



SPORTS
SCIENCE
INSTITUTE OF
SOUTH AFRICA



Physical activity skills manual

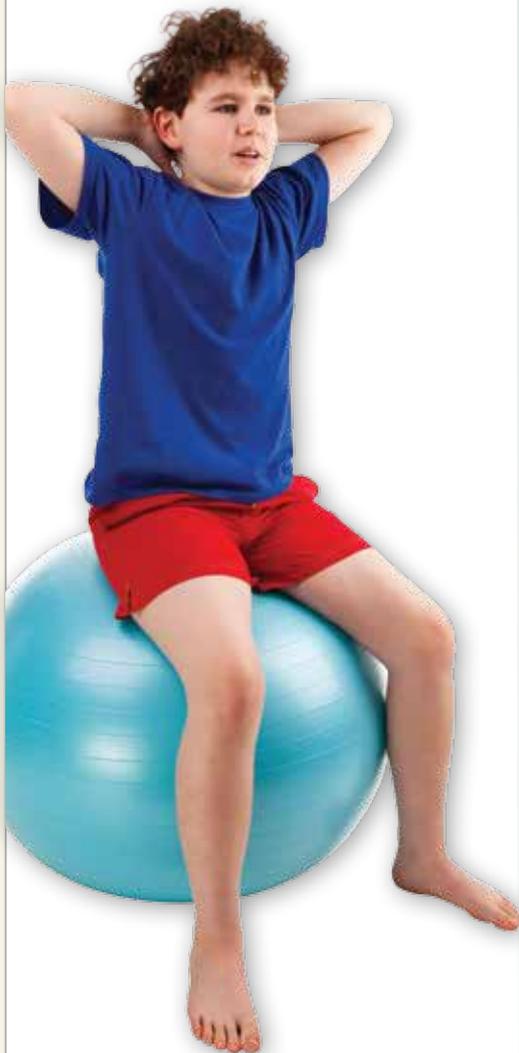


Part 2:

Activities to promote
skills development

Physical activity skills manual:

Part 2



Content

The physical activity skills manual teaches children the right moves

Childhood obesity, often caused by decreased physical activity levels and poor nutrition, is one of the major causes of health risks among children. So, the Vitality Schools Programme adds another important goal to its objectives, helping your school lead the way to have the fittest kids in the world by 2020!

Just as children need to learn to read and write, they also need to learn to do certain physical movements. These movements, like walking, running, balancing, kicking and throwing form the basis of all sports. Knowing how to do these physical movements right builds confidence and improves the chances of all children staying physically active throughout their lives. The physical activity skills manual focuses on teaching these skills in the early years of the child's life and the lesson plans are based on a review of all the best international practices, in line with the National Curriculum.

Check the children's progress

You can monitor how well the children are performing each skill by using the skills checklist in part 3 of this manual.

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Warm-up and cool-down exercises

Every physical activity session should start with a period of warming up so that the body is gradually prepared for the effort of the physical activity that will follow. It increases the blood flow to all active muscles and gradually raises the heart rate and breathing rate, increasing body and muscle temperature and the elasticity of muscle tissue.

Adequate warm-up exercises reduce the risk of injury. A warm-up should start off slowly and build up to more vigorous activity, using all the major muscle groups.

Warm-up exercises

1 Warm-up exercise 1 (5 minutes)

In this warm-up exercise, you should demonstrate leaping, hopping on 1 leg, bunny hops and walking on the spot.

- Divide the children into 4 groups and give each group 1 of the activities (group 1 – leaping, group 2 – hopping on 1 leg, etc)
- Every 30 seconds, blow the whistle to tell the children to move on to do the next activity
- Let the children go through the series of 4 movements twice.

Explain to the children that the reason we warm up is to say ‘hello’ to our bodies and that our bodies know that they have to get ready for further action. This helps to prevent injuries and helps the body to perform better during activities.

2 Warm-up exercise 2 (5 minutes)

This warm-up exercise will teach the children how to copy movements and serve as a warm-up for the lesson ahead.

- Put the children into pairs
- 1 partner is the actor, and the other the mirror
- The actor must perform any movements they like, and the mirror must copy. Encourage children to use big and exaggerated movements
- Blow the whistle to switch. Give each child approximately 30 seconds to be the actor before they become the mirror
- Continue the exercise for about 5 minutes.

Cool-down exercises

Stretching

Stretching can be included in the cool-down and plays a role in increasing blood flow to the muscles. It improves the muscles' flexibility and the joints' range of motion. Stretching is particularly important for people with movement problems or bad posture.

Keep to the following guidelines when stretching:

- Hold each stretch for 20 to 30 seconds
- Repeat each stretch twice on each side
- When you are in the position, hold the stretch for the specified time (do not bounce it)
- You should feel a slight pull but no pain.

Cool-down

The cool-down is your way of saying thank you to your body for the exercise session. As it implies, it cools the body down and brings it back to a resting state. The aim is to slowly return the breathing rate, heart rate and temperature to the same levels as before exercising. It also plays a role in reducing the risk of injury and muscular pain after exercise.

Reinforce the warm-up and cool-down guidelines each time you stretch with the class and remind them of its importance.



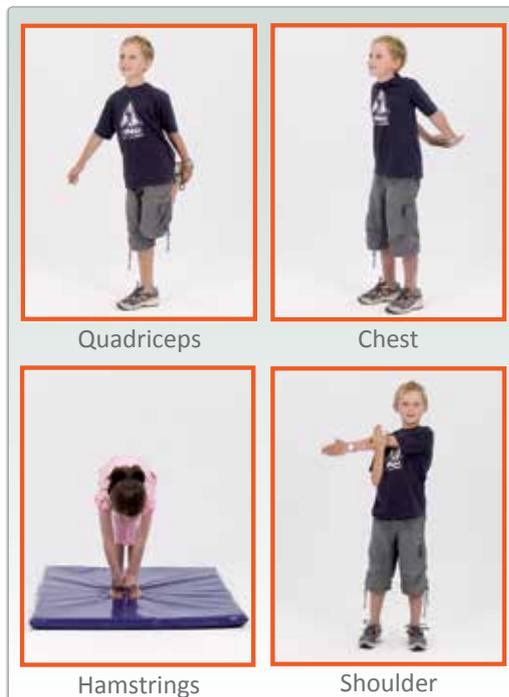
1 Cool-down exercise 1 (5 minutes)

This cool-down activity aims to get the children to cool down by doing fun, animal exercises.

- Instruct the children to perform the movements listed below. Blow the whistle before calling out another movement
 - Hop like a rabbit
 - Leap like a frog
 - Roll over like 'Fido' (dog)
- Have them do each movement for 30 seconds before blowing the whistle and let them do each of the 3 movements twice
- The children should then repeat the exercises.

2 Cool-down exercise 2 (5 minutes)

Have the children do the following stretches to cool down:



The children must hold each stretch for 20 seconds and repeat them twice on both sides.

3 Cool-down exercise 3 (5 minutes)

- Ask children to walk around the area used for this lesson
- Instruct them to lift their arms as they breathe in and then to lower their arms slowly as they breathe out
- The children should then repeat the stretches from cool-down exercise 2.



Locomotion skills

Locomotion plays an important part in children learning to move well in their environments. Running and walking have health benefits like improving the function of our hearts, our endurance and muscle tone. Running and walking also contributes to maintaining a healthy body weight.

Locomotion skills: Walking

Description of the skill

Walking is an important locomotion skill that is used in everyday activities to get from place to place, in sport and in play. Children will not be able to learn advanced movement patterns unless they are skilfully controlling the most basic movement skill of all, walking.

This section contains 3 activities that will help improve children's walking skills. The first 2 activities focus on younger children (grades 1 and 2) and the beginner and intermediate phases of the skill's development. The last activity is for older children (grades 3 and 4) and the intermediate and mature phases of the skill's development. Part 1 of the Physical activity skills manual includes a definition of each developmental stage.



1 Activity 1: Follow the leader

This activity teaches children to walk in groups, walk in different directions and at different heights. It teaches them to walk softly or heavily and use different body parts, time and energy. The activities create body awareness and awareness of our relationships with others.

Equipment you'll need for this activity

- A defined hard surface or grass area.

How to do the activity

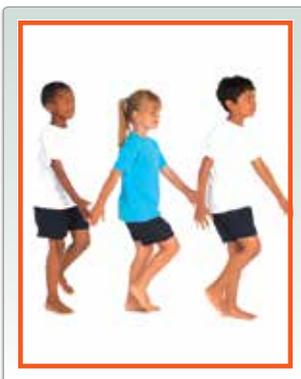
Divide the children into groups of 4, with 1 leader for each. The leader takes their group around a defined area on a walking journey. While walking, the children should do some or all of the following:

- Touch all 4 corners of the defined area
- Walk forwards, backwards, sideways
- Walk in a straight line and in a curved or zigzag path
- Walk low or tall on toes and then on heels, then walk fast or slow taking big steps and then small steps
- Walk with knees lifted high in front
- Walk with legs kicked out straight in front
- Walk on the spot
- Walk with arms pushed above the head, out to the sides, forwards.

It is important to switch leaders every few minutes.

Variations of the activity

- Work in different group sizes.



2 Activity 2: Marching on the spot



This activity teaches children to walk to a changing rhythm, to walk on the spot and to stop on the beat. It creates awareness of our relationships with others. In this activity ensure that children are swinging their arms, lifting their knees, have a natural head position and keep as upright as possible.

Equipment you'll need for this activity

- Defined hard surface or grass area
- Rhythm instrument(s): cymbals, tambourines, drums, shakers.

Alternative equipment

- Plastic bottles with little stones.

How to do the activity

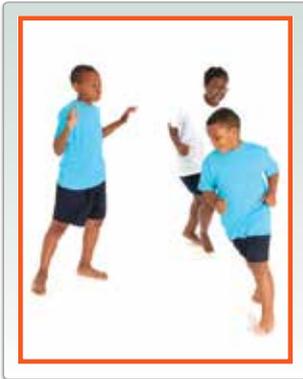
Get the children to spread out on a hard or grass area and practise the following activities:

- Play a set number of beats, while the children march on the spot in a rhythmical pattern. They should start and stop in time with the beat, for example: start – left, right, left, right, left, right. Stop. Repeat
- Mix walking on the spot with moving and get children to change the direction they face when they walk
- Work in pairs, with 1 partner as the leader. They should swap when walking on the spot and clap their own rhythms
- 'Lift and clap' – lift 1 knee up and clap underneath, repeat with the next leg
- Try 'lift and under' (clap under bent knee), 'lift and over' (clap over bent knee)
- Try walking while gently slapping hands on the top of knees
- Click fingers beside the lifted knee, to the call of 'lift and click left; lift and click right'
- Combine various hand actions (for example, 1 clap under left knee and 1 clap over right knee).

Variations of the activity

Introduce group work: in pairs or small groups, create and march to own beat or rhythms.

3 Activity 3: Line walking



This activity teaches children to walk to different rhythms, to walk on the spot and along a line. It creates awareness of changing directions and our relationships with others. Check that the children are walking tall, with their heads up and arms swinging at their waists.

Equipment you'll need for this activity

- Defined hard surface or grass area with lines or markings
- Rhythm instrument(s).

How to do the activity

Children walk on a line and change direction when they come to an intersection. When walking on a line they may meet up with someone coming towards them on the same line. If so, children walk on the spot and give partner a 'high 5', turn and go back the way they came. Have different beats or rhythms to walk to.

Variations of the activity

Follow the leader: in pairs, 1 person (the leader) calls out commands, for example, 'quick march' (step out), 'mark time' (march on spot), 'about turn' (turn 180 degrees). Leaders are switched on 'about turn'.

Your walking skills checklist

When teaching the activity, here are some things to look out for to check if the children are doing this activity correctly:

Walking

1. Keeping body straight, with good posture
2. Keeping head up, looking straight ahead
3. Swinging arms freely in opposition to legs
4. Pointing toes straight ahead
5. Using a heel-toe action
6. Taking easy strides.

Tips to change activities for children with disabilities or special needs

Visually impaired children

- Allow visually impaired child to touch the shoulder of the child who is directly in front of her or him
- Use verbal cues to tell the child what to do
- Use a buddy system, where the partners are either joined by holding hands or holding a short rope
- Use hand-body manipulation to ensure the correct position
- Have all the children move in the same direction
- Have the other children warn the visually impaired child that he or she is getting closer, and needs to turn around when they are going to meet each other on a line.

Hearing-impaired children

- When giving the instruction demonstrate the movement at the same time
- Give the child a visual demonstration of the rhythm
- Allow the child time to observe what the others are doing.

Physically impaired children

- If walking on the spot, a child who uses a wheelchair can clap the rhythm. When moving forwards the child can wheel, clap, wheel, clap etc
- Children who use a wheelchair could use their arms to mimic the leg movements
- If the child cannot keep up with the rhythm allow them to move on every second beat
- If the child uses a walking aid, and therefore cannot clap their hands, get them to either stomp the walking aid or nod their head on the clap beat.

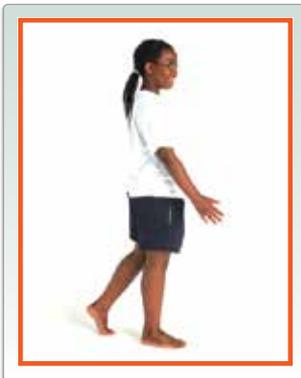


Locomotion skills: Running

Description of the skill

The running skill includes jogging, sprinting, chasing, dodging and evading. All these are important for many games, sports and everyday activities.

This section contains 4 activities that will help improve children's running skills. The first 2 activities focus on younger children (grades 1 and 2) and the beginner and intermediate phases of the skills development. The second 2 activities are for older children (grades 3 and 4) and the intermediate and mature phases of the skills development. Part 1 of the Physical activity skills manual includes a definition of each stage of development.



1 Activity 1: Running free

This activity teaches running, creating space awareness in different directions and at different heights and energy children use.

Equipment you'll need for this activity

- Playground, field or large inside area (a hall or gym).

How to do the activity

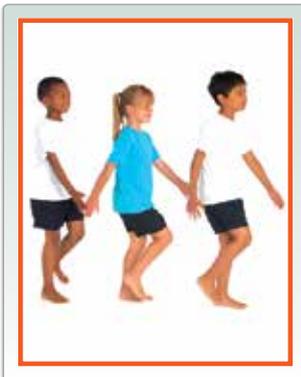
Divide the learners into groups of 4, with 1 leader per group. The leader takes their group around a defined area while the children run:

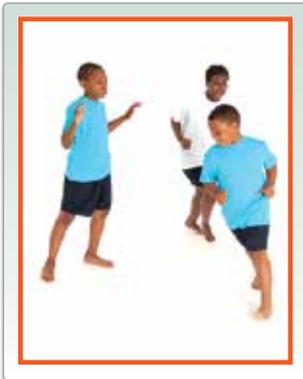
- Like a pixie or an elephant
- On or across the line
- As fast or slowly or smoothly as you can
- Forwards or backwards
- Holding hands with a partner
- Very tall or very small
- Very tall or very small
- On tiptoes or flat-footed
- Under the bars or behind the chair
- With jerky movements
- All by yourself
- In front of or behind a partner.

It is important to switch leaders after a few minutes.

Variations of the activity

- Add paths: run in different paths or make shapes, (for example, zigzag, circle, S-shape, straight line)
- Add obstacles: run over or under obstacles, (for example, over a bench, under a tree, up a hill or down a hill).





2 Activity 2: Running journey

The running journey teaches children awareness of the pace they run at, the direction and the height. It also creates awareness of our relationship with objects while running.

Equipment you'll need for this activity

- Playground area with equipment or obstacles.

How to do the activity

Choose a leader for each of the groups. The leader of the group then chooses a jogging journey to lead the others on around the playground, up and down steps, along lines, over low obstacles, etc. On a signal, the child at the back of the line runs up to take the lead.

Variations of the activity

- Provide guidance for the leader: include examples of a running journey on a card, (for example, touch something glass, concrete, green, red, a tree, go over a seat, go under the bars, jump to the rugby posts)
- Vary the locomotion skill: try jumping, hopping or skipping.



3 Activity 3: Changing running speeds

In this activity children learn to run efficiently at different speeds and become aware of relationships with others.

Equipment you'll need for this activity

- Cones or other markers, or existing lines.

Alternative equipment

- Paper plates, old clothes or any other object that can be used as a marker.

How to do the activity

On 'go', the first wave runs fast to the first pair of markers, slow to the second, fast to the third, etc.

The second wave starts when the first wave reaches the first markers.

Variations of the activity

- Vary set-up: run around a circuit or athletics field with marked intervals
- Vary running tempo: change speed on signal – use the walk, jog, run sequence.

4 Activity 4: Animal sprint



This activity teaches children to run fast in a circle.

Equipment you'll need for this activity

- Defined grass or hard area.

How to do the activity

- Give each child in the circle a name of a type of animal found in South Africa and a number, (for example, Lion 1, Impala 1, Zebra 1, Lion 2, Impala 2, etc)
- Call out a type of animal and those children with that name race around the circle clockwise, back to their 'dens'
- They are considered parked if they are standing facing into the circle
- Now have a race between the different types of animals, by calling out a name and number.

Variations of the activity

- The teacher or coach calls out a birthday month or numbers
- The children with that birthday or number sprint around the circle, return to their start positions and then try to reach the centre of the circle first
- On the call of 'midnight', all runners race off.

Your running skills checklist

When teaching the activity, here are some things to look out for to check if the children are doing this activity correctly.

Running

1. Holding their heads up and looking ahead
2. Leaning their heads slightly forward
3. Lifting their knees
4. Bending their arms at the elbows, swinging arms backwards and forwards from shoulders
5. Moving their arms in opposition to leg action
6. Landing on their heels
7. Pushing off with the balls of their feet
8. As running speed is increased, their bodies are leaning forward and the arm action increases
9. In a fast run, the balls of their feet contact the ground first.

Tips to change activities for children with disabilities or special needs

Visually impaired children

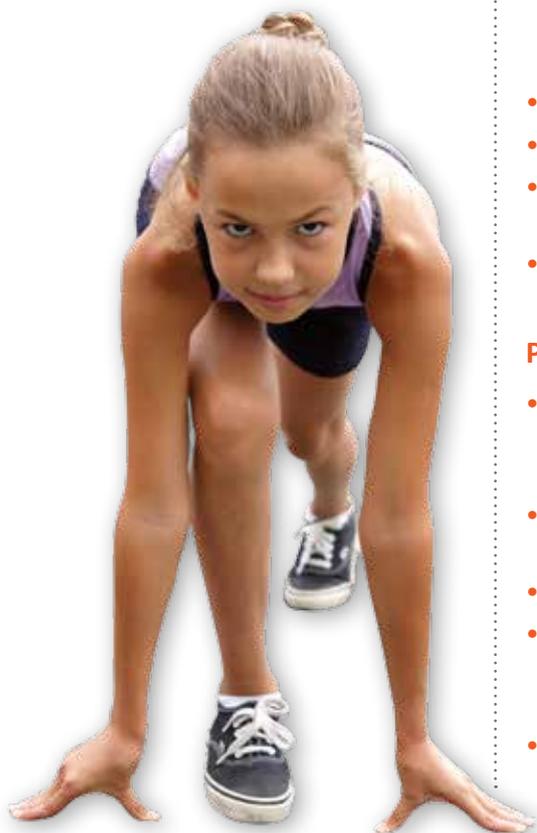
- Use a buddy system, where the partners are either joined by holding hands or holding a short rope
- Make sure the area is free of obstacles
- Make sure all the children are moving in the same direction and that there is adequate space
- Allow the visually impaired child to have a partner to run with, they can be joined by holding hands, or holding a short rope between them
- Make sure the obstacles that are touched have no sharp protruding edges
- Use brightly coloured markers to mark the intervals
- Use a whistle and the children change speed when they hear the whistle
- Have a child sitting next to the child with the visual impairment clap or give verbal cues, so that they know where to come back to.

Hearing impaired children

- When the activity changes make sure you have the child's attention
- Use a buddy system where 1 child in the class assists the hearing impaired child; when a signal is given get someone in the class to tap the child on the shoulder
- When giving the instruction demonstrate the movement at the same time
- Allow the child time to observe what the others are doing
- When it is the hearing impaired child's turn, have someone close give him or her a visual signal
- Use coloured cue cards for example red for 1, blue for 2, which can be held up when the cards are called.

Physically impaired children

- Wheelchair-bound children should wheel themselves according to the walking instructions, however, if they are required to walk like a soldier a partner could push them while they swing their arms
- Provide alternative routes around the course, with the help of a partner when required
- Ensure that the course is on a flat surface
- Instead of running around the circle, have everyone scattered around the area with designated gates marked with beacons as 'garages' to run to when the name is called
- Allow the child with a physical disability to run halfway around the circle to the 'den'.



Locomotion skills: Hopping

Description of the skill

Hopping is a springing action that involves taking off from 1 foot and landing on the same foot. Hopping is a component of many other fundamental movement skills such as skipping and kicking for distance.

This section contains 4 activities that will help improve children's hopping skills. The first 2 activities focus on younger children (grades 1 and 2) and the beginner and intermediate phases of the development of the skill. The second 2 activities are appropriate for older children (grades 3 and 4) and the intermediate and mature phases of the development of the skill. Part 1 of the Physical activity skills manual includes a definition of each developmental stage.



1 Activity 1: Enjoying hopping

This activity teaches hopping on different paths and at different heights. Children will hop fast or slow, hard or soft, which creates awareness of relationships with equipment and others. Make sure the children land safely on the hopping foot with the knee bent, using their arms for balance.

Equipment you'll need for this activity

- Ropes, hoops, discs, cones.

Alternative equipment

- Plastic bags tied together, old clothes or sticks can be used as markers.

How to do the activity

Show the children how to hop, then ask the children to hop:

- On the spot, forwards, backwards or sideways
- Turn in the air
- Turn in the air making a quarter turn, half turn or full turn
- As quietly, noisily, quickly or slowly as they can
- As softly or hard as they can 3 times on their right then left foot
- Alternating hard and soft landings
- Over the rope, into the hoop, onto the disc, around the cones
- As high as they can, with little low hops, at a medium height
- As far as they can for distance
- Without using their arms, using only 1 arm, using their opposite hopping foot
- Alternating feet every 8, 4 or 2 beats
- With partners at the same time or moving forward holding hands or facing each other
- And land with their feet apart.

Variations of the activity

Hopping tug of war: in pairs, children hold 1 of the partner's hands and hold their non-hopping leg with their other hand; they then try to pull each other off balance (no rough play).

Follow the leader: in small groups, 1 person leads the group, 1 behind the other, on a hopping journey over, on and through obstacles, jumping in different ways to reach their height.

2 Activity 2: Hopping far and high

In this activity children learn to hop for height and for distance. It creates awareness of their static and dynamic balance. Encourage children to swing their arms forwards and upwards when taking off.

Equipment you'll need for this activity

- Cones, low platform (bench, box top), chalk, balloon, string and rope.

Alternative equipment

- Old clothes, old shoes, steps.

How to do the activity

Hopping is a fun activity that helps with balance. In this activity children have to:

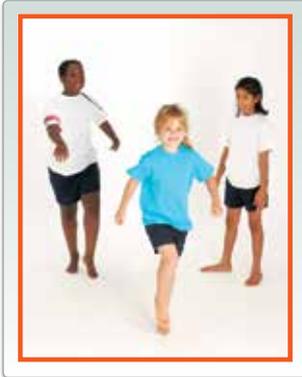
- Stand on 1 foot, hop 3 times in a row and hold the landing
- Hop as high as they can and hold the landing
- Alternate high and low hops
- Hop over lines or ropes on the ground (spread ropes out so they are in line with a step in between, like a ladder)
- Hop over low cones spread out in a line, hop over 4 obstacles in a row
- Take 2 steps and hop as high as they can – step, step and hop. If they hop off the right foot, which foot will they land on first?
- Hop as far as they can – put a cone where they land and try to improve on this
- Hop over different parts of the 'widening stream' (2 ropes laid out, narrow at one end and wider at the other)
- Hop to head a suspended target (balloon held by another person)
- Hop over a tall cone
- Hop onto a low bench
- Hop with different combinations of run-up (for example, 2-stride, 4-stride run-up), then hop over a series of objects (for example, hop over rope, over cone, over rope, onto bench).

Variations of the activity

- Introduce a target: for example, children jump up to a sticker on the wall, or touch a hanging ball, streamer or balloon
- Combine actions: jump up and shoot a basket, hop over a rope, turn in the air.



3 Activity 3: Hopping tag



This activity teaches sustained hopping, hopping for speed and to evade an opponent using static and dynamic balance.

Equipment you'll need for this activity

- Bands to identify the tagger, discs or spots
- Grass or hard area.

Alternative equipment

- Different coloured shirts or hats.

How children do the activity

This simple tag game incorporates hopping only.

Taggers hop to tag other children who are also hopping within the designated area. When a person is tagged, the child gives their band to that person, who then becomes the tagger, while the previous children joins the rest of the group. Children cannot be tagged if they are standing in a stork balance on 1 of the discs in the area. Stork balance is done while standing on one leg with the other tucked in at the knee.

Variations of the activity

Vary locomotor skill: Leap, jump or skip.

4 Activity 4: Long hopping relay

This activity teaches hopping for distance, using static and dynamic balance and how to land safely. Children should use their non-hopping leg to give momentum to the hop.

Equipment you'll need for this activity

- Cones.

Alternative equipment

- Old clothes, sticks or plastic or paper plates can be used as markers.

How to do the activity

The first child in each team stands on the starting line and hops as far as they can. A cone is placed where they first contact the ground with their hopping foot. The second child then takes off from the cone and hops as far as they can, and the cone is moved to where the second child landed. The relay continues until everyone in the team has had a go.

The winning team is the team that has hopped the furthest.

Variations of the activity

- Hopping for speed: the first team finished with the coolest pose wins.

Your hopping skills checklist

When teaching the activity, here are some things to look out for to check if the children are doing this activity correctly.

Hopping

1. Swinging both arms back, then vigorously forward and upward
2. Pushing off from the toes in take-off
3. Landing on the toes, then the balls of the feet, bending the knees to absorb shock.

Tips to change activities for children with disabilities or special needs

Visually impaired children

- Use brightly coloured markers
- Use the buddy system, where the children hold hands or are joined by a rope
- If there are obstacles in the way give verbal cues
- Have the catcher 'it' wear a brightly coloured bib and or attach a bell to him/her
- Make a rule that you must verbally signal when tagging
- Make sure the discs are properly stuck down on the floor.

Hearing impaired children

- Be aware that some children may have problems with balance and therefore, when the variation is introduced the play should be very gentle
- Use a buddy system
- Make sure the individual knows who the catcher is.

Physically impaired children

Wheelchair

- Make sure these children participate in these activities by following the same directional instructions
- When referring to hopping on a specific foot, these individuals can use the corresponding hand to push their chair
- Have someone push the wheelchair around while they hop, the whole class can have a turn
- Make sure the surface is suitable for a wheelchair
- Make rules so that the child is only allowed to be tagged after 4 other children
- Set a limit on the time spent being the catcher
- Allow the child to wheel the same distance that the previous person covered, or see how far he or she can go in 5 seconds
- Let teams take turns pushing the wheelchair while they hop.



Physically impaired children

Walking aid

- Encourage the child to use both sides of their body to the best of their ability
- Restrict the size of the playing area
- Set a limit on the time spent being the catcher
- Make a rule that the child is only allowed to be tagged after 4 other children have been tagged
- Do not allow the children to compete for time
- Let all the children hop with beanbags balanced on their not hopping foot, and put the cone down where the beanbag falls off.

Locomotion skills: Jumping

Description of the skill

Jumping is the transfer of weight from one or both feet to both feet. A jump can be divided into 3 parts:

- Take-off
- Flight
- Landing.

Landing safely is an important skill to focus on when children learn to jump, leap or hop.

This section contains 4 activities that will help improve children's jumping skills. The first 2 activities focus on younger children (grades 1 and 2) and the beginner and intermediate phases of the skill's development. The second 2 activities are for older children (grades 3 and 4) and the intermediate and mature phases of the skill's development. See part 1 of in the Physical activity skills manual for the definition of each developmental stage.



1 Activity 1: Can you jump far?

In this activity children learn to jump for distance, in varying directions and heights, in creative ways and with others.

Equipment you'll need for this activity

- A defined grass or hard surface area.

How to do the activity

Show children how to jump:

- As quietly or loudly as possible
- From a small crouch
- In a straight line
- As if they are on ice
- With a partner
- Keeping their arms out from their side
- And land with their feet apart
- Forwards or backwards
- Very fast or slow
- Like a giant or frog
- Making a circle
- With legs and arms stiff
- With their legs apart.

Variations of the activity

Add stationary objects and then ask children to jump:

- Over a box
- Across a rope
- Through a hoop.

Combine actions: jump quietly while making an O-shape.

Ask children to:

- Jump the length of their own height
- Measure their height on the ground using a marker
- Try jumping in different ways to reach their height.



2 Activity 2: Can you jump up?



This activity teaches children to jump for height and in different directions, in their own space and in the space they share with others. Make sure that children land safely when they do these activities.

Equipment you'll need for this activity

- A defined grass or hard surface area.

How to do the activity

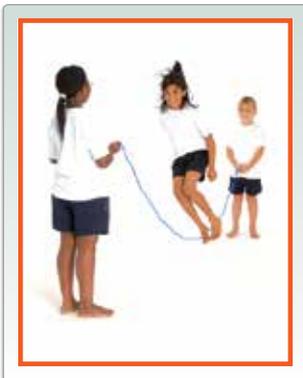
Ask children if they can jump up:

- As high or low as they can
- And land lightly or heavily and on the same or different spot
- As quickly as they can
- And remain stiff
- And land slightly forward
- And land in their own space
- From a crouched position
- Without using their arms
- And keep their head down
- Being as relaxed as they can
- Like a rocket
- Like a growing flower.

Variations of the activity

- Introduce a target: for example, children jump up to a sticker on the wall, or touch a hanging ball, streamer or balloon
- Combine actions: jump up and shoot a basket, hop over a rope, turn in the air.

3 Activity 3: Circular rope



In this activity children learn to jump over a moving rope at different heights. It creates awareness of relationships with others.

Equipment you'll need for this activity

- Cones or other markers, or existing lines
- Rope.

Alternative equipment

- Paper plates, old clothes or any object that can be used as a marker.

How to do the activity

One partner swings the rope in a circle, about 2 to 4 centimetres off the ground at a speed that allows their partner to jump over the rope when it comes to them. Switch roles.

Children can vary their jumps by:

- Jumping forwards, sideways or backwards
- Jumping creating different shapes in the air, (for example star, tuck jump)
- Performing different tricks in the air, (for example clap hands, tap ankles).

Variations of the activity

- Vary equipment and group size: have longer ropes with groups of 4 to 6 jumping
- Vary skill level: change height of the rope.

4 Activity 4: Jump rope

In this activity children learn to jump rhythmically, creating awareness of their relationships with others.

Equipment you'll need for this activity

- Ropes.

Alternative equipment

- Plastic bags tied together to make a rope.

How to do the activity

In this activity children must:

- Hold a rope in half and circle it over-head like a helicopter – using left and right hands
- Turn the rope over their heads and jump it – try to land on the same spot that they took off from
- Jump the rope moving forwards
- Turn the rope backwards and try jumping it
- Jump with different types of jumps – 2 feet to 2 feet, 1 foot to the other foot, 2 feet to 1 foot, etc
- Run steps with knees up, heels up or hopping on alternate feet
- Jump the rope facing a partner, beside a partner, one following the other
- Jump the rope with a partner – using one rope together, complete the activities as above, turning the rope forwards and backwards.



Your jumping skills checklist

When teaching the activity, here are some things to look out for to check if the children are doing this activity correctly.

Jumping for distance

1. Bending his or her knees – in the crouch position
2. Swinging his or her arms back, then quickly forwards
3. Exploding forward from a crouch position
4. Pushing off from his or her toes – toes are the last body part to leave the ground.

Jumping for height

1. Landing with his or her heels first and knees bent to absorb the shock
2. 'Exploding' upwards
3. Swinging his or her arms upwards quickly
4. Stretching, reaching, and focusing on the target
5. Landing with his or her knees bent to absorb the shock.

Tips to change activities for children with disabilities or special needs

Visually impaired children

- Use a buddy system, where the partners are either joined by holding hands or holding a short rope
- Make sure the area is free of obstacles
- Make sure all the children are moving in the same direction and that there is adequate space
- Use brightly coloured markers
- When obstacles are used, use verbal cues
- Instead of the child jumping over a rope, allow him or her to jump to a beat.

Hearing impaired children

- When the activity changes make sure you have the child's attention
- Use the buddy system – when a signal is given get someone in the class to tap hearing impaired child on the shoulder
- When giving the instruction, demonstrate the movement at the same time
- Allow the child time to observe what the others are doing.

Physically impaired children

Walking aids

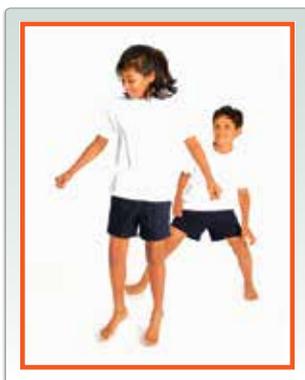
- Keep the obstacles low
- Use a buddy system – where the child is supported as they hold hands with a partner, or are supported between 2 children.

Locomotion skills: Dodging

Description of the skill

Dodging involves quick, deceptive changes in direction to evade, chase or flee from an opponent. In sport the skill of dodging is used to deceive the opposition as a way of getting free to either receive a pass or get around your opponent and avoid being tackled.

This section contains 4 activities that will help improve children's dodging skills. The first 2 activities focus on younger children (grades 1 and 2) and the beginner and intermediate phases of the skill's development. The second 2 activities are for older children (grades 3 and 4) and the intermediate and mature phases of the skill's development. Part 1 of the Physical activity skills manual includes a definition of each developmental stage.



1 Activity 1: Exploring dodging

In this activity children learn to dodge at changing speeds, creating space awareness.

Get the children to keep their heads up and move from a low position.

Equipment you'll need for this activity

- A defined grass or hard surface area.

Alternative equipment

- Plastic bags tied together could be used as ropes.

How to do the activity

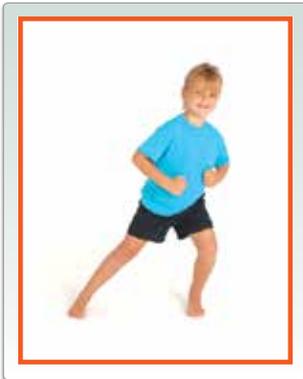
Get the learners to dodge:

- From a high or low level, high to a low level, low to a high level
- In different directions, sideways, left or right, backwards or forwards
- As quickly or slowly as they can, with alternating fast and slow dodges.

Variations of the activity

- Add start and stop signals: on the signal 'go', children run in any direction. When a whistle (or any other signal) is called, children stop as quickly as they can
- Travel around stationary objects: include objects to dodge (for example cones, chairs, balls, ropes, hoops – consider safety in your choices). Children run as quickly as they can through the general space while avoiding the objects and others
- Move in different paths: on a signal, children move only in a curved or straight path. On a whistle (or any other signal), change to a different path (for example circle, figure 8, zigzag).

2 Activity 2: Dodgems



This activity teaches dodging, swerving, evading, changing direction and moving in general space. Children should keep their heads up and make quick moves.

Equipment you'll need for this activity

- Large balls, frisbees.

Alternative equipment

- Large balls can be made from crumpled paper
- Paper or plastic plates can be used as frisbees.

How to do the activity

Each player holds their ball or frisbee in front like a steering wheel, and walks around without touching the other players (dodgems) in the square. Keep moving for 1 minute. Repeat activity increasing the speed – skipping, jogging and running.

Variations of the activity

- Add obstacles: include other obstacles (for example cones) to evade.
- Create pathways: set up a path of cones for the dodgems to move in, out and around.

3 Activity 3: Shadow partner



In this activity children learn to chase, dodge, change direction and speed, move in general space and become aware of relationships with others.

Equipment you'll need for this activity

- Bases, for example coloured discs or plastic plates.

How to do the activity

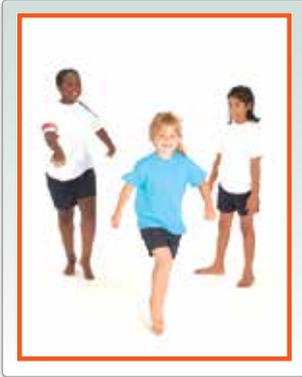
The shadow follows the leader and imitates all their movements, keeping as close to the leader as possible. The leader challenges their shadow by trying to get away from them. Change roles and repeat.

Start off in the same way again but, on a given signal (for example whistle), the leader tries to get to one of the bases or discs before their shadow tags them. Change roles and repeat, but this time with fewer bases or discs spread out across the area.

Variations of the activity

- Vary locomotor skill: start with walking, then move on to skipping, galloping, jogging, hopping and running
- Vary set-up: increase or decrease the area size or the number of bases
- Tandem tag: partners link arms and play the game with another pair. 1 pair is the leader and the other pair is the shadow.

4 Activity 4: Freeze and count tag



This activity teaches children to dodge, fake and change direction and speed to avoid a chaser. It creates space awareness.

Equipment you'll need for this activity

- Bands or bibs
- Defined grass or hard area, approximately 10 square metres.

Alternative equipment

- Different colour shirts could replace bibs, or shirts in or out.

How to do the activity

Chasers have 1 minute to catch all the runners. If tagged, a runner has to freeze and count to 10 out loud before starting to run again. The object is for the chasers to have all the runners frozen at the same time. Make sure each group is aware of their physical boundaries.

Variations of the activity

- Vary locomotor skill: for example, play by walking, leaping or crawling
- Fitness tag: when tagged, instead of freezing, runners do a chosen exercise, (for example, 5 push-ups or sit-ups).

Your dodging and chasing skills checklist

When teaching the activity, here are some things to look out for to check if the children are doing this activity correctly.

Dodging

1. Holding his or her head up
2. Keeping a low body position
3. Planting 1 foot and quickly changing direction (plant and go).

Chasing

1. Stepping or leaning 1 way, then going the other (fake)
2. Moving quickly
3. Bending knees to stop
4. Watching the hips of the runner in front to anticipate what his or her next move will be.

Tips to change activities for children with disabilities or special needs

Visually impaired children

- Use a buddy system, where the partners are either joined by holding hands or holding a short rope
- Make sure the area is free of obstacles
- Make sure all the children are moving in the same direction and that there is adequate space. Use a buddy system where the visually impaired child walks behind and holds on to the shoulders of another child, or where the partner steers the child around the play area
- Use brightly coloured markers
- Use verbal cues to communicate the change of direction and where the markers are
- Have 'the catcher' wear a brightly coloured bib or attach a bell to him or her
- Make a rule that you must verbally signal when tagging to encourage communication
- Ensure that the discs are properly stuck down on the floor.

Hearing impaired children

- When the activity changes make sure you have the child's attention
- Use a buddy system where 1 child in the class assists the hearing impaired child – when a signal is given get someone in the class to tap the child on the shoulder
- When giving the instruction, demonstrate the movement at the same time
- Allow the child time to observe what the others are doing
- Use cue cards as signals
- Try to maintain visual contact with the child
- Ensure that the child knows who 'the catcher' is.

Physically impaired children

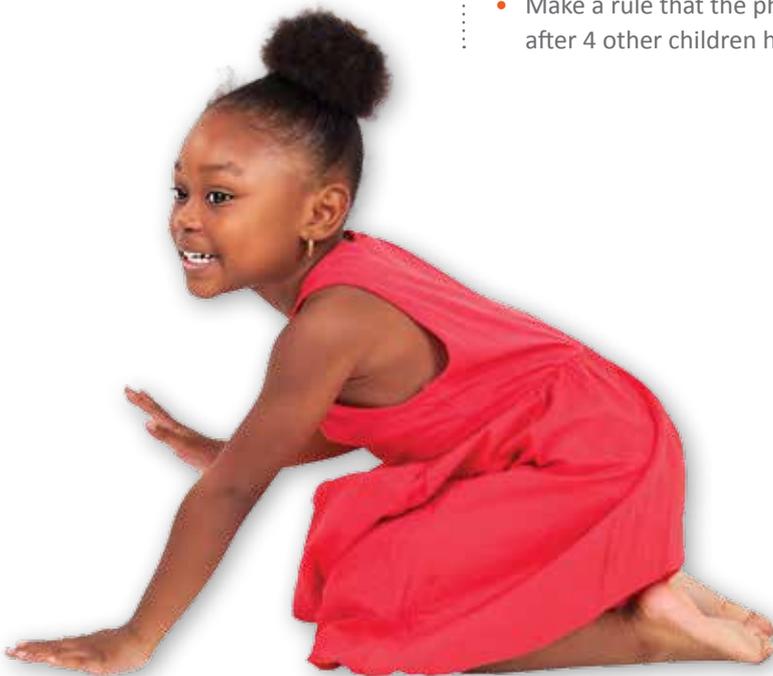
Wheelchair

- Wheelchair-bound children should wheel themselves according to the walking instructions, however, if they are required to walk like a soldier a partner could push them while they swing their arms
- Allow the child to wheel around without holding onto anything
- Let the children in the class take turns wheeling the child around
- Make sure the surface is suitable for a wheelchair
- Make rules so the physically impaired child is only allowed to be tagged after 4 other children
- Set a limit on the time spent being 'the catcher'.

Physically impaired

Walking aid

- Allow the child to take part without having to steer the frisbee or ball
- Keep the game at a manageable pace
- Put markers out that are reserved for the physically impaired child and 2 other children in the class so that the child has a chance to get to a marker
- Restrict the size of the playing area
- Set a limit on the time spent being 'the catcher'
- Make a rule that the physically impaired child is only allowed to be tagged after 4 other children have been tagged.



Locomotion skills: Skipping

Description of the skipping skill

Skipping is a combination of a long step and a hop (step-hop), first on 1 foot and then on the other, and has an uneven rhythm.

This section contains 4 activities that will help improve children's skipping skills. The first 2 activities focus on younger children (grades 1 and 2) and the beginner and intermediate phases of the skill's development. The second 2 activities are for older children (grades 3 and 4) and the intermediate and mature phases of the skill's development. Part 1 of the Physical activity skills manual includes a definition of each developmental stage.



1 Activity 1: Let's try skipping

In this activity children explore skipping on different paths and at different heights. They'll skip to a rhythm while becoming aware of their relationships with others.

Equipment you'll need for activity 1

- Ropes, hoops, cones, balls
- Grass or hard surface area.

Alternative equipment

- Plastic bags tied together could be used as ropes.

How to do the activity

Children practise different skipping actions. Ask them to show you how they can skip. Give suggestions on how they explore skipping further.

Ask children if they can skip:

- Like a giant, a fairy, a clown, a toy soldier
- Making themselves very small and gradually getting taller
- Being as tall as they can
- Forwards, sideways, backwards
- Happily, angrily, sadly, tightly, loosely
- Quickly, slowly, at varying speeds
- In a straight line, in a curved path, in a circle, in a figure 8
- As fast or as slowly as they can, downhill or uphill
- Without using their arms – swinging arms outwards, inwards and diagonally
- To the beat of the drum or to music
- Without touching any lines on the floor, or cracks on the concrete
- And see how many skips it takes for them to get from 'here' to 'there'
- With a partner – going backwards while their partner goes forwards, holding hands so they both skip around on the spot
- What are some other ways they can skip?

Variations of the activity

- Follow the leader: 1 child is the leader who the others follow on a skipping journey around the area.





2 Activity 2: Freeze and melt

This activity teaches skipping and awareness of personal space and direction. Check that children are swinging their arms freely.

Equipment you'll need for this activity

- Bibs or bands in 2 different colours.

Alternative equipment

- Can use different coloured shirts or hats.

How to do the activity

Children are spread out in a defined area and among them are 1 or more 'freeze' players and the same number of 'melt' players, identified by the colours of their bibs or bands.

- 'Freeze' tries to tag the other players
- 'Tagged' players must freeze on the spot
- 'Melt' can tag these players to free them so that they can rejoin the game
- All movement is skipping.

Variations of the activity

- Modify rules: allow anyone to 'melt' 'frozen' players.



3 Activity 3: Dangerous tiger

In this activity children are skipping for speed and changing direction according to a rhythm, creating awareness of space and different body parts.

Equipment you'll need for activity 3

- Rhythm instrument(s)
- Marked circle.

Alternative equipment

- A 500ml plastic water bottle filled with small stones or knocking 2 sticks together.

How to do the activity

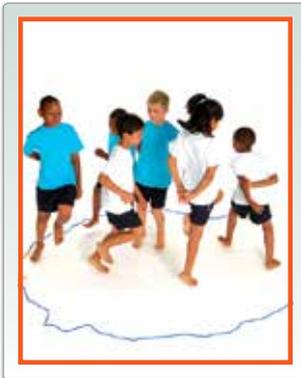
- Children skip within the boundaries of the circle and pretend everyone else in the circle is a tiger
- If touched by another person, a child becomes a tiger and must skip with 1 hand behind their back
- If touched a second time, the child puts the other hand behind their back.

Begin by skipping slowly to the rhythm, then skip progressively faster.

Variations of the activity

- Modify area: increase or decrease the circle size to make it easier or more difficult.
- Add music: skip to music.

4 Activity 4: Ring-a-ring O' Rosy



Equipment you'll need for this activity

- Defined grass or hard area.

How to do the activity

Children perform an action song. Any song can be used, ideally traditional songs that are familiar to the children.

Words to the song	What children should do at each phrase
Ring-a-ring o' rosy:	Keep hands joined, skip left in a circle
A pocket full of posies	All stop and face centre
Atishoo, atishoo	Sneeze twice
We all fall down	Drop to squatting position on 'down'

Your skipping skills checklist

When teaching the activity, here are some things to look out for to check if the children are doing this activity correctly.

Skipping

1. Stepping forward and hopping on the same foot
2. Repeating with the other foot
3. Lifting his or her knees sharply upwards.

Tips to change activities for children with disabilities or special needs

Visually impaired children

- Allow a visually impaired child to have a partner to skip with, they can be joined by holding hands, or holding a short rope between them
- Make sure the area is free of obstacles
- Make sure all the children are moving in the same direction and that there is adequate space
- Have 'freeze' wear a brightly coloured bib or attach a bell to him or her
- Make a rule that they must verbally signal when tagging
- Use the buddy system
- Cue the progressive change of pace.

Hearing-impaired children

- When the activity changes, make sure you have the child's attention; when a signal is given, get someone in the class to tap the child on the shoulder
- When giving the instruction, demonstrate the movement at the same time
- Allow the child time to observe what the others are doing
- Make sure the child knows who is 'freeze' and who is 'melt'
- Use a buddy system or cue cards so that the child knows when the movement is getting faster.

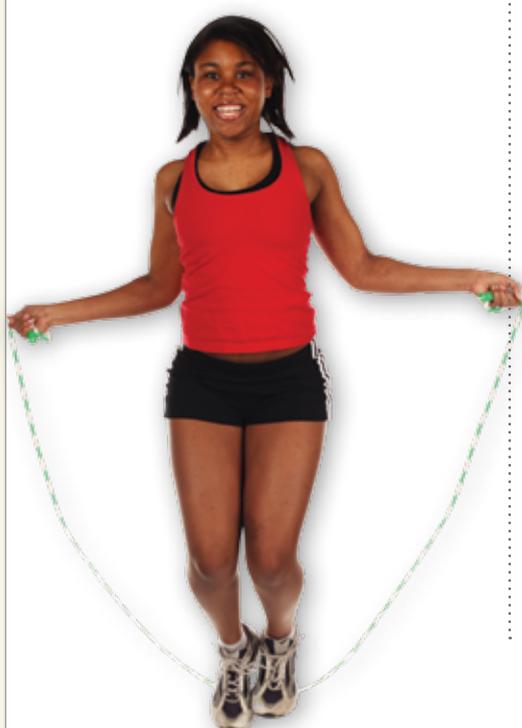
Physically impaired

Wheelchair

- Wheelchair bound children should wheel themselves according to the skipping instructions, however if they are required to skip like a soldier a partner could push them while they swing their arms
- Modify the rules so that if he or she touches someone then they must either change direction slow down or speed up their movement
- Make modifications that slow the game down, for example all the children have to skip high, or that other children must hop or walk
- Make sure the surface is suitable for a wheelchair
- Make rules so that the child is only allowed to be tagged after 'freeze' has tagged 4 other children, or that there is a time limit to being 'frozen'.

Walking aid

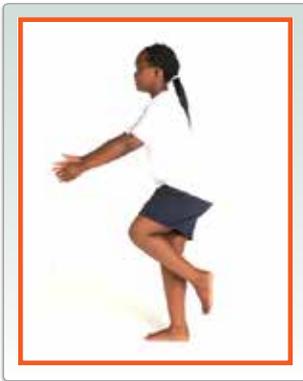
- Restrict the size of the playing area
- Make rule modifications to slow the game
- Set a limit on the time spent 'frozen'
- Make a rule that the child is only allowed to be tagged after 'freeze' has tagged 4 other children.





Balance

The ability to balance, rotate and land, whether standing still or during movement, plays a crucial part in the success of most sports and physical activities. For learners to improve their balance they need to lower their base of support and their centre of gravity.



Balance skills: Balance

Description of the skill

Balance is achieved when the centre of gravity is over the base of support. There are 2 types of balance: static balance, which involves keeping a desired shape in a stationary position, and dynamic balance, which involves controlling the body as it moves.

This section contains 4 activities that will help improve children's balancing skills. The first two activities focus on younger children (grades 1 and 2) and the beginner and intermediate phases of the development of the skill. The second 2 activities are for older children (grades 3 and 4) and the intermediate and mature phases of the development of the skill. Part 1 of the Physical activity skills manual includes a definition of each developmental stage.

Applying movement principles

- For stationary balance, the centre of gravity must be over the base of support
- It is easier to balance when the base of support is wide and close to the centre of gravity
- When the body is extended to 1 side over the base of support, you must make another extension in the opposite direction for counterbalance.

1 Activity 1: How to balance

This activity develops static and dynamic balance.

Equipment you'll need for this activity

- Mats or carpet squares.

Alternative equipment

- A soft grass area.

How to do the activity

Get the children to balance:

- On 1 body part, for example on their side, back, front, shoulders or knees
- On 1 body part with their eyes closed
- While moving their weight from 1 body part to another, for example from 1 foot, to the tummy, to the back
- On 2 body parts, for example on 1 hand and 1 knee
- On 3 body parts, for example on 1 elbow, 1 foot and 1 knee
- On 3 body parts while holding the position for 3 seconds – count alligators or 1 000 as 1 second
- On 2 or 3 body parts that are on the same or different sides of the body
- At different heights, for example low, mid-height and high
- Starting off low, moving to a high position and finishing with a low position
- On 1 foot and change the position of the arms, bottom and other foot
- While moving, for example walking or hopping and on a signal, balance on different body parts, in different shapes and at different heights (static balance).

Variations of the activity

- Ask groups to practise balancing in different shapes and form simple 3- or 4-letter words, for example CAR, BIRD, SUN, CAT, MAN.

2 Activity 2: Balancing with equipment

This activity teaches children about static and dynamic balance as well as body and space awareness.

Equipment you'll need for this activity

- Mats, benches, discs or bases, beanbags, balls and foam frisbees.

Alternative equipment

- Money bags filled with sand can be used as bean bags, paper plates can be used as frisbees.

How to do the activity

On-the-spot balance

Place children throughout an area where they can stand on a disc or base. Have the equipment like the beanbag, ball and foam frisbee available. Children must now:

- Choose 1 piece of equipment and try to balance it on any body part while standing on their disc
- Balance 1 of the objects on their heads while standing on 1 foot and staying on their disc
- Balance only on their bottoms and place a ball between their feet while keeping their feet in the air.

Bench balance

Place 3 to 4 children beside a low bench. In turn, they must step onto the middle of the bench and hold their balance for 3 seconds. They can:

- Vary the balance and make shapes – wide, narrow, low, medium, high and use different body parts, for example on 1 foot, on the bottom, on 2 hands, on 1 knee
- Be creative, for example pose like a ballerina, Superman, a tennis player, or any other sporting or dancing star.

Variations of the activity

- Combine balances: Move from 1 balance to another, holding every balance for 3 seconds – count alligators or 1 000 as 1 second
- Combine balances with movement: balance on 1 spot with 1 object, for example balance on 1 foot with an object on the head, then move to another spot while still balancing the object – walking with the object on the head. Choose another balance and another object and repeat the activity.

3 Activity 3: Connecting body parts in balance



This activity develops static and dynamic balance and body awareness, including relationships with others.

Equipment you'll need for this activity

- An area with a hard or grass surface.

How to do the activities

Connecting yourself

Allow the children to walk freely in the area and on your signal, they stop and listen while you call out 2 body parts, which they have to join together and hold the position. Examples include: elbow to knee, hand to foot, foot to foot, hand to shoulder, head to hand, knee to ankle and foot to head.

Connecting in pairs

Divide the children into pairs and let them move around the area linking their arms, either walking or skipping.

On your chosen signal, the pairs must connect to each other by the body parts you call out. Examples include: 2 feet (1 foot from each child), 2 hands, 1 foot and 1 knee, 1 shoulder and 1 head, 1 elbow and 1 hip and 1 ankle and 1 knee.

Variations of the activity

- Vary the way the learners move around: use different dynamic balance activities, for example kangaroo walk, crazy crab or monkey walk
- Vary the body shapes and levels: include narrow and wide body shapes and low, medium and tall levels.

4 Activity 4: Connect 5



This activity develops static and dynamic balance and body awareness, including relationships with others.

Equipment you'll need for this activity

- An area with a hard or grass surface.

How to do the activity

Connecting to groups

- Divide children into groups of 5 to 7 children
- 1 child starts off the activity by choosing a balance with a wide base of support. In turn, each child adds to the statue by making another shape, either wide, narrow, curled or twisted while touching the first child with 1 body part
- When the group balance statue is complete, on your signal each child, except the first one, moves away from the first child, using a moving or turning action
- Then, on your signal, each child moves slowly back into the group, with well-defined shapes and holds this balance
- Again, on your signal, every child moves away, balancing by themselves with a base of support and a shape that is different from those used for the group balance.

Variations of the activity

- Choose a theme and add a movement: ask the group to make an object and carry out the movements of that object, for example a washing machine.

Your balance skills checklist

When teaching the activity, here are some things to look out for to check if the children are doing this activity correctly.

Balance

1. Securing a wide base of support
2. Focusing eyes on an object to help balance
3. Extending the body to help counterbalance
4. Tightening muscles to hold balance.

Tips to change activities for children with disabilities or special needs

Visually impaired children

- Use a buddy system. Use hand and body manipulation to get the child into the correct balancing position and use verbal cues to tell the child what to do
- Use a buddy system where the partners are either joined by holding hands or holding a short rope
- Use hand-body manipulation to ensure the correct position
- Have all the children move in the same direction
- Have the other children warn the visually impaired child that they are getting closer, and that they need to turn around when they are going to meet each other on a line.

Hearing-impaired children

- When giving the instruction, demonstrate the movement
- Allow the child time to observe what others are doing
- Children with a hearing impairment often have problems with balancing, so always be there to help.

Physically impaired children

- Seat the child on a mat and give instructions that are within his or her ability
- Widen the base of support and instead of balancing on a box or beam, place a marker on the floor for the child to stand on
- Challenge the child to balance with as little help as possible
- Children with wheelchairs can do the activity in the wheelchair or on the floor. He or she can balance an object while moving in the wheelchair or moving on the floor
- Make their wheelchairs or walking aids part of the activity, within reason, by encouraging other children to use these as part of the balancing structure.



Balance skills: Rotation

Description of the skill

Rotation includes a range of movements that require the body to move in a circular motion. Twisting, rolling, turning and spinning are all part of rotation. Rotation is important in everyday activities, games and sports like pivoting in basketball, twisting and turning in tennis and forward rolls in gymnastics.

This section contains 4 activities that will help improve children's rotation skills. The first 2 activities focus on younger children (grades 1 and 2) and the beginner and intermediate phases of the development of the skill. The second 2 activities are for older children (grades 3 and 4) and the intermediate and mature phases of the development of the skill. Part 1 of the Physical activity skills manual includes a definition of each developmental stage.



1 Activity 1: Developing rotation

This activity will help children turn and rotate with control and it creates space and body awareness.

Equipment you'll need for this activity

- Music.

Alternative equipment

- Plastic bottles filled with little stones or 2 sticks.

How to do the activity

On signal children, rotate or spin around:

- On their bottoms (hands, no hands)
- On their stomachs
- On their backs
- Tall like a flagpole
- Like a screwdriver turning a screw
- Like a washing machine
- Like a revolving door
- To 'tell the time' (for example jump and turn to 3 o'clock)
- Standing on 2 feet, jump with a straight body and make: a quarter turn (90 degrees), a half turn (180 degrees), a 3-quarter turn (270 degrees), and a full turn (360 degrees).

Variations of the activity

- In-out game: 1 child is the leader making the calls.

On a call of 'out', children stand and turn with their hands out like a clothes line. On a call of 'in', they bring their hands in and spin like a ballet dancer. On a call of 'in-out-in-out', those who make a mistake move to the side of the area, but continue the activity. The game continues until 1 child is left in the middle. Change leaders and repeat the activity.



2 Activity 2: Rolling forward

This activity will help children rock and roll forwards and creates body and space awareness.

Equipment you'll need for this activity

- Boards, mats, high box, a slope.

Alternative equipment

- If there are no mats, use a grassed area.

How to do the activity

Start the movements for rolling forwards on a slope and then move to a level surface on the ground.

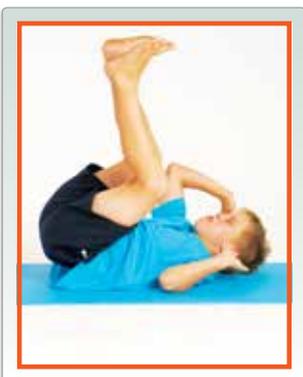
Tip over: Children begin in a low squat position with their hands on the mat and their knees between their arms. They then lean forward, tuck their chins to their chests and look back under their legs. Raise the hips until they tip over, bending their arms and roll onto their backs to a sitting position.

Try this again from a straddle stand (with legs wide apart) and from a stand with 2 feet together.

Forward roll: Children begin in a crouch position, with their heads up. They then place their hands on a mat slightly in front of their feet, with the fingers pointing forward. Push the toes, raise the hips and tuck the chin to the chest to round the back. They land on the top of their shoulders and push with their hands as they roll forward into a crouch position.

Variations of the activity

- Roll on different surfaces: try a forward roll on a line
- Create a forward roll sequence: forward roll from a squat position, then forward roll to straddle and then a forward roll to stand. Include other rolls in the sequence as well, for example backwards or a log roll.



3 Activity 3: Rolling backwards

This activity will help children rock and roll backwards, and creates body and space awareness.

Equipment you'll need for this activity

- Mats and a slope.

Alternative equipment

- If there are no mats, use a grassed area.

How to do the activity

Rolling backwards over the shoulder

- Children sit on a level mat with their knees bent. Raise the arms with the palms of the hands up and fingers pointing backwards over the shoulders. Hold this position, then rock back to balance on the shoulders, putting their hands on the floor for support. Hold this position for 4 seconds
- Backward shoulder roll down a slope. Sitting on top of a slope, children roll backwards with the knees bent and 1 arm out to the side. Children then rock backwards to bring 1 leg over the head between the arm and head. Land on the knee and let the other leg follow
- Now try 2 from a squat position, bringing both legs to the side of 1 ear and arms straight along the mat
- Repeat activities 2 and 3 on a ground-level mat. Practise rolling to 1 side and then to the other side.

Rolling backwards

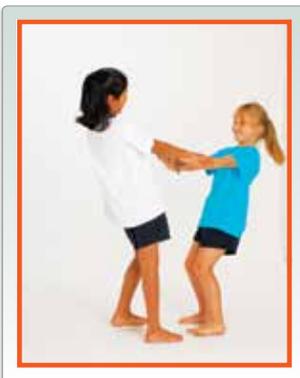
Try these on the slope first and then on a level mat:

- Children start from the sitting position, pointing the hands back behind the shoulders with palms up. Tuck the chin to the chest. Push off with the toes, keeping the body tucked and the back round, roll onto the back and push off with the hands to land on knees, then take a squat position
- Repeat as above but start from a squat and progress to a straddle, then go to a standing position, finishing in the same way as children began.

Variations of the activity

- Backward roll on equipment: Try rolling on a crash pad or a box top.

4 Activity 4: Rotating with a partner



This activity teaches cooperative balance and rotation through the long and horizontal axes at different speeds, creating body awareness and space awareness in relationship to others.

Equipment you'll need for this activity

- Grass, floor or hard area.

How to do the activity

Clothes line: partners face each other and hold each other's wrists. Turn like a revolving clothes line on a windy day. Now turn like a clothes line that holds a heavy load of washing.

Partner log roll: partners lie on their stomachs facing each other, with their arms stretched out above their heads. Link hands and roll in the same direction. Keep the body long and straight.

Ask the children to roll:

- 3 times in a row
- So that their feet don't touch the mat
- With their feet locked together instead of their hands
- With a 'sock' held between their feet.

Eskimo roll: partner 1 lies on their back and partner 2 stands with their feet at the shoulders of partner 1, facing forward. Partner 1 holds partner 2's ankles and raises their legs so that partner 2 can hold each leg above the ankle. Partner 2 leans forward and places partner 1's feet on the floor and performs a forward roll. Partner 1 follows, still holding onto partner 2's ankles.

Variations of the activity

- Snake in the grass: 4 children on their stomachs, with straight bodies, lie in a chain on a mat. Each child holds onto the ankles of the child ahead of them, on a signal, the whole chain rolls over onto their backs and then onto their stomachs.

Your rotation skills checklist

When teaching the activity, here are some things to look out for to check if the children are doing this activity correctly.

Rotation

1. Keeping the part of the body stable around which the twisting action takes place
2. Pulling arms and legs closer to their body to increase the speed of a turn, twist or roll
3. Extending arms and legs away from the body to decrease the speed of a turn
4. Children are using their hands to support or push off evenly
5. Not twisting the knee or elbow too quickly
6. Rotate with control.



Tips to change activities for children with disabilities or special needs

Visually impaired children

- Be on hand to orientate the visually impaired child
- Place the child's hands and body in the correct position so that the child rolls over with the correct technique
- Use a buddy system, where the partners are either joined by holding hands or holding a short rope
- Place the child's hands and body in the correct position
- Have all the children move in the same direction
- Have the other children warn the visually impaired child that they are getting closer, and need to turn around when they are going to meet each other on a line.

Hearing-impaired children

- Give good demonstrations
- Allow the child to watch the other children before trying.

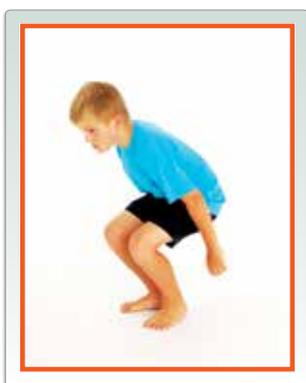
Physically impaired children

- Allow the child to do the movements in his or her wheelchair or with the walking aids, otherwise seat him or her on the floor or in a revolving office chair so that he or she can do the activities with the class
- Assist the child to roll over, by positioning the arms and legs in the correct position or helping the child to transfer his or her weight
- Ensure that the surface is soft
- If the child cannot roll with a partner, allow him or her to do the activities individually.

Balance skills: Landing

Description of the skill

Landing safely is an important skill for all children to learn. It involves absorbing force over a large surface area. Over a long period of time, landing has many implications for daily physical activities, for example landing when jumping over a puddle of water to landing after tripping over an obstacle on the playground. Landing is also important in many sporting activities, for example landing after a rebound in basketball and a vault in gymnastics.



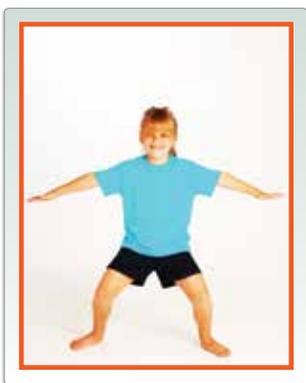
This section contains 4 activities that will help improve children's landing skills. The first 2 activities focus on younger children (grades 1 and 2) and the beginner and intermediate phases of the development of the skill. The second 2 activities are for older children (grades 3 and 4) and the intermediate and mature phases of the development of the skill. Part 1 of the Physical activity skills manual includes a definition of each developmental stage.

Applying movement principles

- Absorbing force: to absorb the force of the landing, the impact should be spread over the maximum area and distance possible. When landing from a jump, every joint should bend to absorb the force.

1 Activity 1: Landing on the feet

This activity teaches children to jump and land while balancing and refining special awareness of space and their relationship with equipment.



Equipment you'll need for this activity

- Ropes and bases or discs.

Alternative equipment

- Plastic bags tied together to create a long rope.

How to do the activity

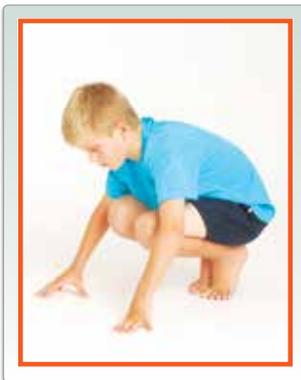
Children must:

- Stand on their base and, on a signal, try to jump as high as possible and click their heels together before they land
- Count how many clicks they can do before landing, make sure they land on their feet on the base
- Jump from their base and see how many times they can clap their hands together before landing. As their feet touch the ground, freeze and stay in that position for 3 seconds
- Jump over a rope and land on the other side without falling down. Get them to think of their feet sinking into the floor as if the floor was a sponge and freeze in that position for 3 seconds
- Jump over a rope in different ways, for example try to jump using 1 foot and land on 2
- Change the direction of the jump to land, for example jump forwards, backwards, sideways
- Jump high in the air over a rope and land as softly as they can. Freeze and hold the position for 3 seconds
- Jog, run, skip, gallop.

Variations of the activity

- Use different objects: Jump over different objects, for example beanbags, balls, low box tops or benches.

2 Activity 2: Falling forward and landing on hands



This activity will teach children to fall and land on their hands. This helps to create an awareness of their bodies in their personal space and the space they share with others.

Equipment you'll need for this activity

- An area with a variety of landing surfaces, crash pad or mats.

Alternative equipment

- If there are no mats, use a soft grass area.

How to do the activity

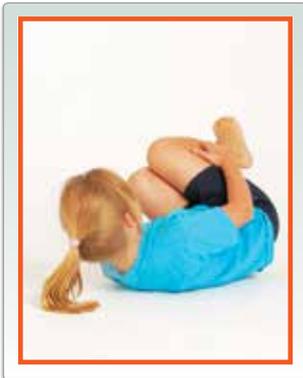
Children can practice the following activities:

- Kneel and put their fingertips on the ground, then press down as they pretend to squeeze water out of a sponge
- Crouch and fall forward, stopping before their stomachs touch the ground
- Try this on different landing surfaces, for example over elastic or flexi cords
- Stand and fall forward like a tree being felled or dominoes (group) or a wave
- Play 'timber tag' with several taggers. When a player is tagged, they must fall forwards calling 'timber' and then tag someone else.

Variations of the activity

This activity can be done focusing on falling backwards.

- Rock backwards from sitting, crouching or standing, fall backwards and land
- Jump backwards over a line or out of a hoop then crouch, fall backwards and land
- Jump backwards from low equipment then crouch, fall backwards and land.



3 Activity 3: Falling sideways and landing on hands

This activity teaches children to roll sideways and land safely after falling from different heights and on different surfaces.

Equipment you'll need for this activity

- A variety of surfaces to land on.

How to do the activity

From kneeling children can fall sideways to rock onto their arms, sides and then their shoulders.

- Children can try doing this in both directions
- Children can roll down a slope sideways
- While walking or skipping, fall and roll sideways. Stand up and repeat while they start with walking, gradually increasing their speed to jogging, running and dodging
- In pairs, hold hands and then try to pull their partner off balance.

Variations of the activity

- The spider: in pairs, 1 partner (the spider) is on all fours. The other partner tips the spider onto their side by pushing on the spider's shoulder that is closer to the partner and pulling on the spider's opposite hand.

4 Activity 4: Falling forward at speed

This activity teaches children to shoulder roll at speed from different heights and from different directions.

Equipment you'll need for this activity

- A slope or ramp, firm mats and a suitable surface.

Alternative equipment

- If no mats are available, use a grassed area.

How to do the activity

Children practise a forward shoulder roll by:

- Falling forward down a slope, looking sideways
- Rolling forward from 1 line to another
- Rolling diagonally over elastic
- Rolling from 1 square or circle diagonally on to the next – called chessboard rolling.

Variations of this activity

- Add obstacles: dive over a low obstacle and roll forward.

Your landing skills checklist

When teaching the activity, here are some things to look out for to check if the children are doing this activity correctly.

Landing on feet

1. Landing with feet apart and bending the knees
2. Landing in the order of toes, ball, heel
3. Pulling the stomach in and tucking the bottom under
4. Stretching the arms out in front
5. Holding the head up and looking straight ahead.

Landing on the hands or arms

1. Holding the position for 3 seconds
2. Holding the arms shoulder-width apart
3. Bending the elbows
4. Spreading the fingers and keeps the hands flat
5. Holding the head up
6. Holding the body straight, pulling the stomach in and not arching the back.

Tips to change activities for children with disabilities or special needs

Visually impaired children

- Use a buddy system where the partners are either joined by holding hands or holding a short rope
- Make sure the child is in the correct position by placing the arms, legs and upper body while giving verbal instructions
- Always be there to prevent children from falling or to help if they do
- Keep the area free of obstacles
- Make sure all the children are moving in the same direction and that there is enough space
- Use markers with bright colours
- Always give verbal instructions when you use obstacles or equipment
- Start the activities with small jumps
- Allow children to hold onto a support structure while they jump.

Hearing-impaired children

- When you change the activity, make sure you have the children's attention
- Use the buddy system. Let a learner tap the hearing-impaired child's shoulder to signal when the activity changes
- When you give the instruction you must also demonstrate the movement
- Allow the child time to look at what others are doing
- Children with hearing impairments often have difficulty balancing, so you may need to help them with these activities.

Physically impaired children

- Keep the obstacles you use low
- Use a buddy system so that the child has support and holds hands with a partner, or is linked between 2 other children
- Seat the children on gym mats and have them do the same movements while they sit.





Manipulation

Manipulation involves giving force to objects and absorbing force from objects. This is done either with the hands or feet. Throwing, kicking, catching, trapping, rolling, hitting and striking objects are all manipulation skills. As manipulation skills rely on locomotion and balance skills, they tend to develop after these skills.

Manipulation skills: Throwing

Description of the skill

Throwing involves propelling a ball or an object away from the body and is a target skill.

This section contains 4 activities that will help improve children's throwing skills. The first 2 activities focus on younger children (grades 1 and 2) and the beginner and intermediate phases of the development of the skill. The last 2 activities are for older children (grades 3 and 4) and the intermediate and mature phases of the development of the skill. Part 1 of the Physical activity skills manual includes a definition of each development stage.



Applying movement principles

- **Momentum:** transfer the weight from the back foot to the front foot when throwing. Do this by bringing the arm you use to throw as far back as possible and put your weight on your back foot. This transfers more force to the ball or object as it leaves your hand. Bring the arm forward and transfer your weight to the front foot
- **Speed:** when you make the arm straighter in the forward swinging motion the force is greater and it increases the speed of the ball. An extended arm makes the ball swing and it goes further using an over-arm throw.

1 Activity 1: Passing and throwing

This activity allows children to explore passing, throwing, catching and rolling a ball or object. It creates time, energy and body awareness.

Equipment you'll need for this activity

- Ropes and bases or discs.

Alternative equipment

- Plastic bags tied together to create a long rope.

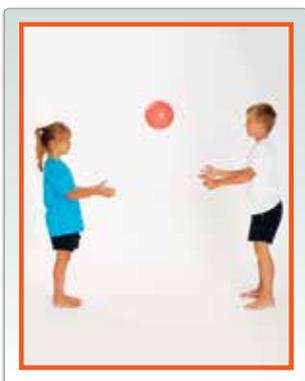
How to do the activity

Throwing and catching actions that children use for smaller balls differ from the actions they use to throw or catch larger balls.

Children select 1 or more balls. They begin to practise the following tasks with the ball, before changing to a different type of ball for the later tasks.

Ask the children to throw or pass the ball:

- In the air with 1 hand, 2 hands, the other hand, from hand to hand
- Forwards, backwards, to the side, at an angle
- As far or near as they can, moving their throwing arm(s) as fast as they can, twisting
- Up high, down low, bouncing off the ground, at a target
- Sitting down, kneeling, lying down



- Along the ground, on a line, along the ground to a target or line, to stop between 2 lines or in hoop
- Over-arm or under-arm with 1 hand
- With 2 hands at chest height, making the ball bounce to the ground and catching it
- Along the ground to a partner, bouncing high or low to a partner
- To a partner who is a long way away, to a partner who is very close
- Using or without using their legs or trunk
- Smoothly, using as little movement as possible
- Using as much movement as possible or as jerkily as they can
- Using a bounce-catch action, on the spot, while moving or turning around
- A variety of different sized balls.

Variations of the activity

- Vary the equipment: complete the tasks with other objects like beanbags, frisbees, plastic containers, juggling balls and scarves.

2 Activity 2: Let's roll that ball!

This activity teaches children to roll a ball on the ground, at a target, in different paths and directions and creates an awareness of their relationships with others.

Equipment you'll need for this activity

- Small and large balls, cones, hoops, skittles, ropes and chairs.

Alternative equipment

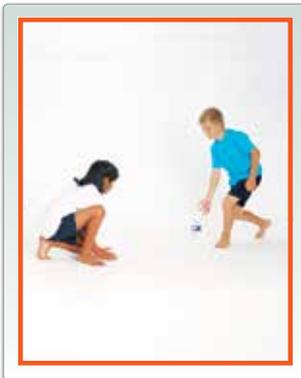
- Newspaper rolled into a ball (can make different sizes and shapes).

How to do the activity

In pairs

Ask the children to:

- Roll the ball to their partner through a target or obstacle, (for example between 2 cones, through a hoop, at a skittle, at another ball, along a line, under a chain, between ropes)
- Take turns at rolling the ball to a wall target
- Roll the ball to their partner, varying the distance between 3 and 10 m
- Roll it to their partner, then change places
- Roll it as many times as they can in 30 seconds.



In 3s

Ask the children to:

- Roll the ball for the middle child to jump over
- Play 'piggy in the middle', in which the middle player attempts to intercept the rolled ball.

In 5s

Ask the children to:

- Roll the ball around or across a circle towards their partner or other players
- Roll it to hit a skittle in the centre of a circle
- Have 1 player in the centre who rolls the ball to others in turn.

3 Activity 3: How to throw under-arm

This activity explores under-arm throwing and creates awareness of space, direction and relationships with others.

Equipment you'll need for this activity

- Small balls or beanbags, net or rope and hoops.

Alternative equipment

- Newspaper rolled into a ball (can make different sizes and shapes)
- Money bags filled with sand can be used as beanbags.

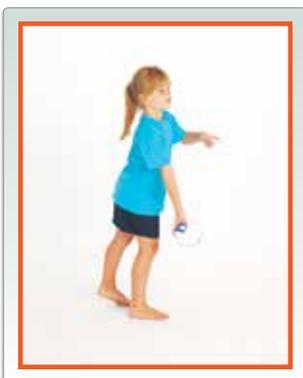
How to do the activity

Ask who can:

- Bounce the ball to their partner
- Bounce the ball in a hoop or on a line
- Bounce the ball to their partner and move to a new place
- Throw the ball to their partner and move to a new place
- Throw the ball to their partner on the full (without bouncing)
- Throw non-stop for 1 minute.

Still using an under-arm throw. Ask who can:

- Use their other hand to do all the tasks they've just done
- Throw high, medium and low
- Throw against a wall
- Throw over a net or rope
- Throw through a hoop.



4 Activity 4: How to throw a ball over-arm



This activity teaches children to throw over-arm. It explores space awareness at different levels and directions and creates an awareness of time, energy and relationships with others.

Equipment you'll need for this activity

- Small balls or beanbags, net or rope and hoops
- Cones or markers and targets (containers, hoops, bins, lines or skittles).

Alternative equipment

- Newspaper rolled into a ball (can make different sizes and shapes)
- Money bags filled with sand can be used as beanbags.

How to do the activity

Individually

Ask who can throw the ball over-arm:

- As far as possible
- As hard as possible
- Up high
- At a ground target (hoop/circle/line/bin)
- At a wall or wall target
- Over a rugby post
- Between cones or markers.

In pairs

Ask who can throw the ball over-arm:

- And bounce to their partner
- So their partner can catch it without moving
- Increasing the distance every time
- At a wall and catch it on the rebound
- With the right and left hand
- At a target (hoop/skittle/line/gutter board)
- From different heights – high/low/shoulder height
- As high as they can.



Your throwing skills checklist

When teaching the activity, here are some things to look out for to check if the children are doing this activity correctly.

Throwing

1. Grasping the ball in 1 hand
2. Positioning themselves side-on to the target
3. Taking their arm way back so momentum builds for the throw
4. Stepping forwards with the opposite foot towards target
5. Swinging through – long arm at release
6. Following through with their throwing arm in the direction of the target.

Tips to change activities for children with disabilities or special needs

Visually impaired children

- Use brightly coloured balls or beanbags that are in contrast to the surroundings
- Use spoken cues so the child is ready to catch
- Have a partner wear a brightly coloured bib and use a sound cue when he or she releases the ball or beanbag
- Let the partner clap their hands or knock 2 sticks together to give the visually impaired child a target to aim at
- Provide spoken cues about distance
- Orientate the child by facing them in the right direction
- Let the visually impaired child be the thrower throughout the game or the child who is next to him or her can run around and stand next to the catcher
- Allow the ball to bounce before it arrives at the player
- Place a time or throw limit on the possession of the ball
- Restrict the area that the children play in
- Make the children roll the ball instead of throwing it
- Allow the child to always be on the possession team where the ball should be thrown to him or her every 3 passes
- Let the child be the 'goal'. If the team can successfully complete 5 throws before throwing it to him or her, they score a point; the better they throw the ball, the more chance of scoring a point. See how many points each team can score.

Hearing-impaired children

- Give good demonstrations
- Tap the child on the shoulder when his or her name has been called.

Physically impaired children

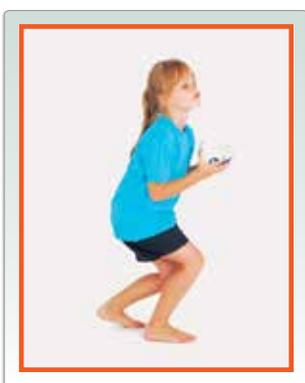
- Use beanbags instead of balls for throwing and catching
- Use smaller rather than larger balls for bouncing and catching to encourage mature catching patterns
- Ensure the balls or beanbags are tossed directly to the child as this is easier; gradually introduce the more difficult activities
- Ensure there is enough space for the child to move without disturbing any of the class members
- Help the child if needed
- If the child has limited or no use of his or her arms, roll the ball so he or she can trap it with the feet
- Have all the children in the class sit on chairs or on the floor and do the activities
- Let the physically impaired children use their feet instead of their hands to propel the ball or beanbag
- Allow the ball to bounce in front of the child
- If needed, roll the ball to the child so he or she can trap it with the feet or the wheel
- Throw the ball to the child's strong side
- Use a buddy system
- Use beanbags instead of balls, for the physically impaired children
- If needed, start by handing the ball to the child.

Manipulation skills: Catching

Description of the skill

In catching or receiving the body controls a ball or object, relying on the ability of the eyes to track the ball or object into the receiving part of the body.

This section contains 4 activities that will help improve children's catching skills. The first 2 activities focus on younger children (grades 1 and 2) and the beginner and intermediate phases of the development of the skill. The last 2 activities are for older children (grades 3 and 4) and the intermediate and mature phases of the development of the skill. Part 1 of the Physical activity skills manual includes a definition of each development stage.



Applying movement principles

- Absorption of force: to absorb the force when you catch an object you have to spread the force over a large surface area for as long as possible. You have to reach, spread the fingers or cup the hands and bring the ball into your body ('give' with the ball)
- Balance: the body should always be behind the line of the ball, with a wide and firm base of support, in other words lowering the centre of gravity. An example would be to kneel to 1 side for a firm, low and wide base of support when catching a ground ball in cricket.

1 Activity 1: Catching with a partner

In this activity children learn to catch a ball that is rolled or thrown at different angles and speeds and from different heights.

Equipment you'll need for this activity

- A variety of balls.

Alternative equipment

- Newspaper rolled into a ball (can make different sizes and shapes).

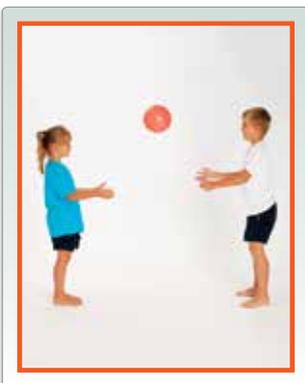
How to do the activity

Ask who can:

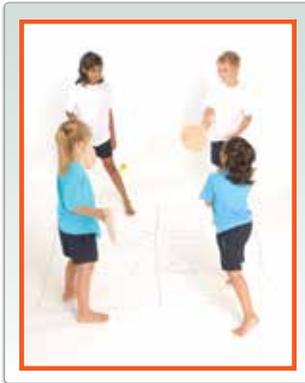
- Pick up a ball rolled by their partner with 2 hands or 1 hand or the other hand
- Step across and pick up a ball rolled a little to 1 side, then on the other side
- Catch a ball bounced low or high
- Move around, bouncing and catching with their partner
- Make 5 to 10 catches without dropping the ball
- Catch as many times as possible in 30 seconds
- Move further apart and still catch the ball
- Throw the ball over a net or goalpost and catch it.

Variations of the activity

- Vary equipment: try the throwing and catching activities with different types of balls or objects.



2 Activity 2: Circle catch



In this activity children learn to catch a ball approaching at different angles, heights and speeds. They also learn to pass and throw.

Equipment you'll need for this activity

- A variety of balls.

Alternative equipment

- Newspaper rolled into a ball (can make different sizes and shapes).

How to do the activity

Throw and catch

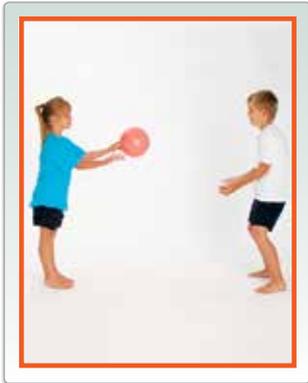
A group of 6 or more players have 1 ball and stand in a circle. The player with the ball throws it to anyone in the circle other than the player next to him or her. The thrower then runs round the circle to the catcher's position while the catcher throws and runs.

Catchers against runners

The child with the ball throws it to 1 of the players next to him or her, then runs around the circle back to their place. The remaining players pass the ball around the circle to see how many catches they can make before the runner gets back. If the first pass is dropped, the runner starts again.

Your ball

The thrower with the ball stands in the middle of the circle and throws the ball high, calling a player's name. That player moves into the circle and the thrower takes up the player's position outside the circle. The named player catches the ball, then throws it up while naming another player to catch.



3 Activity 3: Shuttle passes

This activity focuses on passing, catching, carrying and throwing a ball and the relationship with others.

Equipment you'll need for this activity

- Large round or oval balls, cones for markers
- Hall (use soft balls) or grass or hard surface outside.

Alternative equipment

- Newspaper rolled into a ball (can make different sizes and shapes).

How to do the activity

Pass and follow

- Player 1 throws the ball to player 2, then follows the ball and runs behind player 2
- Player 2 throws to player 3 and runs behind player 3
- Player 3 throws to player 1 and runs behind player 1
- Repeat this sequence several times.

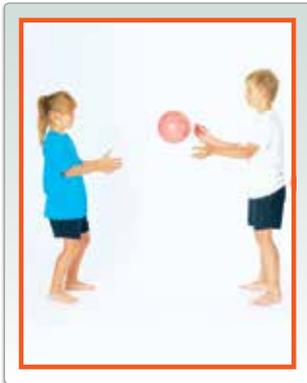
Carry then throw

The 3 players stand in a line at the starting line, facing a boundary line. Player 1 stands at the front with the ball. Player 1 runs with the ball to the boundary line, turns and throws to player 2, then runs to the back of the line of players. Player 2 runs to the boundary line.

Variations of the activity

- Change the distance and type of pass: pass the ball over-arm
- Change the ball: use a small ball or a rugby ball.

4 Activity 4: Catch it



This activity teaches the children to catch a ball that is coming towards them at different angles and speeds.

Equipment you'll need for this activity

- Small balls, like tennis balls.

Alternative equipment

- Newspaper rolled into balls
- A large, flat surface.

How to do the activity

Divide the learners into teams of 3. 2 teams play against each other at a time. The teams must each stand in their own marked area, 10 m apart from 1 another. One team throws the ball and the other team catches. A player on the team with the ball throws it to bounce in the opposing team's area to score a point. If a player from the receiving team catches the ball before it bounces in the area, the receiving team scores a point. The teams take turns to throw and catch the ball.

Variations of the activity

- Vary the size and number of balls: try using balls of different sizes or more than 1 ball at a time. You can also increase the distance between the teams to make the activity more or less difficult.

Your catching skills checklist

When teaching the activity, here are some things to look out for to check if the children are doing this activity correctly.

Catching

1. Moving their body directly in the path of the ball
2. Securing a wide base of support
3. Adjusting their hand position for catching according to the height of the ball
4. Using a large surface area for catching or fielding
5. Keeping their eyes on the ball until contact is made
6. Pulling the ball or object into their body – body 'gives' with the catch.

Tips to change activities for children with disabilities or special needs

Visually impaired children

- Use brightly coloured balls or beanbags that are in contrast to the surroundings
- Use spoken cues so the child is ready to catch
- Have a partner wear a brightly coloured bib and use a sound cue when he or she releases the ball or beanbag
- Let the partner clap their hands or knock 2 sticks together to give the visually impaired child a target to aim at
- Provide spoken cues about distance
- Orientate the child by facing them in the right direction
- Use a buddy system
- Let the child be the thrower throughout the game or the child who is next to him or her can run around and stand next to the catcher
- Allow the ball to bounce before it arrives at the player
- Place a time or throw limit on the possession of the ball
- Restrict the area that the children play in
- Make the children roll the ball instead of throwing it
- Allow the visually impaired child to always be on the possession team where the ball should be thrown to him or her every 3 passes
- Let the child be the 'goal'. If the team can successfully complete 5 throws before throwing it to him or her, they score a point; the better they throw the ball to the child, the more chance of scoring a point. See how many points each team can score.

Hearing-impaired children

- Give good demonstrations
- Tap the hearing impaired child on the shoulder when his or her name has been called.



Physically impaired children

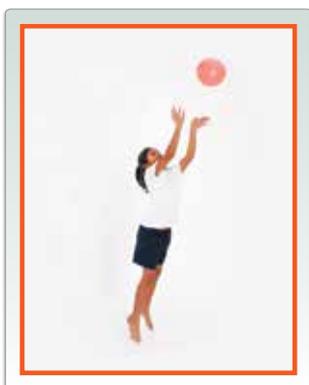
- Use beanbags instead of balls for throwing and catching
- Use smaller rather than larger balls for bouncing and catching to encourage mature catching patterns
- Ensure the balls or beanbags are thrown directly to the physically impaired child as this is easier; gradually introduce the more difficult activities
- Ensure there is enough space for the child to move without disturbing any of the class members
- Help the child if needed
- If the child has limited or no use of his or her arms, roll the ball so he or she can trap it with the feet
- Have all the children in the class sit on chairs or on the floor and do the activities
- Let the child use their feet instead of their hands to propel the ball or beanbag
- Allow the ball to bounce in front of the child
- If needed, roll the ball to the child so he or she can trap it with the feet or the wheel
- Throw the ball to the child's strong side
- Use a buddy system
- Use beanbags instead of balls, just for these individuals
- If needed, start by handing the ball to the child.

Manipulation skills: Striking with hands

Description of the skill

Striking an object with the hand(s) includes controlling a ball

- In an upward motion, which is involved in skills like the overhead volley in volleyball
- In a downward (hand bounce) direction, which is associated with hand dribbling in basketball or handball.



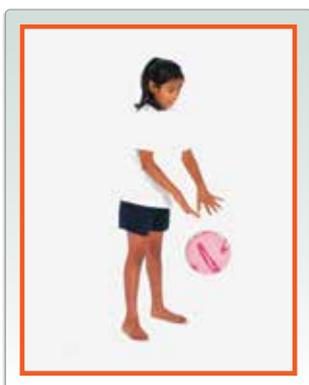
This section contains 5 activities that will help children improve their striking skills. The first 3 activities focus on younger children (grades 1 and 2) and the beginner and intermediate phases of the development of the skill. The last 2 activities are for older children (grades 3 and 4) and the intermediate and mature phases of the development of the skill. Part 1 of in the Physical activity skills manual includes a definition of each development stage.

Applying movement principles

- **Stability:** you achieve balance or stability when your feet and legs are comfortably spread to provide a wide, stable base of support. Bending your knees will lower the centre of gravity, further increasing stability
- **Accuracy:** if you strike a ball in line with its centre of gravity (middle), the ball will travel in a straight line. If you hit a ball above or below its centre of gravity, the ball will spin away, losing distance and speed.

1 Activity 1: Bouncing a ball

This activity teaches children to bounce or dribble a ball at different speeds and creates awareness of space and time.



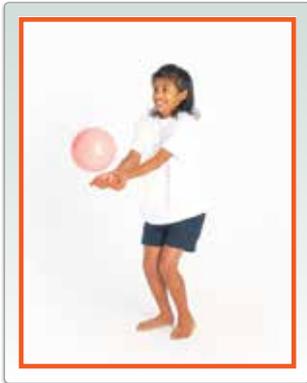
Equipment you'll need for this activity

- Large balls, markers, hoops, music.

How to do the activity

Ask who can bounce the ball:

- Continuously while standing still
- While stepping side to side, then while turning
- With 1 hand only – change to the other hand
- With 1 hand, at different heights
- Around the body
- Through their legs front to back, then back to front
- While walking or jogging or running
- Changing hands while moving
- Along a line, then inside hoops
- In a restricted space with others
- To music or rhyme or song
- And move with a fast dribble and slow feet
- And move with a slow dribble and fast feet.



Variations of the activity

- Make up a routine: use different bouncing moves on your own or with a partner.

2 Activity 2: Volleying

In this activity children learn to strike a ball upwards with their hands. It creates body awareness and awareness of direction and different levels.

Equipment you'll need for this activity

- Soft, large balls, balloons, or lightweight objects, rope, net.

Alternative equipment

- Newspaper rolled into a ball.

How to do the activity

Ask who can volley the ball:

- Very hard or softly, high or low
- From a seated or kneeling or lying position
- So that it goes above the head and as high as possible
- Forward or backwards or to the side or in a circle
- Hard once and soft the next
- With different parts of the body, for example their heads or knees or feet
- And relax or tense their fingers
- So that it drops inside or outside their space
- From directly underneath it or off to 1 side
- Over a line or rope or net
- As many times as they can in 30 seconds? (count alligators or 1 000 as 1 second)
- As few times as they can in 30 seconds? (count alligators or 1 000 as 1 second).

3 Activity 3: Under-hand striking

In this activity children learn under-hand striking and it creates body and space awareness.

Equipment you'll need for this activity

- You need a variety of large light balls or balloons.

Alternative equipment

- Newspaper rolled into a ball.



How learners do the activity

Ask who can:

- Hit the ball upward using a flat palm
- Hit the ball up so that they can catch it without moving their feet
- Volley under-hand 5 times without moving from their space
- Volley under-hand continuously, moving their feet to get in position if they need to – how many volleys can they do without making a mistake
- Do this again, but this time volley the ball with their arms (bump) – to do this, straighten both their arms and bring their forearms together to form a flat surface.

Variations of the activity

- Work with a partner: 1 partner throws the ball to the other, who then volleys under-hand. Partners volley to each other.

4 Activity 4: Over-head volleying

This activity teaches children over-head volleying and it creates body and space awareness.

Equipment you'll need for this activity

- Balloons, foam balls or volleyballs.

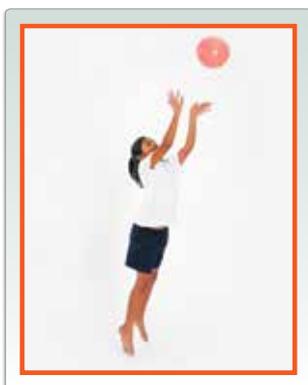
How to do the activity

Ask who can:

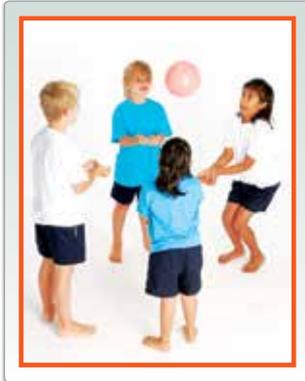
- Throw the ball up in the air and, using the pads or their fingers, volley the ball above the head so that the ball comes back to them, then catch the ball after each volley
- Do this again and see if they can volley the ball up in the air twice and then catch the ball
- Try volleying the ball up in the air 1 times and then catch it. Now do more to see how many they can do before the ball touches the ground
- Stand facing a wall, throw the ball above the head and volley it upward to the wall using both hands, then catch it after it bounces off the wall. Now volley the ball twice and then do as many as they can in a row before they catch it
- With a partner standing 1 metre away, pass the ball back and forth with the overhead volley pattern – each child gets 2 strikes on each side
- With a partner, see if they can keep the ball going with only 1 strike on each side.

Variations of the activity

- Introduce a net: children throw a ball up and volley over a net to a partner on the other side, who catches it. The partner does the same. Children gradually build up to volleying the ball back and forth over the net as many times as possible without making a mistake.



5 Activity 5: Keep it up



In this activity children learn to strike a ball in the air – the volley, serve or bump. The activity creates body awareness and how to judge the direction the ball or object will go.

Equipment you'll need for this activity

- Lightweight balls.

Alternative equipment

- Newspaper rolled into a ball.

How to do the activity

Each team tries to keep its ball in the air by volleying it from player to player. Children can hit the ball to any player in the circle. The winning team is the team that makes the highest number of volleys in a row without the ball bouncing. Children are allowed to use any kind of volley: under-arm strike, bump or over-head volley.

Variations of the activity

- Simplify the game: allow 1 bounce between each hit or place a player in the middle of the circle
- Extend skills: allow only 1 kind of pass.

Your striking with hands skills checklist

When teaching the activity, here are some things to look out for to check if the children are doing this activity correctly.

Volleying with hands

1. Keeping his or her eyes on the ball
2. Positioning his or her body directly underneath and in line with the ball
3. Striking the ball by extending arms and legs
4. Striking the ball with slightly spread fingers and with the palms of the hands facing the ball
5. Following through in the direction of force put on the ball.

Hand dribbling

1. Spreading fingers to create a flexible surface to contact the ball
2. Pushing the ball down, with the wrist and fingers controlling the bounce
3. Following through in the direction of force put on the ball
4. Pushing the ball slightly forward if walking or running while dribbling
5. Keeping the height of the bounce of the ball below his or her waist.

Tips to change activities for children with disabilities or special needs

Visually impaired children

- Use a brightly coloured ball or a ball with a bell inside
- Give verbal cues
- Allow the child to bounce and catch instead of dribble
- Use a balloon instead of a ball as it moves slower
- Give clear verbal commands, like 'use your left hand to hit the ball' when the ball comes near the child's left side so they can get ready to hit the ball
- Allow the ball to bounce before the child hits it.

Hearing-impaired children

- Give good demonstrations so the child understands what to do.

Physically impaired children

- If a child is struggling to do the activity while standing, let him or her sit on a chair and do the activity
- Let the child bounce the ball into targets on the floor
- Let the child bounce and catch the ball instead of dribbling
- For children with an upper body impairment, let them use other parts of the body to do the activity, for example legs
- Instead of bouncing and catching, let the child sit on the floor facing a wall and let him or her roll the ball against the wall. This works well with a partner too
- Use a balloon instead of a ball as it moves slower
- Allow the ball to bounce before the child hits it, and allow them to hit the ball after a certain number of times of bouncing
- Instead of hitting the ball up, let the child hit the ball down so that the ball bounces high.

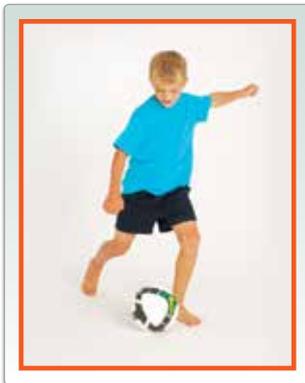


Manipulation skills: Striking with feet

Description of the striking skills

Striking skills, using the feet to kick, trap or dribble fast, involve applying a force to an object or ball with the foot or leg. It requires good eye and foot coordination.

This manual contains 4 activities that will help improve children's kicking skills. The first 2 activities focus on younger children (grades 1 and 2) and the beginner and intermediate phases of the development of the skill. The second 2 activities are for older children (grades 3 and 4) and the intermediate and mature phases of the development of the skill. Part 1 of the Physical activity skills manual includes definition of each development stage.

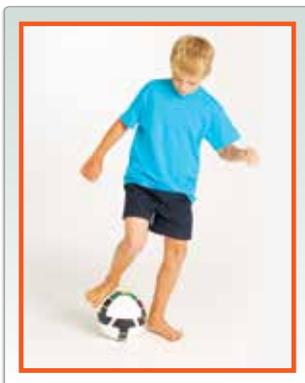


Applying movement principles

- **Acceleration:** when a force is applied to a ball, the ball moves in the direction of the applied force and the change in the speed will be proportional to the force acting on it. It is therefore important when kicking a ball, that the kicking foot contacts the ball on a spot directly opposite the direction in which the ball is intended to move. It is also important that the swinging motion of the foot follows through directly in line and in the direction in which the ball is intended to move
- **Increasing speed and distance:** the speed and distance a ball travels can be increased by increasing the force applied to the ball. This can be achieved by swinging the kicking foot back further to create a longer lever, or by running up to the ball before kicking it
- **Absorption of force:** to absorb the force of an incoming object, force should be spread over a large surface area for as long as possible. In trapping or receiving a ball, the foot should be at right angles and side on to the ball, presenting a flat surface to absorb the force of the ball.

1 Activity 1: Fancy feet

This activity teaches children to dribble and control the ball with the feet. They learn to trap the ball with the body or feet, creating space awareness.



Equipment you'll need for this activity

- Large balls and markers or cones
- Children are spread out in a defined area, each with a large ball
- If children have to share balls, let them take turns to perform each part of the activity.

Alternative equipment

- Newspaper rolled into a ball with a stocking over it.

How to do the activity

Ask who can:

- Move the ball slowly, keeping it close to them, and stop it on the signal
- Use the inside or outside of their foot, tap the ball along the ground, stop on a signal and dribble in a different direction

- Roll the ball, run around in front and stop it
- Dribble along lines and stop the ball on each corner
- Dribble freely and stop the ball on every line they come to
- Dribble around cones spread out in the area in various patterns, (for example full circle, reverse direction, zigzag in and out of circle)
- When they meet someone, both stop their ball and give each other a 'high 5', then dribble the other person's ball away.

Put children in pairs with a large ball

Ask who can:

- Stop a ball passed by their partner and pass it back
- Stop a ball passed by their partner to the left or right and pass it back
- Stop a ball passed by their partner, pass it back and move to a different place for the next pass
- See how many passes and stops they can do in 30 seconds
- With a ball each, pass and stop without the balls colliding
- Roll the ball to try to score a goal (set up with 2 markers) and the other defends by trapping or stopping the ball; keep the competition fair by adjusting the width of the goal and the distance rolled.

2 Activity 2: Tricky trapping techniques

This activity teaches children to trap a ball with their bodies with control, creating body awareness and awareness of relationships with others.

Equipment you'll need for this activity

- Large balls.

Alternative equipment

- Newspaper rolled into a ball.

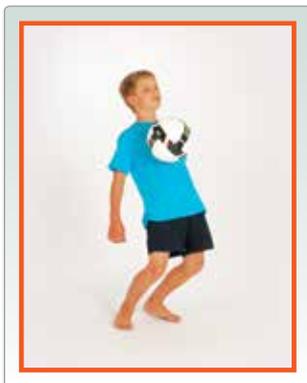
How to do the activity

Ask who can:

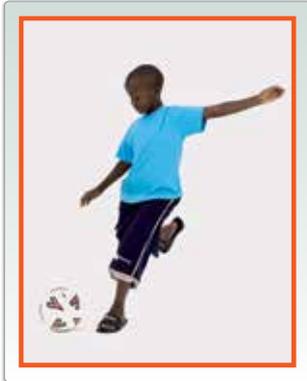
- Use other parts of their bodies (other than their hand) to control the ball
- Touch the ball with 2 body parts (not hands) before catching it.

Put children in pairs and ask:

- How many ways they can use to stop a ball bounced or lobbed on the full
- If they can stop the ball with their shins, thighs, abdomen, chest (hands crossed over) or forehead
- If they can make the ball drop straight to the ground
- If they can stop a ball that has been thrown over a net or other obstacle.



3 Activity 3: Kicking star



This activity includes various kicking skills like kicking a stationary ball, kicking a ball at different heights, speeds and flows and kicking the ball to hit a target.

Equipment you'll need for this activity

- Cones, ropes, tape or chalk to create shapes (targets) on a wall or net
- Variety of balls (foam, plastic, rubber) for kicking.

Alternative equipment

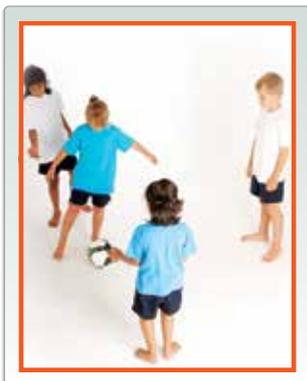
- Newspaper rolled into a ball.

How to do the activity

Ask who can:

- Stand behind their ball and, using the inside part of the foot, kick it to the wall or net so that it comes back to them
- Practise kicking with 1 foot and then the other foot
- Practise kicking along the ground and then in the air
- Practise kicking with a run-up of 3 to 5 steps
- Practise kicking the ball at the different types of targets
- Once they hit a target twice in a row, take a big step back and try a further distance away.

4 Activity 4: Passing on the move



This activity teaches children to control a ball, receive a pass and kick the ball to hit both a stationary and a moving target.

Equipment you'll need for this activity

- Large balls.

Alternative equipment

- Newspaper rolled into a ball.

How learners do the activity

- Player 1 passes to player 2, runs, takes a return pass, then passes to player 3
- Player 3 passes to player 2, runs, takes a return pass and passes to player 4
- Player 4 continues, following this sequence.

Variations of the activity

- Add defense: introduce a fifth player in the centre as a defender who challenges each player as they start. Start with passive defense, then change to more active defense (trying to steal the ball).



Your striking with feet skills checklist

When teaching the activity, here are some things to look out for to check if the children are doing this activity correctly.

Striking with their feet

1. Standing behind the ball and slightly to 1 side
2. Keeping their eyes on the ball
3. Stepping forward placing their non-kicking foot next to the ball
4. Swinging their kicking leg back, bent at the knee, and bringing it through fast to contact the ball
5. Hitting the ball on the shoelaces for a low ball, with the toe for a high ball, and with the inside of the foot for a ground ball
6. Following through in the direction of the target.

Trapping with their feet

1. Moving their body directly in the path of the ball
2. Using a large surface area to trap the ball
3. Trapping – letting the ball meet their body and deflecting the ball downwards
4. Keeping their eyes on the ball until contact is made
5. Body's 'giving' at contact.

Tips to change activities for children with disabilities or special needs

Visually impaired children

- Use brightly coloured balls or balls with bells
- Provide verbal cues about the distance
- When aiming for a target have a partner clap over the target
- Orientate the child by facing them in the right direction
- Use clear distinct lines
- Use a buddy system if required
- When the ball is being passed say the name of the child.

Hearing-impaired children

- Ensure that you have the child's attention and give good demonstrations.

Physically impaired children

- Experiment to find out what works best for the child, some children may find it easier to have a run up before kicking
- Ensure that there is enough space between obstacles to move through
- Use the buddy system if required
- Kicking activities may need to change to throwing or rolling activities
- Allow a child who uses a wheelchair to control the ball by stopping it side-on
- Heading of balls is not recommended
- Make a rule that the defensive player can only come within a certain distance of the wheelchair or child.

Manipulation skills: Striking and blocking with an implement

Description of the striking skills

Striking skills, using the feet to kick, trap or dribble fast, involve applying a force to an object or ball with the foot or leg. It requires good eye and foot coordination.

This manual contains 4 activities that will help improve children's kicking skills. The first 2 activities focus on younger children (grades 1 and 2) and the beginner and intermediate phases of the development of the skill. The second 2 activities are for older children (grades 3 and 4) and the intermediate and mature phases of the development of the skill. Part 1 of the Physical activity skills manual includes definition of each development stage.



Applying movement principles

- **Balance:** balance is important to provide a secure base of support for striking any ball. You achieve good balance when your feet and legs are comfortably spread to provide a wide, stable base of support. Bending your knees will lower the centre of gravity, further increasing balance
- **Production of force:** you increase the force of your strike by increasing the distance of your backswing and cocking your wrist at the top of the backswing, like in golf. You can also add more force to your strike by straightening your arms as you move the bat or stick towards the ball
- **Accuracy:** if you strike a ball in line with the ball's centre of gravity (the middle of the ball) and at a right angle to the direction you want it to go in, the ball will travel in a straight line. If you hit the ball above or below the centre of gravity, the ball will spin away, losing distance and speed
- **Absorption of force:** to absorb the force of a ball travelling toward you, the force should be spread over a large surface area and for as long as possible. For example, in blocking or trapping with a bat or stick, a flat, angled surface is used to deflect the ball and get it under control.

1 Activity 1: Exploring short implements

This activity teaches children to bounce and strike a ball with a bat or racquet. They also learn to balance the ball on the bat or racquet. All these skills create awareness of space and relationships with others.



Equipment you'll need for this activity

- Racquets and bats
- Small balls or balloons
- Hoops.

Alternative equipment

- Newspaper rolled long-ways or metal hangers with a stocking over
- Newspaper rolled into a ball.

How to do the activity

Individually

Ask who can:

- Put their racquet on the ground and pick it up
- Balance the ball on 1 side of the racquet
- Balance the ball on 1 side of the racquet and move around
- Balance the ball on the other side of the racquet without changing the way they are holding their racquet
- Hit the ball up to head height with the palm up or down, then changing palm up or down
- Try this with the other hand
- Hit the ball up moving forward or backwards or sideways or along the lines on the ground or in a circle
- Hit the ball up 10 times without letting it hit the ground
- Bounce the ball with your racquet on the ground without moving or while running.

In pairs

Ask who can:

- Drop the ball and hit it a short distance so their partner can catch it
- Drop the ball and hit it with their racquet to bounce to their partner
- Hit the ball backwards and forwards with their partner
- Take turns to hit the ball against the wall
- Hit the ball backwards and forwards over a net or bench or rope
- Carry on hitting the ball backwards and forwards over the net or bench or rope but keep their body facing the side they hit from
- Carry on doing this but take turns hitting forehand and backhand.

Variations of the activity

- Vary the type of implement: try different racquets, bats, balls and shuttlecocks, modifying activities to suit.

2 Activity 2: Exploring long implements

In this activity children learn to strike a ball or object with a long implement in different directions and at different speeds towards a stationary target. It creates body awareness and awareness of the relationship with objects.

Equipment you'll need for this activity

- Golf clubs if possible. You can improvise and use tied or rolled up newspaper as bats
- Small light balls (foam or plastic)
- Hoops
- A variety of objects for targets (targets suitable for a wall include masking tape, chalk marks and suspended hoops; possibilities for the ground include bins, seats or chairs or trees, playground equipment and markings).



Alternative equipment

- Newspaper rolled into a ball.

How to do the activity

Ask who can:

- Swing the club back and forth like a pendulum, scuffing the grass or mat (check there is no one behind or in front)
- Stand approximately 4 giant steps away from a hoop. With the ball in front of them, swing their club back and forth to see how many balls they can get into a hoop
- Stand approximately 4 giant steps away from a wall or fence, face the wall or fence and hit the ball so that it hits the wall or fence. If it comes back, stop it and then hit it again
- Hit the ball to the wall, so that it goes along the ground, and when it stops, try to hit it in the air
- See how many times they can hit the range of targets on the wall, fence or ground.

Variations of the activity

- **Vary skill and equipment:** hit the ball with their feet or hand(s), softball or cricket bats or hockey sticks.

3 Activity 3: French cricket

In this activity children learn to block and direct a rolling ball into space or to hit a stationary target with the ball.

Equipment you'll need for this activity

- Bats or sticks
- Small soft balls.

Alternative equipment

- Rolled up newspaper as bats.

How to do the activity

The bowler bowls under-arm to try to hit the batter on the legs. The batter must keep his or her legs still while the bowler is bowling the ball. If the batter hits the ball, the fielder who catches the ball bowls next. The batter has a maximum of 5 turns.

If the bowler is successful in hitting the batter on the legs, the bowler becomes the batter.

Variations of the activity

- Vary skills: the batter may move to a new spot after hitting, but must stop as soon as the ball is fielded.

4 Activity 4: Racquet square



This activity teaches children to serve and strike under-hand with a short implement like a bat or racquet. They serve or strike the ball towards a target and receive it.

Equipment you'll need for this activity

- Racquets or bats
- A large square drawn on the ground or hard surface, divided into 4 blocks with a semi-circle in the one block's corner.

Alternative equipment

- Rolled up newspaper as bats.

How to do the activity

The child at square 1 drops the ball in the semi-circle (service area) and hits to any other square. The child in that square must let the ball bounce once and then hit it back to any square.

When a child misses a square, he or she must give their racquet to the next waiting child, who joins in at square 4, while the other playing children move towards square 1 to fill the gap. The player at square 1 then serves. Children must hit the ball up at all times.

Variations of the activity

- Vary area and equipment: divide the square with 4 benches to act as nets and increase the size of the squares
- Introduce an umpire: use a waiting player as an umpire
- Vary skill: strike with the hand(s).

Your striking and trapping skills checklist

When teaching the activity, here are some things to look out for to check if the children are doing this activity correctly.

Striking with an implement

1. Gripping the implement correctly
2. Keeping his or her eyes on the ball
3. Starting with their feet spread apart and knees flexed – shifting their weight from back to front adjusting their swing
4. Making contact with the ball at the point of complete arm extension
5. Following through in the direction of the swing
6. Moving the implement directly in the path of the ball.

Trapping and blocking with an implement

1. Showing a wide base of support
2. Using a large surface for trapping and blocking
3. Keeping his or her eyes on the ball until contact is made
4. Does the child's body 'give' on contact.

Tips to change activities for children with disabilities or special needs

Visually impaired children

- Use a buddy system to guide the visually impaired child in the direction where the ball is going to come from
- Let the ball to bounce
- Use brightly coloured balls or beanbags that stand out from the surroundings
- Give clear verbal commands like 'catch the ball on your left side' so the child is ready to catch
- Let the other children in the group wear brightly coloured bibs and let them tell the visually impaired child when they are batting
- Give the child more hits for his or her turn
- Let the visually impaired child catch or trap the ball and then roll, throw or kick it instead of hitting it with a bat.

Hearing-impaired children

- Make sure the child's attention is focused on the bowler
- Allow time for the child to watch before joining in.

Physically impaired children

- Modify the equipment to suit the child's needs, for example a larger racket
- Allow the child to roll, throw or kick the ball
- Allow the child to use a batting tee
- Make sure the stick is the right length for a child in a wheelchair
- Let the child learn swinging back and forth in a pendulum motion without holding an implement. A beanbag or ball can be used for this exercise and the child can then throw the beanbag or ball after 5 swings
- Give the child more hits for his or her turn
- Let the child catch or trap the ball and then roll, throw or kick it instead of hitting it with a bat.



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