and safe start:

**Safe  
play**

Make sure that you set up the activity safely by assuring that none of the equipment is going to slip. Wipe mats with a damp cloth and make sure that balls and other toys are put away.



# Lesson #13

## Buckets

### Equipment:

Four different colored balls or bean bags. Four different colored buckets or bases (same colors as bean bags or balls).

### #1 warm-up:

#### 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 for your toes or 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).

### #2 Main Lesson:

#### BUCKETS

Different colored beanbags (at least one for each child) will be placed in a bucket. The teacher dumps beanbags out into a circle in the middle of the gym (circle or several hoops). The students will then begin playing "Buckets" after the teacher has dumped the beanbags. The students must run, skip, gallop, crawl, under control, to the beanbags. Teacher selects the movement. They grab one beanbag and move back to place that beanbag in the corresponding colored bucket or hula hoop. This continues until all the beanbag is gone from the circle or hoop in the middle of your playing area.

#### RULES:

- One beanbag at a time
- Under control at all times
- Be respectful of other students
- No stealing other students beanbags
- HAVE FUN!!!





### #3 wrap up:

#### OCTOPUS TAG

Three children (more may be needed if there is a large number of children playing) are octopuses and they must spread out in the designated area. They are stuck in the mud, so they cannot move their feet. They can however, move the rest of their body including their tentacles (arms) to capture the 'little fish' that swim by. The rest of the children are the fish and they line up at one end of the area and on 'go' they must 'swim' down to the other end. If an octopus tags them then they become IT too and are stuck in the mud where they got tagged. The children run back and forth from one side to the other until everyone has been caught.

Variation: All of the children run around freely in a designated area, including the 'octopuses' who are IT. If you get tagged then you have to stop and plant your feet in the ground, you've become seaweed and you are IT as well (but you cannot move your feet).



### Teaching points:

Encourage children to try running sideways and backward, not always in a straight line.

IDEAS

### participants with a disability:

- Physically guide individuals with a visual disability through the motions with additional verbal cues; a higher number of repetitions is also recommended.
- For individuals with an intellectual disability, keep instructions brief and simple. Demonstrate rather than explain, and review frequently.

### Active and safe start:

Don't forget to yell "STOP" if the players seem to be running dangerously.

Safe play



# Lesson #14

## Leap Frog

### Equipment:

Yoga Mats

### #1 warm-up:

#### OPOSSUM STRETCH

Lie on your back, arms and legs in the air. Grab ankles, keeping legs as straight as you can and hold.

#### CORKSCREW

- In a standing position fold arms across chest.
- Cross one foot over the other.
- Try to sit down without unfolding legs or arms.
- Now try to stand up without using hands or arms and keep feet and arms crossed.

#### CAN OPENER

- Lie on your back with your legs straight, place arms palm down out to the sides for balance.
- Move your right leg across the floor, up towards the right hand then lift that leg up and across the body towards the left hand, swing that leg back down to the starting position – repeat with opposite leg.



### #2 Main Lesson:

#### LEAP FROG

- Tell the children to form a line, kneeling on the ground, resting their heads on the ground, covered by their hands. The child at the back gets up and must leap over all the children until he or she gets to the other end. He or she must place their hands on the back of the child who is on the ground in front of them and then push off the child's back and leap over them, spreading his or her legs and hopping like a frog.
- Once the first child has leapt over a few children the next child at the end should get up and start leaping.
- Once they reach the front of the line they are to kneel back down on the ground and wait until it is their turn to leap again (when no one is left behind them).







## #3 wrap up:

### LEAP FROG TAG

- One child is "IT", if a child gets tagged they must kneel on the ground, resting their head on the ground, covered by their hands. They are frozen in this position until another child leaps over them, leap frog style. Change "IT" often.
- Make sure children are used leaping over each other and remaining in the turtle position. If they aren't ready to leap over each other, tell them to leap beside the person who is frozen.
- Practice sleepy turtle first!
- Kneel on the floor, sitting on your heels. Bend forward (careful not to lift your bum off your heels) so that your chest is resting on the front of the thighs, head down.
- Reach forward with out-stretched arms, resting on forearms and hands on the floor.
- Hold this position, breathing deeply in through the nose and out through the mouth – this relaxes the body and stretches the lower and upper back and upper arms (triceps).
- Have them hide "inside their shell" so no one can see them.

## Teaching points:

Start this game in a very calm and slow manner while teaching the children how to jump over the other children.

IDEAS

## Participants with a disability:

- Wheelchair users can "wheel" while other children are running, as long as the wheeling surface is relatively smooth. Encourage participants with other locomotor disabilities to run as best they can taking care to provide adequate support if needed.
- Uneven surfaces are very challenging for runners with this impairment and should be avoided.
- If working with individuals with an intellectual disability. If outside, make sure that runners are monitored and that they become very familiar with where the group is running to or from.

## Active and safe start:

Safe play

- Make sure that there is adequate space for the activity to take place. Do not use walls as finish lines or turning points. These should be made clear using markers on the floor.

### Leap frog Safety:

- Be mindful that children are running around chasing one another while you have children low on the ground.



# Lesson #15

## The Bunny Trail

### Equipment:

Bean Bags to act as Easter eggs (three per child) and a large "basket" – this can be a bucket or hoop. A low balance beam or taped line, hoops,

### #1 warm-up:

#### CALF STRETCH

Show the kids how to stand on their tippy toes. Then rest and repeat.

#### BALANCING

Have the kids stand on one leg and try to balance. Holding their opposite ear helps!

#### THE TWIST

Lie on your back, legs together and bent at the knees, keep feet on the floor. Place arms, palm down out to the sides for balance. Keeping knees together, twist the lower body and lower legs/knees to one side so they just touch the floor (keep shoulders and upper back on the floor). Slowly raise your legs back to the starting position and repeat on the other side.

#### BACKWARD PUSHUPS

Sit down with your legs out straight, put your hands on the floor slightly behind your back. Transfer your weight to your hands and heels of the feet and lift your butt off the floor so that the body is in a straight line. Try to hold this position for as long as you can without letting the body sag.



### #2 Main Lesson:

#### 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.



mats and markers are good to start with. This activity can be customized according to the equipment you have available.



### #3 wrap up:

#### WHAT TIME IS IT MR. WOLF?

Mark out two lines with one child, the wolf, at one line and the other children, the chickens, at the other line. The 'wolf' has their back to the 'chickens' and the chickens yell out together "What time is it Mr. Wolf?" The wolf calls back "It's 4 o'clock" (for example) The chickens would take 4 steps forward. If the wolf yells out "Lunch Time!" the wolf turns around and chases after the chickens trying to tag them as they run back to their safety zone. If anyone gets caught they become the wolf.



### Teaching points:

#### JUMPING/HOPPING:

- There is little use of the arms at first and the push off with the legs is weak. The arms and legs are usually not working together, so cue words like "push hard" and "Lean forward" are important. Remind the jumper to push with both legs.

IDEAS

### participants with a disability:

- Jumping/Hopping
- For individuals with a visual disability, initially provide balance support, and then reduce this support gradually.
- For individuals with an intellectual disability, keep instructions brief and simple. Demonstrate rather than explain, and review instructions frequently.

### Active and safe start:

Don't forget to yell "STOP" if the players seem to be running dangerously.

Safe play



# Lesson #16

## Soccer Pose Game

### Equipment:

Yoga Mats

Soccer Balls or Medium  
Balls

Nets

Pylons

### #1 warm-up:

#### FISH POSE

- Kneel down with your heels underneath you or beside you.
- Slowly lean back (using your arms/hands to help) as far as comfortably possible – your head and upper back may touch the floor if you are flexible enough, hold and count to ten.
- Some children might have trouble going down to the floor, so make sure that they go as far as they can using their arms

#### BE A FLAMINGO!

This is also known as 'the tree' position in yoga.

- Place your palms together raise your arms over your head.
- Lift one leg and rest the bottom of that foot on the inside of the weight bearing leg (just below or above the knee).

#### BALLOON BREATH

- Sit with your legs crossed and eyes closed.
- Place your hands in front of your chest, palms together.
- Take a deep breath in through your nose and pretend that there is a balloon under your arms so that when you breathe in, the balloon will rise and your arms will rise up above your head.
- As you breathe out, the balloon will lower and so will your arms, back to the front of your body– repeat.

This is great to relax the children!

#### LUMBAR STRETCH

- Have the children lie down on their backs, legs straight.
- With controlled breathing, in through the nose out through the mouth, tell the children to lift their legs off the floor, bending their knees and bringing them up to their chests – keeping lower back on the floor.
- Hold this stretch for at least 10 seconds – this stretches the lower back, buttocks and the back of the thighs (hamstrings).

### #2 Main Lesson:

#### SOCCER POSE GAME

Each child gets a ball. Remind the children what a soccer pose looks like. This is when they stand in place with one foot firmly planted on the floor and the other foot on top of the ball so that it stays in one place. Have them show you their soccer pose. After the children have shown you their soccer pose, they can start to move around the play space calmly dribble the ball with their feet. From time to time call out stop or freeze, when you do so the children must do the soccer pose. The children freeze until you say go. Ball must be under the children's foot when the coach calls Stop/Freeze.

Variation: Play Red Light Green light, but with the ball.







## #3 wrap up:

### ANIMALS AT THE ZOO

For this activity the group is pretending to go to the zoo. The teacher will be the leader and let the children know what animals they are about to see and explain that the children must act like the animals. Every couple of minutes yell out a different animal and lead the children around while they move like that animal:

- Zebras- gallop
- Crabs – walk on hands and feet with left hand, left leg stepping forward at same time.
- Donkeys – hands on floor, kick legs back into the air.
- Gorillas – squatting down, walk on feet and knuckles.
- Turtles – walk on hands and feet in slow motion.

And you can do as many animals as you wish. Use toys or images of the animal if you have them!

## Teaching points:

Kicking: Use cue words like “bend knee” and “toe on ball” because the kicker will usually not have much back swing before kicking the ball and contact is sometimes made with the shin.

IDEAS

## participants with a disability:

For Individuals with a visual disability, use a ball that provides an auditory cue so that participants can hear the ball move.

For individuals with an intellectual disability, keep instructions brief and simple. Demonstrate rather than explain, and review instructions frequently.

## Active and safe start:

Safe play

Yoga Mats are used in several lessons. On dusty floors light mats can slide easily. You can fix this problem by simply wiping the bottom of the mat with a damp cloth.



# Lesson #17

## Jump the River

### Equipment:

Something to jump over (jump rope, hoop, tape lines on the floor). Provide at least one object to jump over per child.

### #1 warm-up:

#### BICYCLE

Have the kids lay on their back and pretend to be biking with their legs. Emphasize when you want them to be going fast or slow. Place hands under back for support.

#### SIDE STRETCH

Have the children standing straight, then lean to one side and try and touch their as far as they can. Then do it to the other side.

#### CHOO CHOO

- Sit with your legs crossed, back straight, head up, elbows pointing toward the back and fists against the ribs.
- Pretending your arms are pushing the wheels of a train, punch one fist forward while breathing in through the nose.
- Punch the opposite fist forward, while breathing out and bringing the other fist back.
- Repeat these motions – does your breathing sound like a train on the move?

#### PLANK

On the floor, balance on forearms and bent knees (squeeze stomach tight and hold). Repeat.

### #2 Main Lesson:

#### JUMP THE RIVER

Lay out marked boundaries so that children know where they can and cannot move. Before beginning the activity scatter pool noodles, jump ropes and/or hoops throughout the space so they lay flat on the floor.

- Explain to the children that they are taking a walk in the woods and may need to cross a stream or river. Ask children to walk throughout the space and when they come to a river (rope, hoop, or tape line on floor) they need to jump over the river without getting their feet wet. Children should work independently of their classmates during this activity.
- To assist children in learning the fundamentals of jumping, teachers should initially ask children to takeoff on two feet and to swing their arms forward when they jump.
- When landing, children should land on two feet spreading their feet about shoulder width apart so they have a wide base of support when they land. After landing children should proceed to and jump over the next river.
- Emphasis should be placed on landing on both feet at the same time without falling over.
- Give children plenty of time to move throughout the space and jump over all the rivers.





### #3 wrap up:

#### HOT POTATO

Have two groups so that when the kid who ends the song with the ball does not get eliminated but simply goes to the other circle and keeps playing. "Hot potato pass it on, pass it on, pass it on, hot potato pass it on, get rid of the hot potato"



### Teaching points:

Jumping: There is little use of the arms at first and the push off with the legs is weak. The arms and legs are usually not working together, so cue words like "push hard" and "lean forward" are important. Remind the jumper to push with both legs.

**IDEAS**

### participants with a disability:

- For individuals with a visual disability, initially provide balance support, and then reduce this support gradually.
- For individuals with an intellectual disability, keep instructions brief and simple. Demonstrate rather than explain, and review instructions frequently.

### Active and safe start:

**Safe  
play**

Check the floors for water, dirt or protrusions (floor plates lifted), loose objects to trip on, etc. Check walls and keep players from drinking fountains, or other protrusions into the playing area. Clearly delineate a safe running area with markers (cones and mats).



# Lesson #18

## Round & Round the square

### Equipment:

Yoga Mats  
Bases

### #1 warm-up:

#### SCISSORS

Lay on backs and pretend to be cutting paper. Your legs are the scissors so they should be crisscrossing to cut the paper.

#### CRAZY ARMS

- 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 for as long as you can and slowly go back to table top.
- Repeat with opposite leg.

### #2 Main Lesson:

#### ROUND & ROUND THE SQUARE

- Split the class into groups of 4. Set up small squares with four marked corners (markers, baseball bases, etc.) – the number you will need is based on the number of groups of 4. Split the children up evenly to the four corners.
- Demonstrate how the children are supposed to race around the square – running from base to base, making sure to step on the base. Tell the children that there is a mosquito on the base and they have to step on each base to squash them.
- On go!, all the children run around their square, touching each base until they are back to their original base.
- Vary the locomotor skills used to get around the bases.







### #3 wrap up:

#### RED LIGHT, GREEN LIGHT

• Make a start and finish line (20 feet apart and away from walls). One child is the street light at the finish line. The rest of the children are lined up at the start line. The 'street light' has their back to the rest of the children and yells out 'green light!' The rest of the children run toward the finish line but when the 'street light' turns red (that child yells out 'red light' whenever they choose to) they must stop moving immediately because if the child who is the street light turns around and catches any child moving that child has to take two giant steps back and do 5 jumping jacks. The 'street light' turns their back to the other children and yells out 'green light,' and the game continues. The objective of the game is to get to the finish line without the street light catching you. It may be a good idea to have the teacher be the street light for the first few times playing this game. Explain to children what 'moving' looks like. Loss of balance or blinking their eyes?



#### Teaching points:

Running: Lean forward, move the arms more vigorously, lift the knee when it swings through, push off forcefully.

Use cue words like: Push hard, Pump your arms, high knees

IDEAS

#### participants with a disability:

Wheelchair users can "wheel" while other children are running, as long as the wheeling surface is relatively smooth. Encourage participants with other locomotor disabilities to run as best they can taking care to provide adequate support if needed.

Uneven surfaces are very challenging for runners with this impairment and should be avoided.

If working with individuals with an intellectual disability. If outside, make sure that runners are monitored and that they become very familiar with where the group is running to or from.

#### Active and safe start:

Safe play

Stop participants frequently to remind them to keep their heads up and to anticipate where others are going to run.



# Lesson #19

## Hot Hoops

### Equipment:

Colored Hula Hoops  
Balls

### #1 warm-up:

#### SNAKE

- Start on your belly and stretch from head to toe, tell them, "Pretend you are a snake in the grass and stretch in the sun." After holding this pose for a few seconds,
- Raise your head and shoulders by pushing up with your arms with elbows close to your side, encourage the children to do a quiet "hiss" sound.
- Switch to sleepy turtle to stretch out the back.

#### INCHWORM

- Start in a standing position.
- Walk your hands down the legs to the floor and out until you are in a push-up position.
- Walk your feet up to your hand and repeat (walk hands out, feet up to hands)

#### BUTTERFLY

- Start in a sitting position, legs flexed in a triangle shape in front of you with the soles of your feet touching each other and your hands on their ankles and hold this stretch.

### #2 Main Lesson:

#### 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!







## #3 wrap up:

### 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 sponge 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.



## Teaching points:

Jumping: There is little use of the arms at first and the push off with the legs is weak. The arms and legs are usually not working together, so cue words like "push hard" and "lean forward" are important. Remind the jumper to push with both legs.

IDEAS

## participants with a disability:

If a player is in a wheelchair they can take part by wheeling out of the hoop, they might need an instructor to assist them.

For individuals with an intellectual disability, keep instructions brief and simple. Demonstrate rather than explain, and review instructions frequently.

## Active and safe start:

Safe play

Check the floors for water, dirt or protrusions (floor plates lifted), loose objects to trip on, etc. Check walls and keep players away from drinking fountains, or other protrusions into the playing area. Clearly delineate a safe running area with markers (cones and mats).



# Lesson #20

## catch the cows

### Equipment:

Yoga Mats

Balls

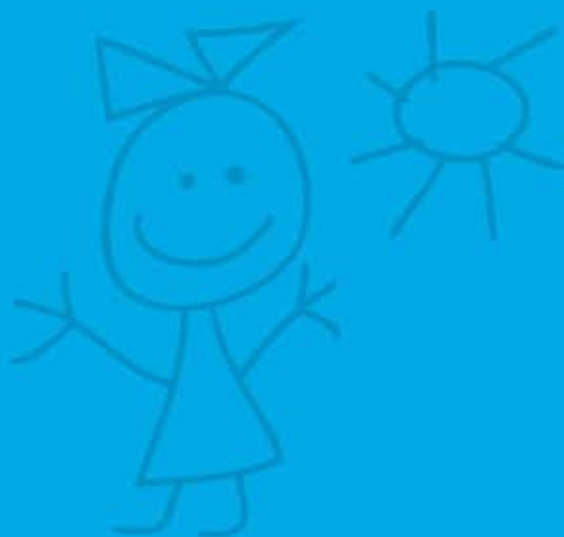
Basket to shoot balls into

### #1 warm-up:

#### SUN SALUTE

This is a yoga routine that involves 12 consecutive movements. Demonstrate each movement one by one and have the children copy your movements. Take your time when first explaining this exercise as there are a lot of movements involved.

- 1) Standing up tall, feet together, bring your palms together in front of your chest, elbows out to the sides.
- 2) Take a deep breath in and raise your arms above your head, keeping your back and stomach tight and straight.
- 3) Breathing out, lower your arms and start to bend forward at the waist. Lower your arms down toward the floor as far as comfortably possible with straight legs (bending the knees slightly, do not lock them).
- 4) Taking a deep breath in, bend at the knees, kneel on your left knee, resting the toes and top of the foot on the floor. Put your right foot forward, resting your hands on the floor beside the front foot. Make sure the right knee is not bent so far that it is past the toes. Now look up.
- 5) Breathe out, transfer weight to the hands and put your right leg back with the left, supporting your body on your toes and hands, making an inverted 'V' shape.
- 6) Breathe in, lower your chest and chin to the floor, keeping your hips raised off the floor.
- 7) Breathe out and lower your hips to the floor while pushing up slowly with your arms to arch your back, raising your chin and chest up off the floor, look up at the ceiling – "cobra pose."
- 8) Breathe in and return to the inverted 'V' pose.
- 9) Breathe out, step forward with the left foot, rest your hands on floor beside the front foot. Rest your toes and the top of the back foot on the floor and make sure the front knee is not bent so far that it is past the toes. Look up.
- 10) Breathe in, bring the back foot up to the front, slowly breathe out and rise up into a standing position with your arms dangling by your sides.
- 11) Breathing in, clasp your hands and raise your arms above your head.
- 12) Breathe out and lower your arms down in front of your chest.







## #2 Main Lesson:

### CATCH THE COWS

Roll multiple balls onto the play space (spread the balls out). Explain to the kids that sometimes on a farm, the cows break loose from their pens and the farmers have to round up the cows and put them back in their pens. The "cows" are the balls and the "farmers" are the players with the basket being the "pen." Teacher says "catch the cows!", and the children run after the balls (the cows) and have to dribble the balls and shoot them back into their basket (the pen). Once all the "cows" are caught everyone gives each other a high five for a job well done and the teacher says "release the cows" to start the game over.

## Teaching points:

When teaching dribbling, emphasize the following:

- Try to keep center of gravity low, body compact and moving together.
- Watch the ball; maintain court awareness.
- Try to push the ball down with fingertips; don't slap at ball.
- Try to keep dribble low; less chance of defender deflecting it.
- Try to learn to use both hands to dribble

IDEAS

## participants with a disability:

- Use a soft ball for wheelchair users as they cannot move away from the ball quickly.
- Use a soft ball that makes noise, and roll it along the floor toward the sitting child.
- For individuals with an intellectual disability, keep instructions brief and simple.
- Use brightly coloured balls or beanbags or both.

## #3 wrap up:

### NON-ELIMINATION SIMON SAYS

Divide into 2 groups. Two leaders start two games of Simon Says using fitness activities. (For example: Simon says touch the ground and stand up, Simon says do ten jumping jacks, Simon says stand up and sit down on the floor five times) If "Simon" catches someone doing the action when he/she has not said "Simon Says" the person caught moves to the other side of the class to join the other game.

## Active and safe start:

Have a well-rehearsed STOP signal and stop games immediately if you see unsafe running, or anything else.

Safe Play



# Lesson #21

## Bombs away!

### Equipment:

Yoga Mats  
Bowling Set  
Balls

### #1 warm-up:

#### OWLS

- Sit down on the floor with legs crossed, back straight, head up.
- Turn your head to the left looking over the shoulder, then to the right.
- Look down, chin to chest, look up.
- Tilt left ear to left shoulder, tilt right ear to right shoulder.
- Pause for about 10-15 seconds for each position. (repeat)

#### MAD CAT STRETCH

- Start with your hands and knees on the floor.
- Tilt your head back and look up as far as you can while letting your stomach sag towards the floor (emphasize pushing belly-button towards the floor)- hold for at least 10 seconds. "Something scares the cat!"...tuck your chin in and round your back up towards the ceiling- "all the fur is sticking straight up!"- hold for at least 10 seconds.

#### WATERMELON ROCK

- Lie on back, bring knees to chest.
- Wrap arms around lower legs and tuck chin into chest.
- Instruct children to rock back and forth from their bum to their shoulders while staying curled up.

#### BUOY IN THE OCEAN

- Stand with feet close together.
- Press palms together and raise arms straight above head.
- Keeping feet stable, move arms around head in a circular motion – try both directions.

### #2 Main Lesson:

#### BOMBS AWAY!

Set up a couple of plastic bowling pins or washed milk cartons per child a few feet away from the children. Have the children roll a ball to try and knock down the pins – emphasize rolling and not throwing. After the children knock down the pins, have them reset the pins and play again.

Instructions: tell the children that rolling a ball is just like throwing underhand except that the ball travels along the floor instead of in the air. Therefore, when they bring their arm forward they should bend their legs and let go of the ball really low, down by their foot so the ball will roll across the floor.







### #3 wrap up:

#### DUCK, DUCK GOOSE

This is a racing game where everyone sits in a circle and there is a designated person to be it. The person who is it must walk around the circle in a clockwise direction tapping everyone on the head. Every time they tap someone on the head they call them a 'duck'. The person who is it has the option to choose whomever they wish to race with. When they get to that person they say 'Goose'. That person must get up and race around the circle going counter-clockwise. The person who is it is racing around the circle going clockwise (make sure they don't run into each other by keeping their head up). It is a race to the empty spot in the circle. Whichever child doesn't make it is now the new person it.

\*\* 2-3 different circles may be necessary for large groups. Have the children sit with their hands on their knees for safety.



### Teaching points:

Start with using two hands to bowl, but encourage the participants to use one arm.

IDEAS

### participants with a disability:

Use a ball chute for wheelchair users or with those who have a hard time holding the ball and swinging through.

For individuals with an intellectual disability, keep instructions brief and simple. Demonstrate rather than explain, and review instructions frequently.

### Active and safe start:

Safe play

Check the floors for water, dirt or protrusions (floor plates lifted), loose objects to trip on, etc.

Check walls and keep players away from drinking fountains, or other protrusions into the playing area.

Clearly delineate a safe running area with markers (cones and mats)



# Lesson #22

## Look at How I Move

### Equipment:

Hula hoops

### #1 warm-up:

#### SUNRISE/SUNSET

Kids reach high in the sky, and then reach down to their toes.

#### RAINBOW

Have the children wave their arms from side to side above their heads, like a rainbow filling the sky.

#### CRAZY CRITTERS

Ask the kids if they know what bugs look like when they are on their backs. Get kids to imitate this.

#### SLEEPY TURTLE

- Kneel on the floor, sitting on your heels. Bend forward (careful not to lift your bum off your heels) so that your chest is resting on the front of the thighs, head down.
- Reach forward with out-stretched arms, resting forearms and hands on the floor.
- Hold this position, breathing deeply in through the nose and out through the mouth – this relaxes the body and stretches the lower and upper back and upper arms (triceps).
- Have them hide “inside their shell” so no one can see them.

#### MOUSE

- From the turtle position, have the children slide their arms back alongside their body toward their feet.
- They keep their bottoms on their heels and place their arms by their sides so that their hands are along their entire body ending at the feet. Encourage them to remain “quiet as a mouse” for as long as they can, usually at least 30 seconds.

### #2 Main Lesson:

#### LOOK AT HOW I MOVE

The idea behind this activity is to help children feel comfortable as they move in a large space with other children and to introduce basic traveling skills.

Start by asking children to begin walking throughout the space. As they walk ask that they stay far away from their friends and swing their arms.

To make this fun, ask them to pretend to be different types of animals that move with the skill involve – i.e. – gallop like a horse, crawl like a puppy, etc... Continue with other traveling skills asking children to march by raising their knees as high as they can, to gallop by moving forward stepping on the front foot and bringing the rear foot forward, and skipping by alternating hopping one time on one foot and then on the other.

Allow 45 to 60 seconds for children to practice each skill before moving to the next and then repeat each skill several times during the activity. Add other skills such as crawling, hopping, sliding as children are ready.





### #3 wrap up:

#### LEAPING LILYPADS

Spread the hula hoops out throughout the play area and start with everyone standing at one end. All of the children are 'frogs' looking for a home (the hula hoops are the lilypads), tell them the 'birds' (leaders) are out to get them. To avoid getting caught they must be inside a hula hoop but they can only stay inside the hula hoop for 5 seconds and then have to find another one. If they are tagged by a 'bird', they must do a jumping jack before they continue.



### Teaching points:

Encourage the children to move different parts of their body to improve body awareness.

IDEAS

### participants with a disability:

Wheelchair users can "wheel" while other children are running or other locomotor skills, as long as the wheeling surface is relatively smooth. Encourage participants with other locomotor disabilities to run as best they can-taking care to provide adequate support if needed.

For individuals with an intellectual disability, keep instructions brief and simple. Demonstrate rather than explain, and review instructions frequently.

### Active and safe start:

Safe play

Make sure that there is adequate space for the activity to take place. Do not use walls as finish lines or turning points. These should be made clear using markers on the floor.



# Lesson #23

## Shape Find

### Equipment:

Yoga Mats  
Shaped markers

### #1 warm-up:

#### 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 for your toes or 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).

### #2 Main Lesson:

#### SHAPE FIND

Large shapes are spread out on the floor along the perimeter of the playing area. The smaller shapes are mixed up and scattered in the middle of the playing area.

On the teacher's cue, the students begin moving around the perimeter of the area (or they can move throughout the room in a scattered formation) in the specified locomotor skill. The teacher should perform the skill with the students for them to mimic.

On the teacher's next cue, the students use the same skill to go into the center and pick up one of the shapes. Then each student takes the shape to the matching shape or color and waits for all students to match. Then teacher then calls out a different locomotor skill and the activity proceeds in the same manner.







## #3 wrap up:

### OCTOPUS TAG

Three children (more may be needed if there is a large number of children playing) are octopuses and they must spread out in the designated area. They are stuck in the mud, so they cannot move their feet. They can however, move the rest of their body including their tentacles (arms) to capture the 'little fish' that swim by. The rest of the children are the fish and they line up at one end of the area and on 'go' they must 'swim' down to the other end. If an octopus tags them then they become IT too and are stuck in the mud where they got tagged. The children run back and forth from one side to the other until everyone has been caught.

Variation: All of the children run around freely in a designated area, including the 'octopuses' who are IT. If you get tagged then you have to stop and plant your feet in the ground, you've become seaweed and you are IT as well (but you cannot move your feet).



## Teaching points:

Explore different locomotor skills such as running, skipping, jumping, and galloping sideways. Incorporate different upper body movements as well. For example, skipping with hands on top of head.

IDEAS

## participants with a disability:

Wheelchair users can "wheel" while other children are running, as long as the wheeling surface is relatively smooth. Encourage participants with other locomotor disabilities to run as best they can taking care to provide adequate support if needed.

For individuals with an intellectual disability, keep instructions brief and simple. Demonstrate rather than explain, and review instructions frequently.

## Active and safe start:

The greatest danger when playing games in confined spaces is collisions between players. Try using safe running techniques.

Safe play



# Lesson #24

## Follow the Leader

### Equipment:

Yoga mats

### #1 warm-up:

#### OPOSSUM STRETCH

Lie on your back, arms and legs in the air. Grab ankles, keeping legs straight as you can and hold.

#### CORKSCREW

- In a standing position fold arms across chest.
- Cross one foot over the other.
- Try to sit down without unfolding legs or arms.
- Now try to stand up without using hands or arms and keep feet and arms crossed.

#### CAN OPENER

- Lie on your back with your legs straight, place arms palm down out to the sides for balance.
- Move your right leg across the floor, up towards the right hand then lift that leg up and across the body towards the left hand, swing that leg back down to the starting position – repeat with opposite leg.



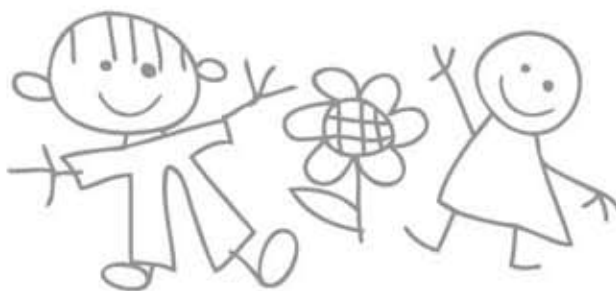
### #2 Main Lesson:

#### FOLLOW THE LEADER

Introduce the activity to children by demonstrating the roles of the leader and follower. The leader's role is to move in different directions and pathways throughout the space while galloping, marching, crawling, etc., and in general trying to challenge the follower to travel in variety of different ways. The follower's role is to attempt to replicate the movements of the leader. The follower should not get too far behind the leader, and the leader should be asked to slow down if he is getting too far away from the partner. 60 to 90 seconds is sufficient time for a child to be a leader before changing places. Leaders can be changed several times during the activity.







### #3 wrap up:

#### LEAP FROG TAG

One child is "IT", if a child gets tagged they must kneel on the ground, resting their head on the ground, covered by their hands. They are frozen in this position until another child leaps over them, leap frog style. Change "IT" often.

Make sure children are used leaping over each other and remaining in the turtle position. If they aren't ready to leap over each other, tell them to leap beside the person who is frozen.

Practice sleepy turtle first!

Kneel on the floor, sitting on your heels. Bend forward (careful not to lift your bum off your heels) so that your chest is resting on the front of the thighs, head down. Reach forward with out-stretched arms, resting on forearms and hands on the floor. Hold this position, breathing deeply in through the nose and out through the mouth – this relaxes the body and stretches the lower and upper back and upper arms (triceps). Have them hide "inside their shell" so no one can see them.

### Teaching points:

Make sure that the children have enough space between each other to move freely.

IDEAS

### participants with a disability:

Wheelchair users can take part but make sure that there is an instructor to help their partner choose suitable movement.

For individuals with an intellectual disability, keep instructions brief and simple. Demonstrate rather than explain, and review instructions frequently.

### Active and safe start:

Safe play

Have players imagine there is a bubble around them just beyond their maximum reach. The aim is to make sure bubbles don't touch. Mind your bubble and have a safe zone or non tag zone clearly marked and away from walls.



# Lesson #25

## Me and My Shadow

### Equipment:

Yoga Mats

### #1 warm-up:

#### CALF STRETCH

- Show the kids how to stand on their tippy toes. Then rest and repeat.

#### BALANCING

- Have the kids stand on one leg and try to balance. Holding their opposite ear helps!

#### THE TWIST

- Lie on your back, legs together and bent at the knees, keep feet on the floor.
- Place arms, palm down out to the sides for balance.
- Keeping knees together, twist the lower body and lower legs/knees to one side so they just touch the floor (keep shoulders and upper back on the floor). Slowly raise your legs back to the starting position and repeat on the other side.

#### BACKWARD PUSHUPS

- Sit down with your legs out straight, put your hands on the floor slightly behind your back.
- Transfer your weight to your hands and heels of the feet and lift your butt off the floor so that the body is in a straight line. Try to hold this position for as long as you can without letting the body sag.

### #2 Main Lesson:

#### ME AND MY SHADOW

Have the children find a partner. Instruct them that one person is a leader and the other person will pretend to be their shadow. The shadow will follow the leader around and move in the same way the leader moves. Switch leader and shadow often and emphasize working together and having fun. If you have time, you can have them find a new partner and continue the game.







### #3 wrap up:

#### WHAT TIME IS IT MR. WOLF?

Mark out two lines with one child, the wolf, at one line and the other children, the chickens, at the other line. The 'wolf' has their back to the 'chickens' and the chickens yell out together "What time is it Mr. Wolf?" The wolf calls back "It's 4 o'clock" (for example) The chickens would take 4 steps forward. If the wolf yells out "Lunch Time!" the wolf turns around and chases after the chickens trying to tag them as they run back to their safety zone. If anyone gets caught they become the wolf.



### Teaching points:

On a sunny day, bring the children outside so that they can see their shadow.

IDEAS

### participants with a disability:

When working with individuals with an intellectual disability: If outside, make sure that runners are monitored and that they become very familiar with where the group is running to or from.

### Active and safe start:

Safe  
play

STOP players frequently to remind them to keep their heads up and to anticipate where others are going to run. Take time to practice this before using it in games.



# Lesson #26

## over, under, Around and Through

### Equipment:

A variety of different objects including cones, boxes, tunnels, chairs.

### #1 warm-up:

#### FISH POSE

- Kneel down with your heels underneath you or beside you.
- Slowly lean back (using your arms/hands to help) as far as comfortably possible – your head and upper back may touch the floor if you are flexible enough, hold and count to ten.
- Some children might have trouble going down to the floor, so make sure that they go as far as they can using their arms.

#### BE A FLAMINGO!

- This is also known as 'the tree' position in yoga.
- Place your palms together raise your arms over your head.
- Lift one leg and rest the bottom of that foot on the inside of the weight bearing leg (just below or above the knee).

#### BALLOON BREATH

- Sit with your legs crossed and eyes closed.
- Place your hands in front of your chest, palms together.
- Take a deep breath in through your nose and pretend that there is a balloon under your arms so that when you breathe in, the balloon will rise and your arms will rise up above your head.
- As you breathe out, the balloon will lower and so will your arms, back to the front of your body—repeat.
- This is great to relax the children!

#### LUMBAR STRETCH

- Have the children lie down on their backs, legs straight.
- With controlled breathing, in through the nose out through the mouth, tell the children to lift their legs off the floor, bending their knees and bringing them up to their chests – keeping lower back on the floor.
- Hold this stretch for at least 10 seconds – this stretches the lower back, buttocks and the back of the thighs (hamstrings).

### #2 Main Lesson:

#### OVER, UNDER, AROUND, AND THROUGH

Scatter obstacles throughout the movement space and ask children to find and explore as many ways possible to travel around, over, under, or through the obstacles. Ask that they think about which objects are better for traveling over, under, around and through and place an emphasis on children traveling under control. Also, ask children to think of a variety of ways to travel when they are moving from one obstacle to the next (gallop, sliding, crawling, hopping, etc.)

For those teachers who do not have tunnels, a tunnel can be made by draping a sheet or blanket over several chairs.







## #3 wrap up:

### ANIMALS AT THE ZOO

For this activity the group is pretending to go to the zoo. The teacher will be the leader and let the children know what animals they are about to see and explain that the children must act like the animals. Every couple of minutes yell out a different animal and lead the children around while they move like that animal:

- Zebras- gallop
- Crabs – walk on hands and feet with left hand, left leg stepping forward at same time.
- Donkeys – hands on floor, kick legs back into the air.
- Gorillas – squatting down, walk on feet and knuckles.
- Turtles – walk on hands and feet in slow motion.

And you can do as many animals as you wish.

## Teaching points:

Encourage children to try running sideways and backward, not always in a straight line. Be a role model and play running games with children.

IDEAS

## participants with a disability:

For individuals with an intellectual disability, keep instructions brief and simple. Demonstrate rather than explain, and review instructions frequently.

## Active and safe start:

Safe  
play

Make sure that you set up the activity safely by assuring that none of the equipment is going to slip. Wipe mats with a damp cloth and make sure that balls and others toys are put away.



# Lesson #27

## Track Day

### Equipment:

Yoga Mats  
Bean bags  
Medium balls

### #1 warm-up:

#### BICYCLE

Have the kids lay on their back and pretend to be biking with their legs. Emphasize when you want them to be going fast or slow. Place hands under back for support.

#### SIDE STRETCH

Have the children standing straight, then lean to one side as far as they can. Then do it to the other side.

#### CHOO CHOO

- Sit with your legs crossed, back straight, head up, elbows pointing toward the back and fists against the ribs.
- Pretending your arms are pushing the wheels of a train, punch one fist forward while breathing in through the nose.
- Punch the opposite fist forward, while breathing out and bringing the other fist back.
- Repeat these motions – does your breathing sound like a train on the move?

#### PLANK

On the floor, balance on forearms and bent knees (squeeze stomach tight and hold). Repeat.



### #2 Main Lesson:

#### TRACK DAY

##### WALK, JOG, RUN

- Progressing from walking to jogging to running: have children follow you (the teacher) and focus on heel-to-toe movement and swinging those arms! As you progress to a jog, tell the children to bend their arms and to bounce off the balls of their feet. Progressing to running, focus on really bringing the knees up, kicking the feet back toward the Buttocks, and really swinging those arms. To make sure the children are positioning their feet correctly, you could put down a track that the children have to run through, without stepping out of it.
- Remember to keep the body tall and straight, head up and looking forward while walking, jogging or running.

##### PURSUIT RELAY

Create a box or circle with cones that “teams” of 4 will spread out around this area to run a relay, like a relay race in track and field where athletes run to the next runner and hand off a baton. In our case, Runners travel counter clockwise handing off and receiving the bean bag. The first runner hands the beanbag to the next runner, and repeat until all 4 runners had a chance to run with the beanbag. After the exchange each “just arrived” runner joins that group, at the end of the line. Don’t focus on who wins, just the fun of running and passing off the beanbag. Switch up the teams regularly.





### #3 wrap up:

#### HOT POTATO

Have two groups so that when the kid who ends the song with the ball does not get eliminated but simply goes to the other circle and keeps playing. "Hot potato pass it on, pass it on, pass it on, hot potato pass it on, get rid of the hot potato".



### Teaching points:

There is little use of the arms at first and the push off with the legs is weak. The arms and legs are usually not working together, so cue words like "push hard" and "Lean forward" are important. Remind the jumper to push with both legs.

**IDEAS**

### participants with a disability:

- Wheelchair users can "wheel" while other children are running, as long as the wheeling surface is relatively smooth. Encourage participants with other locomotor disabilities to run as best they can taking care to provide adequate support if needed.
- Uneven surfaces are very challenging for runners with this impairment and should be avoided.
- If working with individuals with an intellectual disability. If outside, make sure that runners are monitored and that they become very familiar with where the group is running to or from.

### Active and safe start:

**Safe  
play**

Make sure that there is adequate space for the activity to take place. Do not use walls as finish lines or turning points. These should be made clear using markers on the floor.



# Lesson #28

## Volcano!

### Equipment:

Balance beams, poly-spots, ropes, blocks, stepping stones, hula-hoops, geo shapes, one large tumbling mat for an island, and anything else children can safely jump, walk, run, skip, or balance on.

### #1 warm-up:

#### 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 ARMS

- 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 for as long as you can and slowly go back to table top.
- Repeat with opposite leg.

### #2 Main Lesson:

#### VOLCANO!

Tell the students that a giant volcano has erupted and there is hot lava everywhere. In order to avoid the hot lava, the students will need to get to the island (tumbling mat or mats) on the other side of the gym/playing area.

Create a variety of ways to get to the island. For example, use balance beam mat, poly-spots to jump on, stepping stones to walk across, ropes for tight-rope walking, hula hoops to walk around, etc. Have the students try and go back and forth from the starting point to the island, allowing multiple trips. Vary the locomotor skills the students use to move around the items.

If you have access, playing background music like the "Mission Impossible Theme" from the movie soundtrack can make this activity even more exciting for the children.







### #3 wrap up:

#### RED LIGHT, GREEN LIGHT

Make a start and finish line (20 feet apart and away from walls). One child is the street light at the finish line. The rest of the children are lined up at the start line. The 'street light' has their back to the rest of the children and yells out 'green light!' The rest of the children run toward the finish line but when the 'street light' turns red (that child yells out 'red light' whenever they choose to) they must stop moving immediately because if the child who is the street light turns around and catches any child moving that child has to take two giant steps back and do 5 jumping jacks. The 'street light' turns their back to the other children and yells out 'green light,' and the game continues. The objective of the game is to get to the finish line without the street light catching you. It may be a good idea to have the teacher be the street light for the first few times playing this game.



### Teaching points:

For balancing activities:  
Establish a wide base of support (feet or hands).  
Lower body – bend knees or arms to lower the centre of gravity. Extend body parts to help counterbalance.  
Focus eyes on an object to help balance.  
Tighten muscles to hold balance.

IDEAS

### participants with a disability:

For individuals with an intellectual disability, keep instructions brief and simple. Demonstrate rather than explain, and review instructions frequently.

### Active and safe start:

It is important to alternate between different body parts when supporting and balancing.

Safe play



# Lesson #29

## Airports

### Equipment:

Cones  
Balls

### #1 warm-up:

#### SNAKE

- Start on your belly and stretch from head to toe, tell them, "Pretend you are a snake in the grass and stretch in the sun." After holding this pose for a few seconds,
- Raise your head and shoulders by pushing up with your arms with elbows close to your side, encourage the children to do a quiet "hiss" sound.
- Switch to sleepy turtle to stretch out the back.

#### INCHWORM

- Start in a standing position.
- Walk your hands down the legs to the floor and out until you are in a push-up position.
- Walk your feet up to your hand and repeat (walk hands out, feet up to hands)

#### BUTTERFLY

- Start in a sitting position, legs flexed in a triangle shape in front of you with the soles of your feet touching each other and your hands on their ankles and hold this stretch.



### #2 Main Lesson:

#### AIRPORTS

Note: if you have a way to play music, that would be ideal. If not, just instruct the children to stop and go.

Set up four cones to mark off each corner of the play space. These will be the airports for the students to land in. You start out the activity by telling the students that today we are going to be airplanes, they need to fly around like different kinds of airplanes carefully without "crashing". Airplanes will begin flying when they hear the music start, once the music stops they need to find an airport (marked off area) and come in for a landing. To do this they slow down with their arms out as wings and balancing at a low level on one foot. They need to stay like this until the music starts again. While all students are landed you could call on different students to pick what type of aircraft they all are going to be. This really gets the students to be creative and move how they think that type of aircraft will move. For example: Call on a student to pick what kind of airplane the class is going to be such as a "jet." The teacher would then ask children how they think a jet would move, and then make sure the class hears a few good clues like fast, and big to help them realize how that type of aircraft would move.





### #3 wrap up:

#### 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 sponge 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.



### Teaching points:

Make posters of different airplanes to make the main lesson more visual.

IDEAS

### participants with a disability:

For individuals with an intellectual disability, keep instructions brief and simple. Demonstrate rather than explain, and review instructions frequently.

### Active and safe start:

Safe play

Have players imagine there is a bubble around them just beyond their maximum reach. The aim is to make sure bubbles don't touch. Have a safe zone or non tag zone clearly marked away from the walls.



# Lesson #30

## Bowling

### Equipment:

Bowling Set, different size balls

### #1 warm-up:

#### SUN SALUTE

This is a yoga routine that involves 12 consecutive movements. Demonstrate each movement one by one and have the children copy your movements. Take your time when first explaining this exercise as there are a lot of movements involved.

- 1) Standing up tall, feet together, bring your palms together in front of your chest, elbows out to the sides.
- 2) Take a deep breath in and raise your arms above your head, keeping your back and stomach tight and straight.
- 3) Breathing out, lower your arms and start to bend forward at the waist. Lower your arms down toward the floor as far as comfortably possible with straight legs (bending the knees slightly, do not lock them).
- 4) Taking a deep breath in, bend at the knees, kneel on your left knee, resting the toes and top of the foot on the floor. Put your right foot forward, resting your hands on the floor beside the front foot. Make sure the right knee is not bent so far that it is past the toes. Now look up.
- 5) Breathe out, transfer weight to the hands and put your right leg back with the left, supporting your body on your toes and hands, making an inverted 'V' shape.
- 6) Breathe in, lower your chest and chin to the floor, keeping your hips raised off the floor.
- 7) Breathe out and lower your hips to the floor while pushing up slowly with your arms to arch your back, raising your chin and chest up off the floor, look up at the ceiling – "cobra pose."
- 8) Breathe in and return to the inverted 'V' pose.
- 9) Breathe out, step forward with the left foot, rest your hands on floor beside the front foot. Rest your toes and the top of the back foot on the floor and make sure the front knee is not bent so far that it is past the toes. Look up.
- 10) Breathe in, bring the back foot up to the front, slowly breathe out and rise up into a standing position with your arms dangling by your sides.
- 11) Breathing in, clasp your hands and raise your arms above your head.
- 12) Breathe out and lower your arms down in front of your chest.







## #2 Main Lesson:

### BOWLING

Set up plastic bowling pins or washed milk cartons a few feet away from the children who are lined up in a single file. One by one the children must roll a ball to try and knock down the pins – emphasize rolling and not throwing. You will have to reset the pins often – it may be a good idea to have a few different ‘bowling alleys’ so the kids are not waiting too long for their turn. Instructions: tell the children that rolling a ball is just like throwing underhand except that the ball travels along the floor instead of in the air. Therefore, when they bring their arm forward they should bend their legs and let go of the ball really low, down by their foot so the ball will roll across the floor.

## Teaching points:

Start with using two hands to bowl, but encourage the participants to use one arm.

IDEAS

## participants with a disability:

Use a ball chute for wheelchair users or with those who have a hard time holding the ball and swinging through.

For individuals with an intellectual disability, keep instructions brief and simple. Demonstrate rather than explain, and review instructions frequently.

## #3 wrap up:

### NON-ELIMINATION SIMON SAYS

Divide into 2 groups. Two leaders start two games of Simon Says using fitness activities. (For example: Simon says touch the ground and stand up, Simon says do ten jumping jacks, Simon says stand up and sit down on the floor five times) If “Simon” catches someone doing the action when he/she has not said “Simon Says” the person caught moves to the other side of the class to join the other game.

## Active and safe start:

Safe play

Check the floors for water, dirt or protrusions (floor plates lifted), loose objects to trip on, etc. Check walls and keep players away from drinking fountains, or other protrusions into the playing area. Clearly delineate a safe running area with markers (cones and mats).



# Lesson #31

## Egg Hunt

### Equipment:

Yoga Mats

Small Balls

Bean Bags

Basket

### #1 warm-up:

#### OWLS

- Sit down on the floor with legs crossed, back straight, head up.
- Turn your head to the left looking over the shoulder, then to the right.
- Look down, chin to chest, look up.
- Tilt left ear to left shoulder, tilt right ear to right shoulder.
- Pause for about 10-15 seconds for each position. (repeat)

#### MAD CAT STRETCH

- Start with your hands and knees on the floor.
- Tilt your head back and look up as far as you can while letting your stomach sag towards the floor (emphasize pushing belly-button towards the floor)- hold for at least 10 seconds. "Something scares the cat!" ...tuck your chin in and round your back up towards the ceiling- "all the fur is sticking straight up!"- hold for at least 10 seconds.

#### WATERMELON ROCK

- Lie on back, bring knees to chest.
- Wrap arms around lower legs and tuck chin into chest.
- Instruct children to rock back and forth from their bum to their shoulders while staying curled up.

#### BUOY IN THE OCEAN

- Stand with feet close together.
- Clasp fingers together and raise arms straight above head.
- Keeping feet stable, move arms around head in a circular motion – try both directions.
- Have the children lie down on their backs, legs straight.
- With controlled breathing, in through the nose out through the mouth, tell the children to lift their legs off the floor, bending their knees and bringing them up to their chests – keeping lower back on the floor.
- Hold this stretch for at least 10 seconds – this stretches the lower back, buttocks and the back of the thighs (hamstrings).

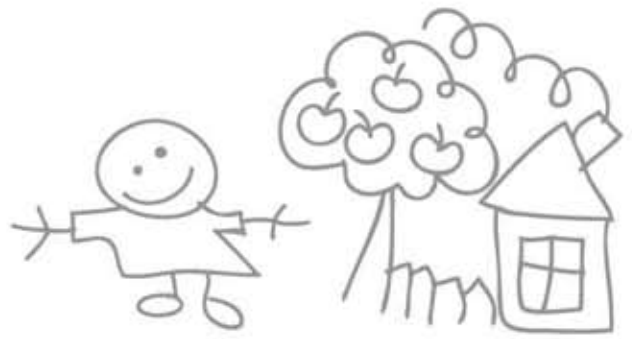
### #2 Main Lesson:

#### EGG HUNT

- Have more balls and bean bags than students. Have the students line-up across one end of the play space. Take the balls and spread them out around the field, these are the eggs. At the other end of the play space is a goal called the "basket". Say "Go!" to turn them loose. The object of the game is to get all the "eggs" in the basket as quickly as possible. They are all on the same team, and aren't allowed to take a ball away from another student.







### #3 wrap up:

#### DUCK, DUCK GOOSE

This is a racing game where everyone sits in a circle and there is a designated person to be it. The person who is it must walk around the circle in a clockwise direction tapping everyone on the head. Every time they tap someone on the head they call them a 'duck'. The person who is it has the option to choose whomever they wish to race with. When they get to that person they say 'Goose'. That person must get up and race around the circle going counter-clockwise. The person who is it is racing around the circle going clockwise (make sure they don't run into each other). It is a race to the empty spot in the circle. Whichever child doesn't make it is now the new person it.

\*\* 2-3 different circles may be necessary for large groups.



### Teaching points:

In a safe way, try getting the students to throw the "eggs" in the basket.

IDEAS

### participants with a disability:

For Individuals with a visual disability, use a ball that provides an auditory cue so that participants can hear the ball move.

For individuals with an intellectual disability, keep instructions brief and simple. Demonstrate rather than explain, and review instructions frequently.

### Active and safe start:

Safe  
play

Yoga mats are used in several lessons. On dusty floors light mats can slide easily. You can fix this problem by simply wiping the bottom of the mat with a damp cloth.



# Lesson #32

## Hula Hoop Round-about

### Equipment:

Hula hoops

### #1 warm-up:

#### SUNRISE/SUNSET

Kids reach high in the sky, and then reach down to their toes.

#### RAINBOW

Have the children wave their arms from side to side above their heads, like a rainbow filling the sky.

#### CRAZY CRITTERS

Ask the kids if they know what bugs look like when they are on their backs. Get kids to imitate this.

#### SLEEPY TURTLE

Kneel on the floor, sitting on your heels. Bend forward (careful not to lift your bum off your heels) so that your chest is resting on the front of the thighs, head down. Reach forward with out-stretched arms, resting forearms and hands on the floor. Hold this position, breathing deeply in through the nose and out through the mouth – this relaxes the body and stretches the lower and upper back and upper arms (triceps). Have them hide “inside their shell” so no one can see them.

#### MOUSE

From the turtle position, have the children slide their arms back alongside their body toward their feet. They keep their bottoms on their heels and place their arms by their sides so that their hands are along their entire body ending at the feet. Encourage them to remain “quiet as a mouse” for as long as they can, usually at least 30 seconds.

### #2 Main Lesson:

#### HULA HOOP ROUND-ABOUT

Group the children in groups of 3-4. Have the children hold hands and form a circle. Have two of the children join hands through a hula hoop and the objective of the game is to try and move the hula hoop around the entire circle of children without the children letting go of their partners' hands. Once they can get the hoop around once, add another hoop and have two hula hoops going at the same time.







## #3 wrap up:

### LEAPING LILYPADS

Spread the hula hoops out throughout the play area and start with everyone standing at one end. All of the children are 'frogs' looking for a home (the hula hoops are the lilypads), tell them the 'birds' (leaders) are out to get them. To avoid getting caught they must be inside a hula hoop but they can only stay inside the hula hoop for 5 seconds and then have to find another one. If they are tagged by a 'bird', they must do a jumping jack before they continue.



## Teaching points:

Use different sized hula hoops if available.

IDEAS

## participants with a disability:

For individuals with an intellectual disability, keep instructions brief and simple. Demonstrate rather than explain, and review instructions frequently.

## Active and safe start:

Safe  
play

Remember! Have a well-rehearsed STOP signal and stop games immediately if you see unsafe running, or anything else.



# Lesson #33

## Hot potato variation

### Equipment:

Yoga Mats  
Small Balls  
Bean Bags

### #1 warm-up:

#### 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 for your toes or 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).

### #2 Main Lesson:

#### HOT POTATO VARIATION

Split the group into two teams divided by a centre line. Scatter 10-15 different coloured balls and bean bags around the area. Call out a colour, "green!" for example, and then the children must try to get all the green balls out of their area and into the other team's area by throwing the balls – then call out a new color, limit the time to 1 – 3 min per color and do not emphasize winning teams, just let the children play the game.







### #3 wrap up:

#### OCTOPUS TAG

Three children (more may be needed if there is a large number of children playing) are octopuses and they must spread out in the designated area. They are stuck in the mud, so they cannot move their feet. They can however, move the rest of their body including their tentacles (arms) to capture the 'little fish' that swim by. The rest of the children are the fish and they line up at one end of the area and on 'go' they must 'swim' down to the other end. If an octopus tags them then they become IT too and are stuck in the mud where they got tagged. The children run back and forth from one side to the other until everyone has been caught.

Variation: All of the children run around freely in a designated area, including the 'octopuses' who are IT. If you get tagged then you have to stop and plant your feet in the ground, you've become seaweed and you are IT as well (but you cannot move your feet).



### Teaching points:

Since the arm is usually taken up and to the side, make sure to guide the child to take their arm back behind their head instead. Use cue words like "ball back."

Use cue words like "step and throw" and teach them to lean forward as they throw.

IDEAS

### participants with a disability:

- For wheelchair users at the early stages of throwing, position the wheelchair in the direction the ball is to be thrown. For more advanced throwers, point the wheelchair slightly to the side of the throwing arm.
- Physically guide individuals with a visual disability through the motions with additional verbal cues; a higher number of repetitions is also recommended.
- For individuals with an intellectual disability, keep instructions brief and simple. Demonstrate rather than explain, and review frequently.

### Active and safe start:

Safe play

Balls can be especially dangerous if loose in a running or landing area when not in use. Keep them in a container, net, bag, or behind benches. You can encourage the children to help you pick them up and store them when they aren't in use.



# Lesson #34

## Safari Adventure

### Equipment:

Hula hoops  
Cones

### #1 warm-up:

#### OPOSSUM STRETCH

- Lie on your back, arms and legs in the air. Grab ankles, keeping legs straight as you can and hold.

#### CAN OPENER

- Lie on your back with your legs straight, place arms palm down out to the sides for balance.
- Move your right leg across the floor, up towards the right hand then lift that leg up and across the body towards the left hand, swing that leg back down to the starting position – repeat with opposite leg.



### #2 Main Lesson:

#### SAFARI ADVENTURE

Set up some cones around the play space. As well, have enough hula hoops in a pile so that you can have one for each student.

First you start out with the kids moving around like animals in general space. Tell them that they must learn how to move like the animals in order to look for them in the wild. Ask them to practice moving slow like an elephant, or fast like a tiger. Then, when they have accomplished this task, have them pretend that the cones are the wild animals, having them search for them with their pretend binoculars. After this, it is time for children to use hoops to catch the animals. They will go around putting the hoops over the cones and pretending that they catch them. Ask them what animal they have just caught!







## #3 wrap up:

### LEAP FROG TAG

One child is "IT", if a child gets tagged they must kneel on the ground, resting their head on the ground, covered by their hands. They are frozen in this position until another child leaps over them, leap frog style. Change "IT" often.

Make sure children are used leaping over each other and remaining in the turtle position. If they aren't ready to leap over each other, tell them to leap beside the person who is frozen.

Practice sleepy turtle first!

Kneel on the floor, sitting on your heels. Bend forward (careful not to lift your bum off your heels) so that your chest is resting on the front of the thighs, head down. Reach forward with out-stretched arms, resting on forearms and hands on the floor. Hold this position, breathing deeply in through the nose and out through the mouth – this relaxes the body and stretches the lower and upper back and upper arms (triceps). Have them hide "inside their shell" so no one can see them.

## Teaching points:

Put up pictures of animals you will use for this activity.

IDEAS

## participants with a disability:

For individuals with an intellectual disability, keep instructions brief and simple. Demonstrate rather than explain, and review instructions frequently.

## Active and safe start:

Safe  
play

Have players imagine there is a bubble around them just beyond their maximum reach. The aim is to make sure bubbles don't touch. Have a safe zone or non tag zone clearly marked and away from walls.



# Lesson #35

## Who's IT?

### Equipment:

Mats  
Soft objects

### #1 warm-up:

#### CALF STRETCH

- Show the kids how to stand on their tippy toes. Then rest and repeat.

#### BALANCING

- Have the kids stand on one leg and try to balance. Holding their opposite ear helps!

#### THE TWIST

- Lie on your back, legs together and bent at the knees, keep feet on the floor.
- Place arms, palm down out to the sides for balance.
- Keeping knees together, twist the lower body and lower legs/knees to one side so they just touch the floor (keep shoulders and upper back on the floor). Slowly raise your legs back to the starting position and repeat on the other side.

#### BACKWARD PUSHUPS

- Sit down with your legs out straight, put your hands on the floor slightly behind your back.
- Transfer your weight to your hands and heels of the feet and lift your butt off the floor so that the body is in a straight line. Try to hold this position for as long as you can without letting the body sag.

### #2 Main Lesson:

#### WHO'S IT?

Partner up the children and spread out the pairs in a marked area. Give each pair a soft object that is easy to catch and throw. Play some music and while it is playing the partners throw the object back and forth, once the music stops the partner with the object has to run away from their partner who is going to try and tag them. Play the music and start from the beginning.







## #3 wrap up:

### WHAT TIME IS IT MR. WOLF?

Mark out two lines with one child, the wolf, at one line and the other children, the chickens, at the other line. The 'wolf' has their back to the 'chickens' and the chickens yell out together "What time is it Mr. Wolf?" The wolf calls back "It's 4 o'clock" (for example) The chickens would take 4 steps forward. If the wolf yells out "Lunch Time!" the wolf turns around and chases after the chickens trying to tag them as they run back to their safety zone. If anyone gets caught they become the wolf.



## Teaching points:

- The head is often turned away from the ball, so use cue words like "watch ball".
- Teach them to keep the elbows in close to the body, with the palms turned upward and to close the arms on the ball as it arrives. Use cue words like "cradle the ball".

IDEAS

## participants with a disability:

- Use a soft ball for wheelchair users as they cannot move away from the ball quickly.
- Use a soft ball that makes noise, and roll it along the floor toward the sitting child.
- For individuals with an intellectual disability, keep instructions brief and simple, use brightly coloured balls or beanbags or both.

## Active and safe start:

Safe  
play

Have a well-rehearsed STOP signal and stop games immediately if you see unsafe running, or anything else.



# Lesson #36

## Rectangle Rush

### Equipment:

Floor markers

### #1 warm-up:

#### FISH POSE

- Kneel down with your heels underneath you or beside you.
- Slowly lean back (using your arms/hands to help) as far as comfortably possible – your head and upper back may touch the floor if you are flexible enough, hold and count to ten.
- Some children might have trouble going down to the floor, so make sure that they go as far as they can using their arms

#### BE A FLAMINGO!

- This is also known as 'the tree' position in yoga.
- Place your palms together raise your arms over your head.
- Lift one leg and rest the bottom of that foot on the inside of the weight bearing leg (just below or above the knee).

#### BALLOON BREATH

- Sit with your legs crossed and eyes closed.
- Place your hands in front of your chest, palms together.
- Take a deep breath in through your nose and pretend that there is a balloon under your arms so that when you breathe in, the balloon will rise and your arms will rise up above your head.
- As you breathe out, the balloon will lower and so will your arms, back to the front of your body– repeat.
- This is great to relax the children!

#### LUMBAR STRETCH

- Have the children lie down on their backs, legs straight.
- With controlled breathing, in through the nose out through the mouth, tell the children to lift their legs off the floor, bending their knees and bringing them up to their chests – keeping lower back on the floor.
- Hold this stretch for at least 10 seconds – this stretches the lower back, buttocks and the back of the thighs (hamstrings).

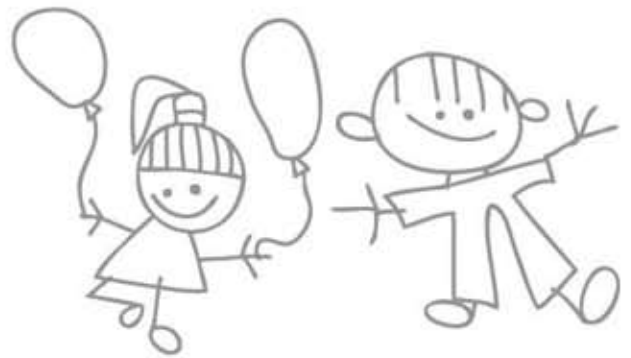
### #2 Main Lesson:

#### RECTANGLE RUSH

Have children sit in a large rectangle, and number them 1-4, make sure that the children remember their number. Ask them to repeat the number back to you after you have numbered everyone. Call out two different numbers, and those children must stand and run around the rectangle. They must do two laps around the rectangle before they can sit down again somewhere close to their original seat. Set the boundaries of the rectangle with floor markers.







## #3 wrap up:

### ANIMALS AT THE ZOO

For this activity the group is pretending to go to the zoo. The teacher will be the leader and let the children know what animals they are about to see and explain that the children must act like the animals. Every couple of minutes yell out a different animal and lead the children around while they move like that animal:

- Zebras- gallop
- Crabs – walk on hands and feet with left hand, left leg stepping forward at same time.
- Donkeys – hands on floor, kick legs back into the air.
- Gorillas – squatting down, walk on feet and knuckles.
- Turtles – walk on hands and feet in slow motion.

And you can do as many animals as you wish. Use toys or images of the animal if you have them! Use toys or images of the animal if you have them!

## Teaching points:

Explore different locomotor skills such as running, skipping, jumping, and galloping sideways. Incorporate different upper body movements as well. For example, skipping with hands on top of head.

IDEAS

## participants with a disability:

Wheelchair users can “wheel” while other children are running, as long as the wheeling surface is relatively smooth. Encourage participants with other locomotor disabilities to run as best they can taking care to provide adequate support if needed.

- Uneven surfaces are very challenging for runners with a visual impairment and should be avoided.
- If working with individuals with an intellectual disability. If outside, make sure that runners are monitored and that they become very familiar with where the group is running to or from.

## Active and safe start:

Safe  
play

Remind children to keep their head up to avoid accidents.



# Lesson #37

## Beat the circle

### Equipment:

Yoga Mats  
Balls

### #1 warm-up:

#### BICYCLE

- Have the kids lay on their back and pretend to be biking with their legs. Emphasize when you want them to be going fast or slow.

#### SIDE STRETCH

- Have the children standing straight, then lean to one side as far as they can. Then do it to the other side.

#### CHOO CHOO

- Sit with your legs crossed, back straight, head up, elbows pointing toward the back and fists against the ribs.
- Pretending your arms are pushing the wheels of a train, punch one fist forward while breathing in through the nose.
- Punch the opposite fist forward, while breathing out and bringing the other fist back.
- Repeat these motions – does your breathing sound like a train on the move?

#### PLANK

- On the floor, balance on forearms and feet (squeeze stomach tight and hold). Repeat.

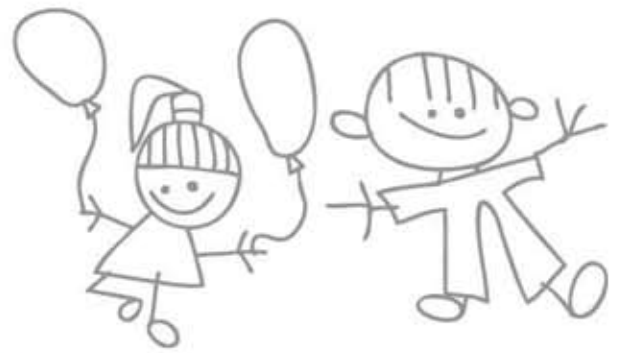
### #2 Main Lesson:

#### BEAT THE CIRCLE

The children form a circle with one child on the outside of the circle who is lined up beside the child in the circle who has a ball. On "Go!" the children in the circle pass the ball around the circle and the child on the outside runs around the circle trying to make it back to the start before the ball does. Switch the runner up each time. Don't focus on whether the child beat or didn't beat the ball back – focus on the effort put in by the children.







### #3 wrap up:

#### HOT POTATO

Have two groups so that when the kid who ends the song with the ball does not get eliminated but simply goes to the other circle and keeps playing. "Hot potato pass it on, pass it on, pass it on, hot potato pass it on, get rid of the hot potato".



### Teaching points:

Use different sized balls, or different objects to pass around.

IDEAS

### participants with a disability:

For individuals with an intellectual disability, keep instructions brief and simple. Demonstrate rather than explain, and review frequently.

### Active and safe start:

Have a well-rehearsed STOP signal and stop games immediately if you see unsafe running, or anything else.

Safe  
play



# Lesson #38

## Pop-Goes-The-Weasel

### Equipment:

Mats  
Markers or hula hoops

### #1 warm-up:

#### SCISSORS

- Lay on backs and pretend to be cutting paper. Your legs are the scissors so they should be crisscrossing to cut the paper.

#### CRAZY ARMS

- Stand with feet shoulder width apart, arms out to the sides.
- Making small, forward circles with arms, gradually getting bigger and faster. Switch directions and gradually make the circles smaller and smaller. Repeat.
- Do not 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 for as long as you can and slowly go back to table top.
- Repeat with opposite leg.

### #2 Main Lesson:

#### POP-GOES-THE-WEASEL

Start with all the children squatting down with hands on the floor. Try to get all the children singing with you "Round and round the Mulberry bush, the monkey chased the weasel. The monkey thought it was all in good fun. Pop! Goes the weasel." On the signal "Pop! Goes the weasel" have the children jump up throw their arms up into the air and land back in the squatting position. Repeat several times.

Next, place a marker or a hula hoop in front of each child. Repeat the game, but have the child jump up and try to land softly on the marker or in the hoop.







### #3 wrap up:

#### RED LIGHT, GREEN LIGHT

Make a start and finish line (20 feet apart). One child is the street light at the finish line. The rest of the children are lined up at the start line. The 'street light' has their back to the rest of the children and yells out 'green light!' The rest of the children run toward the finish line but when the 'street light' turns red (that child yells out 'red light' whenever they choose to) they must stop moving immediately because if the child who is the street light turns around and catches any child moving that child has to take two giant steps back and do 5 jumping jacks. The 'street light' turns their back to the other children and yells out 'green light,' and the game continues. The objective of the game is to get to the finish line without the street light catching you. It may be a good idea to have the teacher be the street light for the first few times playing this game.



### Teaching points:

Jumping: cue words like "push hard" and "lean forward" are important. Remind the jumper to push with both legs.

IDEAS

### participants with a disability:

For individuals with a visual disability, initially provide balance support, and then reduce this support gradually.

For individuals with an intellectual disability, keep instructions brief and simple. Demonstrate rather than explain, and review instructions frequently.

### Active and safe start:

Safe play

On dusty floors light mats can slide easily. You can fix this problem by simply wiping the bottom of the mat with a damp cloth.



# Lesson #39

## Swat the Fly TAG

### Equipment:

Yoga mats  
Pool noodles  
Balls

### #1 warm-up:

#### SNAKE

- Start on your belly and stretch from head to toe, tell them, "Pretend you are a snake in the grass and stretch in the sun." After holding this pose for a few seconds,
- Raise your head and shoulders by pushing up with your arms with elbows close to your side, encourage the children to do a quiet "hiss" sound.
- Switch to sleepy turtle to stretch out the back.

#### INCHWORM

- Start in a standing position.
- Walk your hands down the legs to the floor and out until you are in a push-up position.
- Walk your feet up to your hand and repeat (walk hands out, feet up to hands).

#### BUTTERFLY

- Start in a sitting position, legs flexed in a triangle shape in front of you with the soles of your feet touching each other and your hands on their ankles and hold this stretch.

### #2 Main Lesson:

#### SWAT THE FLY TAG

Explain to the children that some of them will drag flies, while others chase the flies, trying to swat them with pool noodles. Demonstrate dragging, swatting and moving safely within the playing area. Start with one swatter and the rest as draggers. The Draggers move around dragging their noodle on the floor and the tagger goes around try to "swat the fly" (the pool noodle of the dragger). As a dragger just tagged they become a swatter. Eventually everyone will be a swatter and the games starts again with one swatter you chose.

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. Children who use wheelchairs or mobile prone standers can swat the flies that others drag past them.







## #3 wrap up:

### 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.



## Teaching points:

### RUNNING

- Running usually develops during the second year of life, before children take part in organized physical activity/sports.
- In the early stage of running, instruction is not effective or recommended. Children need opportunities to run and play in safe open spaces.
- Encourage children to try running sideways and backward, not always in a straight line.
- Be a role model, and play running games with children.

IDEAS

## participants with a disability:

- For wheelchair users, position the wheelchair at 45 degrees to the approaching ball so that their backswing won't hit the frame of the chair. Use a soft ball, as the hitter can't get out of the way.
- Practise with participants "sweeping" the bat on the surface of the floor while trying to hit a noise-making ball rolled toward them.
- For individuals with an intellectual disability, keep instructions brief and simple. Demonstrate rather than explain, and review frequently.

## Active and safe start:

Have players imagine there is a bubble around them just beyond their maximum reach. The aim is to make sure bubbles don't touch. Mind your bubble and have a safe zone or non tag zone clearly marked and away from walls.

Safe  
play



# Lesson #40

## Balance play

### Equipment:

Yoga Mats  
Balls  
Floor markers

### #1 warm-up:

#### SUN SALUTE

This is a yoga routine that involves 12 consecutive movements. Demonstrate each movement one by one and have the children copy your movements. Take your time when first explaining this exercise as there are a lot of movements involved.

- 1) Standing up tall, feet together, bring your palms together in front of your chest, elbows out to the sides.
- 2) Take a deep breath in and raise your arms above your head, keeping your back and stomach tight and straight.
- 3) Breathing out, lower your arms and start to bend forward at the waist. Lower your arms down toward the floor as far as comfortably possible with straight legs (bending the knees slightly, do not lock them).
- 4) Taking a deep breath in, bend at the knees, kneel on your left knee, resting the toes and top of the foot on the floor. Put your right foot forward, resting your hands on the floor beside the front foot. Make sure the right knee is not bent so far that it is past the toes. Now look up.
- 5) Breathe out, transfer weight to the hands and put your right leg back with the left, supporting your body on your toes and hands, making an inverted 'V' shape.
- 6) Breathe in, lower your chest and chin to the floor, keeping your hips raised off the floor.
- 7) Breathe out and lower your hips to the floor while pushing up slowly with your arms to arch your back, raising your chin and chest up off the floor, look up at the ceiling – "cobra pose."
- 8) Breathe in and return to the inverted 'V' pose.
- 9) Breathe out, step forward with the left foot, rest your hands on floor beside the front foot. Rest your toes and the top of the back foot on the floor and make sure the front knee is not bent so far that it is past the toes. Look up.
- 10) Breathe in, bring the back foot up to the front, slowly breathe out and rise up into a standing position with your arms dangling by your sides.
- 11) Breathing in, clasp your hands and raise your arms above your head.
- 12) Breathe out and lower your arms down in front of your chest.







## #2 Main Lesson:

### BALANCE PLAY

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

Small mats (carpet squares work well) 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 disc/base, where there is also some equipment (beanbag, ball and foam frisbee). Choose one piece of equipment and try to balance it on any body part while standing on your spot balance one of the objects on your head while standing on one foot and staying on your spot balancing only on your bottom, balance a ball between your feet while keeping your feet off the ground.

## Teaching points:

- Establish a wide base of support (feet or hands)
- Lower body – bend knees or arms to lower the centre of gravity
- Extend body parts to help counterbalance
- Focus eyes on an object to help balance
- Tighten muscles to hold balance

IDEAS

## participants with a disability:

- For individuals with a visual disability, initially provide balance support, and then reduce this support gradually.
- For individuals with an intellectual disability, keep instructions brief and simple. Demonstrate rather than explain, and review instructions frequently.

## #3 wrap up:

### NON-ELIMINATION SIMON SAYS

Divide into 2 groups. Two leaders start two games of Simon Says using fitness activities. (For example: Simon says touch the ground and stand up, Simon says do ten jumping jacks, Simon says stand up and sit down on the floor five times).

If "Simon" catches someone doing the action when he/she has not said "Simon Says" the person caught moves to the other side of the class to join the other game.

## Active and safe start:

It is important to alternate between different body parts when supporting and balancing.

Safe play



# Lesson #41

## Hit the Target

### Equipment:

Yoga Mats

Balls and items to use as a target

Bean bags

### #1 warm-up:

#### OWLS

- Sit down on the floor with legs crossed, back straight, head up.
- Turn your head to the left looking over the shoulder, then to the right.
- Look down, chin to chest, look up.
- Tilt left ear to left shoulder, tilt right ear to right shoulder.
- Pause for about 10-15 seconds for each position. (repeat)

#### MAD CAT STRETCH

- Start with your hands and knees on the floor.
- Tilt your head back and look up as far as you can while letting your stomach sag towards the floor (emphasize pushing belly-button towards the floor)- hold for at least 10 seconds. "Something scares the cat!"...tuck your chin in and round your back up towards the ceiling- "all the fur is sticking straight up!"- hold for at least 10 seconds.

#### WATERMELON ROCK

- Lie on back, bring knees to chest.
- Wrap arms around lower legs and tuck chin into chest.
- Instruct children to rock back and forth from their bum to their shoulders while staying curled up.

#### BUOY IN THE OCEAN

- Stand with feet close together.
- Press palms together and raise arms straight above head.
- Keeping feet stable, move arms around head in a circular motion – try both directions.

### #2 Main Lesson:

#### HIT THE TARGET

Invite your children to help you set up some throwing targets to knock down, e.g. empty milk cartons, or put some paper targets on a wall at different heights. Give your children several objects to use for throwing, e.g. a bean bag or a paper or sponge ball for indoors; a tennis ball for outdoors. Invite your children to choose a target and try to hit it by throwing one of the objects. Teach your children how to throw a ball overarm using the following poem: Learn the poem together, and practice the motions as you say it.

- Stand side on,
- Make a star,
- Point your finger,
- Throw it far.







### #3 wrap up:

#### DUCK, DUCK GOOSE

This is a racing game where everyone sits in a circle and there is a designated person to be it. The person who is it must walk around the circle in a clockwise direction tapping everyone on the head. Every time they tap someone on the head they call them a 'duck'. The person who is it has the option to choose whomever they wish to race with. When they get to that person they say 'Goose'. That person must get up and race around the circle going counter-clockwise. The person who is it is racing around the circle going clockwise (make sure they don't run into each other by keeping their head up). It is a race to the empty spot in the circle. Whichever child doesn't make it is now the new person it.

\*\* 2-3 different circles may be necessary for large groups. Have the children sit with their hands on their knees for safety.



### Teaching points:

- Since the arm is usually taken up and to the side, make sure to guide the child to take their arm back behind their head instead. Use cue words like "ball back."
- Use cue words like "step and throw" and teach them to lean forward as they throw.

IDEAS

### participants with a disability:

- For wheelchair users at the early stages of throwing, position the wheelchair in the direction the ball is to be thrown. For more advanced throwers, point the wheelchair slightly to the side of the throwing arm.
- Physically guide individuals with a visual disability through the motions with additional verbal cues; a higher number of repetitions also recommended.
- For individuals with an intellectual disability, keep instructions brief and simple. Demonstrate rather than explain, and review frequently.

### Active and safe start:

Safe Play

Make sure that there is adequate space for the activity to take place. Do not use walls as finish lines or turning points. These should be made clear using markers on the floor.



# Lesson #42

## Freeze

### Equipment:

Yoga Mats  
Hula Hoops

### #1 warm-up:

#### SUNRISE/SUNSET

Kids reach high in the sky, and then reach down to their toes.

#### RAINBOW

Have the children wave their arms from side to side above their heads, like a rainbow filling the sky.

#### CRAZY CRITTERS

Ask the kids if they know what bugs look like when they are on their backs. Get kids to imitate this.

#### SLEEPY TURTLE

- Kneel on the floor, sitting on your heels. Bend forward (careful not to lift your bum off your heels) so that your chest is resting on the front of the thighs, head down.
- Reach forward with out-stretched arms, resting forearms and hands on the floor.
- Hold this position, breathing deeply in through the nose and out through the mouth – this relaxes the body and stretches the lower and upper back and upper arms (triceps).
- Have them hide “inside their shell” so no one can see them.

#### MOUSE

- From the turtle position, have the children slide their arms back alongside their body toward their feet.
- They keep their bottoms on their heels and place their arms by their sides so that their hands are along their entire body ending at the feet. Encourage them to remain “quiet as a mouse” for as long as they can, usually at least 30 seconds.

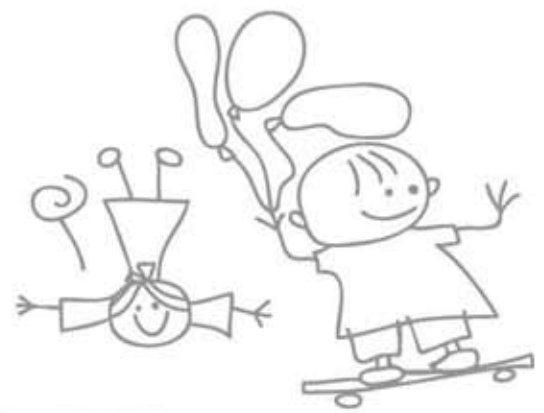
### #2 Main Lesson:

#### FREEZE

The group walks or jogs a short distance behind the leader. When the leader turns around, all the followers ‘freeze’ on the spot. Repeat several times – the leader can change the type of movement to skipping or galloping etc. Change the leader after several turns.







### #3 wrap up:

#### LEAPING LILYPADS

Spread the hula hoops out throughout the play area and start with everyone standing at one end. All of the children are 'frogs' looking for a home (the hula hoops are the lilypads), tell them the 'birds' (leaders) are out to get them. To avoid getting caught they must be inside a hula hoop but they can only stay inside the hula hoop for 5 seconds and then have to find another one. If they are tagged by a 'bird', they must do a jumping jack before they continue.



### Teaching points:

Make sure everyone has a turn to be the leader!

IDEAS

### participants with a disability:

Wheelchair users can "wheel" while other children are running, as long as the wheeling surface is relatively smooth. Encourage participants with other locomotor disabilities to run as best they can taking care to provide adequate support if needed.

- Uneven surfaces are very challenging for runners with a visual impairment and should be avoided.
- If working with individuals with an intellectual disability. If outside, make sure that runners are monitored and that they become very familiar with where the group is running to or from.

### Active and safe start:

Safe play

Gym Mats are used in several lessons. On dusty floors light mats can slide easily. You can fix this problem by simply wiping the bottom of the mat with a damp cloth.



# Lesson #43

## Boxed Out

### Equipment:

Cones or Markers  
Soft balls to kick  
Yoga Mat

### #1 warm-up:

#### OPOSSUM STRETCH

- Lie on your back, arms and legs in the air. Grab ankles, keeping legs straight as you can and hold.

#### CORKSCREW

- In a standing position fold arms across chest.
- Cross one foot over the other.
- Try to sit down without unfolding legs or arms.
- Now try to stand up without using hands or arms and keep feet and arms crossed.

#### CAN OPENER

- Lie on your back with your legs straight, place arms palm down out to the sides for balance.
- Move your right leg across the floor, up towards the right hand then lift that leg up and across the body towards the left hand, swing that leg back down to the starting position – repeat with opposite leg.

### #2 Main Lesson:

#### BOXED OUT

Set up the four corners of a small square with cones or markers with a couple of players on each side of the square. Standing on the border of the square, the children are to stay on their side and try to kick the ball past the children on one of the other three sides while preventing the ball from crossing their end line. Once the children are comfortable with playing with one ball, add another ball or two in each square.







### #3 wrap up:

#### LEAP FROG TAG

One child is "IT", if a child gets tagged they must kneel on the ground, resting their head on the ground, covered by their hands. They are frozen in this position until another child leaps over them, leap frog style. Change "IT" often.



### Teaching points:

Use cue words like "bend knee" and "toe on ball" because the kicker will usually not have much back swing before kicking the ball and contact is sometimes made with the shin.

IDEAS

### participants with a disability:

- For wheelchair users, kicking is not possible. For other locomotor disabilities, consult with the athlete/child/caregiver to ensure safety.
- For individuals with a visual disability, use a ball that provides an auditory cue so that participants can hear the ball move.
- For individuals with an intellectual disability, keep instructions brief and simple. Demonstrate rather than explain, and review instructions frequently.

### Active and safe start:

Safe play

Balls can be especially dangerous if loose in a running or landing area. Keep them in a container, net, bag, or behind benches. You can encourage the children to help you pick them up and store them when they aren't in use.



# Lesson #44

## Follow the Leader Race

### Equipment:

Hula Hoops  
Pylons  
Rods

### #1 warm-up:

#### OPOSSUM STRETCH

- Lie on your back, arms and legs in the air. Grab ankles, keeping legs straight and hold.

#### CORKSCREW

- In a standing position fold arms across chest.
- Cross one foot over the other.
- Try to sit down without unfolding legs or arms.
- Now try to stand up without using hands or arms and keep feet and arms crossed.

#### CAN OPENER

- Lie on your back with your legs straight, place arms palm down out to the sides for balance.
- Move your right leg across the floor, up towards the right hand then lift that leg up and across the body towards the left hand, swing that leg back down to the starting position – repeat with opposite leg.

### #2 Main Lesson:

#### FOLLOW THE LEADER RACE

- Set up a follow the leader race using hula hoops, pylons, rods, and any other equipment you have. Focus on running.
- Teams line up behind their leader; then follow their leader around the course and back to the starting line.
- First circuit should be a familiarisation lap with the teacher as the leader.
- Have several turns, changing the leader frequently.







### #3 wrap up:

#### LEAP FROG TAG

One child is "IT", if a child gets tagged they must kneel on the ground, resting their head on the ground, covered by their hands. They are frozen in this position until another child leaps over them, leap frog style. Change "IT" often.



### Teaching points:

Make sure everyone has a chance to be the leader!

IDEAS

### participants with a disability:

If working with individuals with an intellectual disability. If outside, make sure that children are monitored and that they become very familiar with where the group is going.

### Active and safe start:

Safe  
play

Have a well-rehearsed STOP signal and stop games immediately if you see unsafe running, or anything else.



# Lesson #45

## Scarf or Soft Ball Toss

### Equipment:

Soft Balls  
Scarf

### #1 warm-up:

#### CALF STRETCH

Show the kids how to stand on their tippy toes. Then rest and repeat.

#### BALANCING

Have the kids stand on one leg and try to balance. Holding their opposite ear helps!

#### THE TWIST

- Lie on your back, legs together and bent at the knees, keep feet on the floor.
- Place arms, palm down out to the sides for balance.
- Keeping knees together, twist the lower body and lower legs/knees to one side so they just touch the floor (keep shoulders and upper back on the floor). Slowly raise your legs back to the starting position and repeat on the other side.

#### BACKWARD PUSHUPS

- Sit down with your legs out straight, put your hands on the floor slightly behind your back
- Transfer your weight to your hands and heels of the feet and lift your butt off the floor so that the body is in a straight line. Try to hold this position for as long as you can without letting the body sag.

### #2 Main Lesson:

#### SCARF OR SOFT BALL TOSS

Give each child their own scarf or soft ball (depending on their ability to catch) and tell them that they are going to practice throwing and catching their scarf or ball, but they must be careful and pay attention so they do not bump into each other. Tell the children to hold their scarf or ball straight out in front of them. Then lower the ball down to the front of their thighs, lift their arms up in the air and let go of the scarf or ball. After a few tries on their own, have them gently throw and catch on your command of "Ready (bring the scarf or ball down low) and Go (throw the scarf or ball up in the air) and catch". Repeat this several times.







## #3 wrap up:

### WHAT TIME IS IT MR. WOLF?

Mark out two lines with one child, the wolf, at one line and the other children, the chickens, at the other line. The 'wolf' has their back to the 'chickens' and the chickens yell out together "What time is it Mr. Wolf?" The wolf calls back "It's 4 o'clock" (for example) The chickens would take 4 steps forward. If the wolf yells out "Lunch Time!" the wolf turns around and chases after the chickens trying to tag them as they run back to their safety zone. If anyone gets caught they become the wolf.



## Teaching points:

- The head is often turned away from the ball, so use cue words like "watch ball"
- Teach them to keep the elbows in close to the body, with the palms turned upward and to close the arms on the ball as it arrives. Use cue words like "cradle the ball".

IDEAS

## participants with a disability:

- Use a soft ball for wheelchair users as they cannot move away from the ball quickly.
- Use a soft ball that makes noise, and roll it along the floor toward the sitting child.
- For individuals with an intellectual disability, keep instructions brief and simple, Use brightly coloured balls or beanbags or both.

## Active and safe start:

Have a well-rehearsed STOP signal and stop games immediately if you see unsafe running, or anything else.

Safe  
play



# Lesson #46

## Who can ...?

### Equipment:

Yoga Mats

### #1 warm-up:

#### FISH POSE

- Kneel down with your heels underneath you or beside you.
- Slowly lean back (using your arms/hands to help) as far as comfortably possible – your head and upper back may touch the floor if you are flexible enough, hold and count to ten.
- Some children might have trouble going down to the floor, so make sure that they go as far as they can using their arms.

#### BE A FLAMINGO!

- This is also known as 'the tree' position in yoga.
- Place your palms together raise your arms over your head.
- Lift one leg and rest the bottom of that foot on the inside of the weight bearing leg (just below or above the knee).

#### BALLOON BREATH

- Sit with your legs crossed and eyes closed.
- Place your hands in front of your chest, palms together.
- Take a deep breath in through your nose and pretend that there is a balloon under your arms so that when you breathe in, the balloon will rise and your arms will rise up above your head.
- As you breathe out, the balloon will lower and so will your arms, back to the front of your body-repeat.
- This is great to relax the children!

#### LUMBAR STRETCH

- Have the children lie down on their backs, legs straight.
- With controlled breathing, in through the nose out through the mouth, tell the children to lift their legs off the floor, bending their knees and bringing them up to their chests – keeping lower back on the floor.
- Hold this stretch for at least 10 seconds – this stretches the lower back, buttocks and the back of the thighs (hamstrings).

### #2 Main Lesson:

#### WHO CAN ...?

Ask the children "Who can....?" And try some of these:

...travel with only one/two/three body part(s) touching the ground – on a signal, freeze in that position and hold for three seconds;

... travel around the room like a crab, or a monkey, or a bear – on a signal, freeze in that shape and hold for three seconds put weight on different points, (e.g. elbows, knees, head);

... put weight on different surfaces, (e.g. back, tummy side); ... move from one surface to another, (e.g. back to tummy);

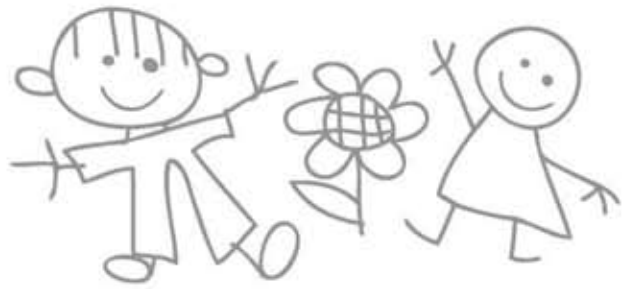
... move from points to a surface, (e.g. foot to back);

... travel along lines, ropes, a line of blocks or around a hoop walk along a low bench/beam – stop and hold a balance for three seconds;

#### Variation:

Go on a balance journey: For example, travel around the room (bear walk or hopping) moving on, off, over, under and around the equipment. On a signal, balance in a certain way on the nearest apparatus (e.g. balance like a bear).





## #3 wrap up:

### ANIMALS AT THE ZOO

For this activity the group is pretending to go to the zoo. The teacher will be the leader and let the children know what animals they are about to see and explain that the children must act like the animals. Every couple of minutes yell out a different animal and lead the children around while they move like that animal:

- Zebras- gallop
- Crabs – walk on hands and feet with left hand, left leg stepping forward at same time.
- Donkeys – hands on floor, kick legs back into the air.
- Gorillas – squatting down, walk on feet and knuckles.
- Turtles – walk on hands and feet in slow motion.

And you can do as many animals as you wish. Use toys or images of the animal if you have them!



## Teaching points:

Establish a wide base of support (feet or hands). Lower body – bend knees or arms to lower the centre of gravity. Extend body parts to help counter balance. Focus eyes on an object to help balance. Tighten muscles to hold balance.

IDEAS

## participants with a disability:

- For individuals with a visual disability, initially provide balance support, and then reduce this support gradually.
- For individuals with an intellectual disability, keep instructions brief and simple. Demonstrate rather than explain, and review instructions frequently.

## Active and safe start:

Remind students to keep their heads up to avoid accidents.

Safe play



# Lesson #47

## punting

### Equipment:

Soft balls to kick

### #1 warm-up:

#### BICYCLE

Have the kids lay on their back and pretend to be biking with their legs. Emphasize when you want them to be going fast or slow. Place hands under back for support.

#### SIDE STRETCH

Have the children standing straight, then lean to one side as far as they can. Then do it to the other side.

#### CHOO CHOO

- Sit with your legs crossed, back straight, head up, elbows pointing toward the back and fists against the ribs.
- Pretending your arms are pushing the wheels of a train, punch one fist forward while breathing in through the nose.
- Punch the opposite fist forward, while breathing out and bringing the other fist back.
- Repeat these motions – does your breathing sound like a train on the move?

#### PLANK

On the floor, balance on forearms and feet (squeeze stomach tight and hold). Repeat.

### #2 Main Lesson:

#### PUNTING

Divide the group in to two sides and line them up on opposite sides of the play space. Give all the children on one side one soft ball to punt. Tell the children with the balls to hold the ball out in front of them with both hands and put their non-kicking leg a little forward. Now they are to let go of the ball and try to kick it before it hits the ground. If they miss the ball, they can just kick it from the ground over to the children on the other side of the play space. Repeat with the children on the other side.







## #3 wrap up:

### HOT POTATO

Have two groups so that when the kid who ends the song with the ball does not get eliminated but simply goes to the other circle and keeps playing. "Hot potato pass it on, pass it on, pass it on, hot potato pass it on, get rid of the hot potato".



## Teaching points:

Focus on kicking and catching in this lesson. For kicking use cue words like "bend knee" and "toe on ball" because the kicker will usually not have much back swing before kicking the ball and contact is sometimes made with the shin. For catching use Teach them to keep the elbows in close to the body with the palms turned upward and to close the arms on the ball as it arrives. Use cue words like "cradle the ball".

IDEAS

## participants with a disability:

- For individuals with a visual disability, initially provide balance support, and then reduce this support gradually.
- For individuals with an intellectual disability, keep instructions brief and simple. Demonstrate rather than explain, and review instructions frequently.

## Active and safe start:

Safe  
play

Balls can be especially dangerous if loose in a running or landing area. Keep them in a container, net, bag, or behind benches. You can encourage the children to help you pick them up and store them when they aren't in use.



# Lesson #48

## Track Day

### Equipment:

Yoga Mats  
Objects to Hand Off  
Balls

### #1 warm-up:

#### SCISSORS:

Lay on backs and pretend to be cutting paper. Your legs are the scissors so they should be crisscrossing to cut the paper.

#### CRAZY ARMS

- 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 for as long as you can and slowly go back to table top.
- Repeat with opposite leg.

### #2 Main Lesson:

#### TRACK DAY

##### SHUTTLE RELAY

Form teams 4 student, half of which form a line one behind each other at one end of the playing surface and the other half form a line at the opposite end facing each other. Each team has one fun object to use as an exchange article. On the command the first runner sprints to the other end hands off the object to the runner across from them then joins the end of that line. The relay continues in this way until the team has returned to the same line formation as when the relay began. Do not emphasize winning and keep switching up the teams.

##### TRIPLE JUMP

Mark the floor with tape to show where the children will start their 3 jumps. They should take 3-4 short steps before jumping from the line on the floor and try to jump as far as they can with 3 jumps in a row. Ask them to try jumping of one or two feet – they should try different ways to try to go further.







## #3 wrap up:

### 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.



## Teaching points:

### Hopping/Jumping:

There is little use of the arms at first and the push off with the legs is weak. The arms and legs are usually not working together, so cue words like "push hard" and "Lean forward" are important. Remind the jumper to push with both legs.

**IDEAS**

## participants with a disability:

- Wheelchair users can "wheel" while other children are running, as long as the wheeling surface is relatively smooth. Encourage participants with other locomotor disabilities to run as best they can taking care to provide adequate support if needed.
- Uneven surfaces are very challenging for runners with this impairment and should be avoided.
- If working with individuals with an intellectual disability. If outside, make sure that runners are monitored and that they become very familiar with where the group is running to or from.

## Active and safe start:

**Safe  
play**

Make sure that there is adequate space for the activity to take place. Do not use walls as finish lines or turning points. These should be made clear using markers on the floor.



# Lesson #49

## Goalie

### Equipment:

Yoga Mats  
Balls

Pylons  
Balls to Kick

### #1 warm-up:

#### SNAKE

- Start on your belly and stretch from head to toe, tell them, "Pretend you are a snake in the grass and stretch in the sun." After holding this pose for a few seconds,
- Raise your head and shoulders by pushing up with your arms with elbows close to your side, encourage the children to do a quiet "hiss" sound.
- Switch to sleepy turtle to stretch out the back.

#### INCHWORM

- Start in a standing position.
- Walk your hands down the legs to the floor and out until you are in a push-up position.
- Walk your feet up to your hand and repeat (walk hands out, feet up to hands).

#### BUTTERFLY

- Start in a sitting position, legs flexed in a triangle shape in front of you with the soles of your feet touching each other and your hands on their ankle and hold this stretch.

### #2 Main Lesson:

#### GOALIE

- Kids are in a line and try and score on one of the leaders. Then return to the back of the line.
- Keep the lines small or have everyone try and score at the same time.
- Can also play "kick the ball at the coach" kids try and kick the balls at the leaders as the leaders attempt to dodge them. When a leader gets hit they should act out and shout "ouch!"
- Another fun variation is to have all the kick their ball and leader "tries" to stop all the balls at the same time!







### #3 wrap up:

#### 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 balls.



### Teaching points:

Kicking: Use cue words like "bend knee" and "toe on ball" because the kicker will usually not have much back swing before kicking the ball and contact is sometimes made with the shin.

IDEAS

### participants with a disability:

- For wheelchair users, kicking is not possible. For other locomotor disabilities, consult with the athlete/child/caregiver to ensure safety.
- For individuals with a visual disability, use a ball that provides an auditory cue so that participants can hear the ball move.
- For individuals with an intellectual disability, keep instructions brief and simple. Demonstrate rather than explain, and review instructions frequently.

### Active and safe start:

Safe play

Have players imagine there is a bubble around them just beyond their maximum reach. The aim is to make sure bubbles don't touch. Mind your bubble and have a safe zone or non tag zone clearly marked and away from walls.



# Lesson #50

## Soccer Skills

### Equipment:

Soccer like Balls

### #1 warm-up:

#### SUN SALUTE

This is a yoga routine that involves 12 consecutive movements. Demonstrate each movement one by one and have the children copy your movements. Take your time when first explaining this exercise as there are a lot of movements involved.

- 1) Standing up tall, feet together, bring your palms together in front of your chest, elbows out to the sides.
- 2) Take a deep breath in and raise your arms above your head, keeping your back and stomach tight and straight.
- 3) Breathing out, lower your arms and start to bend forward at the waist. Lower your arms down toward the floor as far as comfortably possible with straight legs (bending the knees slightly, do not lock them).
- 4) Taking a deep breath in, bend at the knees, kneel on your left knee, resting the toes and top of the foot on the floor. Put your right foot forward, resting your hands on the floor beside the front foot. Make sure the right knee is not bent so far that it is past the toes. Now look up.
- 5) Breathe out, transfer weight to the hands and put your right leg back with the left, supporting your body on your toes and hands, making an inverted 'V' shape.
- 6) Breathe in, lower your chest and chin to the floor, keeping your hips raised off the floor.
- 7) Breathe out and lower your hips to the floor while pushing up slowly with your arms to arch your back, raising your chin and chest up off the floor, look up at the ceiling – "cobra pose."
- 8) Breathe in and return to the inverted 'V' pose.
- 9) Breathe out, step forward with the left foot, rest your hands on floor beside the front foot. Rest your toes and the top of the back foot on the floor and make sure the front knee is not bent so far that it is past the toes. Look up.
- 10) Breathe in, bring the back foot up to the front, slowly breathe out and rise up into a standing position with your arms dangling by your sides.
- 11) Breathing in, clasp your hands and raise your arms above your head.
- 12) Breathe out and lower your arms down in front of your chest.







## #2 Main Lesson:

### SOCCER SKILLS

- Each child has an inflatable ball. Tell them to dribble the ball with their feet around the space without running into each other. Use teaching tips like: "Keep the Ball"
- When they hear the word "stop, soccer pose" they must put their foot on the ball and stop. Have the players stop the ball with different body parts, elbow and knee.
- When they hear "go" they keep going.
- For fun - Vary the speed you get the students to dribble the ball with their feet.

## Teaching points:

Kicking: Use cue words like "bend knee" and "toe on ball" because the kicker will usually not have much back swing before kicking the ball and contact is sometimes made with the shin.

IDEAS

## participants with a disability:

- For individuals with a visual disability, use a ball that provides an auditory cue so that participants can hear the ball move.
- For individuals with an intellectual disability, keep instructions brief and simple. Demonstrate rather than explain, and review instructions frequently.

## #3 wrap up:

### NON-ELIMINATION SIMON SAYS

Divide into 2 groups. Two leaders start two games of Simon Says using fitness activities. (For example: Simon says touch the ground and stand up, Simon says do ten jumping jacks, Simon says stand up and sit down on the floor five times) If "Simon" catches someone doing the action when he/she has not said "Simon Says" the person caught moves to the other side of the class to join the other game.

## Active and safe start:

Safe play

Make sure to practice the "Soccer Pose" first before putting it into the activity. It can be hard to balance like this without practicing and this can lead to injuries.







## 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.canadiansportforlife.ca)

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





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