OVERVIEW

**DURATION**  
45 mins

**AGES**  
10 - 12

**MILES RATING**  
2.03

**STAGE(S) OF ATHLETIC DEVELOPMENT**  
Learn to Train (Age 9-12)

**SKILL LEVEL**  
Intermediate

**DEVELOPMENT FOCUS**  
Fundamental Movement Skills  
Object Control & Manipulation: Kicking, Passing, Trapping

**SPORT(S)**  
Soccer

**EQUIPMENT**  
Balls, Blocks, Cones

**ENVIRONMENT**  
Field, Gym

These resources have been taken from (Sport for Life - Playbuilder), and with the support of the Commonwealth Secretariat have been adapted so that they can continue to be used in contexts where isolation or public hygiene conditions must be observed, or in contexts where health and safety regulations require modification.

- Activities can be facilitated in multiple environments. E.g. Home, backyards, gym, field, track, parks, etc.

- Equipment need not be specialized. Be creative with what you have. E.g. Use water bottles or empty boxes for targets, use rolled up socks or paper for throwing and catching, for lines use tape, chalk, or draw on the ground using a stick.

- These activities were created for simplicity, fun, and skill development. You need not be specifically trained to be a facilitator. Anyone with a passion for fun and play can lead.

**SAFEGUARDING CHILDREN AND CHILD PROTECTION**

Setting up and following good safeguarding policies and procedures means children are safe from adults and other children who might pose a risk.

Safeguarding is the action that is taken to promote the welfare of children and protect them from harm.
Safeguarding means:

- Protecting children from abuse and maltreatment;
- Preventing harm to children’s health or development;
- Ensuring children grow up with the provision of safe and effective care; and
- Taking action to enable all children and young people to have the best outcomes.

This may be the first time you are engaging with children and young people online, and it can be very easy to unintentionally blur the boundaries between your personal and professional digital presence.

Here are some quick tips:

- **Never share personal contact information.** For example, only use work mobiles and social media accounts linked to your professional organisation.

- **Do not accept friend requests on personal accounts from children and young people you are engaging with in a professional setting.** Consider the privacy setting on any personal accounts you have, to reduce the likelihood of this happening.

- **When representing your organisation as part of an online event, be sure to check your organisation’s policy if you would like to promote the event online.**

Children have the right to participate in sport in a safe and enjoyable environment. These safeguards are already being piloted by organisations all over the world and are set to be adopted more widely.

For more information please visit UNICEF’s keeping children safe online guidelines and NSPCC’s resource page on safeguarding and child protection.

**PARTNERS**

This program delivered in partnership with:
COMMONWEALTH MOVES SAFETY GUIDELINES

Equipment

1. Equipment should be checked on a regular basis to ensure quality and safety.
2. Inspect all equipment prior to use and remove or repair any equipment as deemed necessary. i.e. remove sharp edges, cracks, splinters, etc.
3. Ensure equipment is developmentally appropriate. i.e. proper weight, size, height, etc.
4. Participants must use equipment in the way it is intended so as not to harm themselves, another individual, or the facility. For example, if using implements such as sticks or racquets participants must not swing them aimlessly as they may hit the walls and cause damage or harm another individual.
5. If extra safety equipment is required, i.e. helmets, safety goggles, etc, be sure they are worn in the proper way intended for use. For example, goggles on the face not head, chin straps secured, etc.
6. Ensure all balls are properly inflated.

Attire

1. Appropriate athletic footwear, i.e. running shoes, must be worn at all times and shoelaces tied and secure.
2. Appropriate athletic clothing, i.e. t-shirts, shorts, or sweat pants, must be worn at all times. When religious requirements create a safety concern the activity must be modified.
3. Jewelry must be removed for any activity where incidental contact may occur and covered for all other activities.
4. Long hair should be tied back to avoid blocking of vision.

Environment

1. Easy access to a fully stocked first aid kit must be available.
2. Ensure facility is free from debris and all safety hazards are removed.
3. Participants are to avoid the walls of the facility. Supervisors should place cone(s) to mark a finish line or turning point to avoid running into the walls or stage.
4. If participants are in an outdoor environment be sure the surface is free from holes, glass, rocks, and any other hazards.
5. If activity is taking place outside, supervisors must take into consideration the temperature, UV index, accessibility to water, etc and ensure safety measures are put into place.
6. When participating outside safety procedures must be communicated and followed in case of the threat of lightning.
7. Be aware of fire exits and protocols for evacuating the building in case of emergency.
8. Water must be accessible during all sessions.

Activity

1. Be aware of any medical conditions your participants may have and the protocols in place to deal with any situations that may arise.
2. Supervisors should always be facing the participants so all activity can be seen and safety hazards addressed in a timely manner.
3. Ensure all activities are developmentally appropriate. i.e. a 6 year old should not be shooting free throws at a 10 foot high net with an adult sized ball.
4. Teach proper progressions of skills from basic to more advanced.
5. A participant should be challenged by choice. If they do not feel comfortable performing a certain skill give them alternatives so they can still participate but at their own comfort level.
6. Be aware of the safety issues of all activities and verbalize these to the students beforehand.
7. Be sure to provide a proper warm – up before activity takes place and cool – down at the end of each session.
8. Participants are not permitted in the area of play unless a supervisor is present.
9. Participants must be aware of their general and personal space at all times, and look where they are moving to ensure the safety of themselves, others and the facility.
10. Supervisors must establish and communicate behavior routines and rules with their group and remind and enforce these when necessary. A participant cannot be allowed to participate if they pose a safety risk to themselves, others and the facility.
INTRODUCTION

Health and Safety Considerations
• Keep a distance of 2 meters.
• Avoid sharing equipment.
• Disinfect equipment before and after use.
• Wash hands with soap and water before and after play.
• Use visual guides for spacing such as tape, ropes, signs, etc.

Sustainable Development Goals

Goal #3: Ensure healthy lives and promote for all at all ages.

• SDG 3.4 - Inactivity is the fourth leading risk factor for global mortality. The importance of healthy lifestyles is prioritized in the Sustainable Development Agenda. Participating in physical education and sport can motivate people to be more active, contributing to the reduction of “premature mortality from non-communicable diseases” and associated healthcare costs.

• SDG 3.5 - Evidence shows that participating in physical education, physical activity and sport, including traditional sport and games, is associated with improved psychological and social health, as well as the prevention and treatment of substance abuse.

• SDG 3.3 and 3.7 - Regular participation supports the healthy development of children and adolescents, including their cognitive and psychosocial development. Sport events and large-scale physical activity programmes can also provide a platform for community health messaging and empowerment, engaging a diverse range of people who might otherwise not be reached through conventional health delivery. This supports efforts to address communicable diseases and improve access to health-care services.

Goal #4: Ensure inclusive and equitable quality education and promote lifelong learning
opportunities for all.

- SDG 4.1 - Physical education, physical activity and sport are “fundamental rights for all” and, as such, constitute important components of equitable and quality education.

- SDG 8.7 - Physical literacy provides the basis for lifelong participation in physical activity and the associated health benefits, making it essential for young people’s development and an important learning outcome across educational settings. High quality physical education, sport values education, skills development, physical activity and sport learning environments can also contribute to broader education outcomes.

- SDG 4.5 and 5.1 - they promote transferable soft-skills such as team-building, leadership and increased discipline, empathy and respect that assist with the transitioning from youth to adulthood and help to improve school attendance. They can also provide experiential and empowering education that can promote the engagement of a diverse range of students, irrespective of their background, including those less suited to formal education settings.

- SDG 4.5 - The inclusive and equitable delivery of physical education, sport values education, physical activity and sport at all levels of education will contribute to eliminating gender disparities.

- SDG 4.7 - It can also promote holistic development and lifelong learning, providing a platform well-suited to developing the knowledge and leadership skills needed to promote sustainable development.

Goal #5: Achieve gender equality and empower all women and girls.

- SDG 5.1, 5.5, and 5.c - Physical education, physical activity and sport reflect societal gender norms. Women are less likely to participate in physical activity than men and are significantly under-represented in leadership roles across sport. Proactive investment, policies and strategies can help address inequalities in sport participation and leadership.

- SDG 5.5 - Evidence suggests that the strong and active participation of women in decision-making processes has a potent impact on social development. In many communities, targeted sport-based programmes, especially at grassroots levels, as well as sport values education have made important contributions to the empowerment of women, girls and other vulnerable gender groups. Well-designed and effectively delivered initiatives can provide safe spaces to engage and support women and girls, promote female leadership and encourage respectful attitudes towards women and girls.
• SDG 5.2 and 5.3 - Eliminating all forms of violence and harmful practices against women and girls in sport will also contribute to wider sustainable development goals.

Learning Focus
• Today we will focus on passing, trapping, and kicking a ball.

• Try doing all these skills with your right and left foot today.

• Question: Why would it be useful to perform these skills well with both feet?

• Answers will vary. If you can pass, trap, and kick with both feet you will be a better soccer player. Defenders will have a harder time defending you because they won't know which side of your body you are going to use. It makes you a more versatile player overall.

• Question: What can you do to show good sportsmanship today?

• Answers will vary. Encourage other players, cheer others on, congratulate others if they win, help a player who may be struggling, etc.

Video Links
• Activity: "One Sided Knockdowns"

• Link: https://vimeo.com/424194345 (Skip to 0:07)
WARM-UP 

2 mins 30 secs

• Have participants perform the exercises below several times.

### 2-2-2 Acceleration

#### Setup

- Athletes line-up at a start line
- Accelerate to a designated mid-point (5m, 10m, 15m)
- Decelerate to end
- Jog back and repeat as directed

#### Instructions

Starting from a standing position, perform the following, then accelerate forward

- Two tuck jumps
- Two push-ups
- Two burpees

When performing for the first time, ensure athletes can properly perform each movement independently.

It is best to provide a demonstration or show video to athletes before performing for the first time.

1 Tuck Jumps

#### Starting position

- Standing upright, good posture
- Feet are hip-width apart
- Toes pointed slightly outwards
• Arms extended, straight above your arms covering ears or straight out from shoulders

• Engage core

**Downward phase**

• Shift hips back and down

• Swing arms downwards

• Bend slightly at the knees, "hinge at the knees"

• Maintain a flat back by bending forward

• Look forward

**Jumping Movement**

• Briefly pause, transitioning from downward phase to upwards jumping movement

• Explode upwards through the body

• Fully extend the hips, knees and ankles

• Arms propel upwards

• Keep feet level with each other and parallel to floor

**In the air**

• Pull knees towards chest

• Maintain flat back, slightly forward

• Feet level with each other and parallel to floor

**Landing?**
• Land softly and quietly on the ball of the foot

• Feet remain under the hips

• Push hips and back down to absorb the impact of the landing

• Roll to the heels as contact is made with the ground

• Do not lock the knees
2 Push Ups

Starting Position

• Keep head, neck, and back straight and stable.

• Legs fully extended, holding on toes, slightly wider than shoulder width or as is comfortable

• Hands slightly wider than shoulder width, next to chest

• Activate core

Lowering Phase

• Keep head, neck and back straight

• Lower the body, bending at the elbows to about 90 degrees, face approximately 1 inch off the ground

• Maintain pressure through hands

• Core remains activated

Push up phase

• Keep head, neck and back straight

• Push up with your arms, unhinging the elbow

• Keep weight centered over base of support.

Repeat Movement

• Raise and lower the body slowly using controlled movements, maintain consistent tempo

• Keep weight centered over base of support.

• Exhale while pushing up; inhale while lowering down.
3  **Burpee**

A Burpee combines a push up and a vertical jump in a single dynamic movement.

- Begin standing
- Lower into a tuck position
- Kick legs back to the upright starting position for a push up
- Perform a push up
- Pull knees forward to return to a tuck position
- Perform vertical jump (or tuck jump to increase difficulty)
- Repeat

Before performing a Burpee, athletes should be competent in performing both push ups, vertical jumps and tuck jumps. When first introducing the movement, perform it in slow motion first.
Twisties 2

Setup

- Athletes line-up at a start line
- Accelerate to a designated mid-point (5m, 10m, 15m)
- Decelerate to end
- Jog back and repeat as directed

Before you begin

Demonstrate this activity by showing a video or doing the exercise yourself for participants to see. In the demonstration, emphasize the following:

- Soft landings on jumps—hips and knees should flex.
- Full twists of the hips

Always perform Twisties Start “Three” with Twisties Start “Two” to practice pushing off both legs and maintain symmetry.

Instructions

- Stand sideways to the start line.
- Jump up and rotate 180 degrees (opposite foot leading).
- Jump up and rotate 180 degrees (original foot leading).
- Accelerate forward, then decelerate remaining distance
**Drop and Go**

**Setup**
- Athletes line-up at a start line
- Accelerate to a designated mid-point (5m, 10m, 15m)
- Decelerate to end
- Jog back and repeat as directed

**Instructions**
- Drop your body down to the ground in a push-up position
- Stand up as quickly as possible and accelerate forward
- Accelerate halfway, then decelerate remaining distance

**Look For**
- Controlled drop
- Quickly up
- Quick transition to running posture

**Modifications**
- Start face down (separate the drop from the get—back—up).
- Start face down, but end face down at the far cones as well.
Skip for Height

Instructions

- Athletes perform basic skipping action
- Increase the height by saying “skip higher”.

Cues

- Emphasize height, consistent rhythm, and controlled landing
- Arms bent, elbows locked at 90 degrees
- Arms swing from the shoulder, hands should move from hip to-lip
- Look for knee drive, bent at 90 degrees, heel under knee, toes up (flexed)
**Right to Left One-Footed Hops**

**Instructions**
- Start by hopping twice on the right foot
- On third hop, “leap” to the left foot
- Hop twice on the left foot then “leap” to the right foot
- Continue for full distance

*Pattern*: Hop-hop-leap, hop-hop-leap, etc.

*Progression*
- Once the movement is fluid, progress by slightly increasing the distance for each hop.
# Backward Run

**Safety**

- Ask athletes to look over shoulder for safety

**Look for**

- Powerful, controlled back pedaling
- Complete arm motions
- Encourage running in a straight line
- Encourage ability to stop "on" or “for” the line
- Remind athletes to look over shoulder for safety

**Progression**

- Begin at a moderate pace
- Progress the running speed over successive sessions.
SKILL LESSONS & ACTIVITIES

Dribble Free Play - Feet

Setup

- Give each participant a ball.
- Have participants try dribbling the ball in various ways in open space.

Passing with feet cues

- Step non-kicking foot next to ball
- Contact middle of ball
- Turn foot and contact with inside of foot
- Use firm kick so it gets to target
- Follow through so kicking foot points toward target
Trapping with feet cues

- Move body in front of ball
- Relax foot and cushion ball with inside of foot or place ball of foot on top of ball
- Ball should stay close to your foot

Partner Wall Trap

Setup

- Place participants into pairs. Give each pair a ball. Spread out the pairs around the periphery of the playing area. They stand several feet in front of the wall and a few feet away from each other.

- The partner with the ball kicks the ball toward the wall and the partner without the ball must try to trap it and then kick it back.

- Partners can try to challenge themselves and see how many successful traps they can complete in a row and then try to beat their record each time.

- Tell the trappers that they must try and read where the ball is going to go so they can move to it and trap it successfully.
Rubber Band (Feet)

Setup

• Place participants into pairs.

• Give each pair a ball and a safe place to play.

• Pairs stand just a few feet away from each other to start.

• The person with the ball places it on the floor in front of them and kicks it to their partner using the inside part of their foot.

• If the ball reaches their partner and they receive it well, the kicker takes one step back. If the ball does not go to them or the receiver misses the ball, they return to the starting position.

• The goal is to see how far they can stretch their “rubber band” (how far they can spread out) and still get the ball to each other.
Guard the Cone

Setup

• Place participants into groups of six.

• Give each group a cone/empty box/empty water bottle and a ball.

• One participant acts as the goalie and tries to guard the pylon.

• The others form a circle several feet away around the cone.

• The offensive players pass the ball around to each other and trap it upon receiving.

• They must try to kick the ball knocking over the cone when they have a clear shot.

• Participant's feet should always be moving and ready to react.

• When the cone is knocked over, the person who kicked it becomes the new goalie.

• Ensure that everyone has a chance being the goalie.
### Kicking Cues

- Step non-kicking foot next to ball
- Use shoelaces to kick ball
- Contact below middle of ball
- Kick hard
- Follow through

### One-Sided Knock Downs (kicking)

#### Setup

- Place several targets (e.g. foam blocks, cones with tennis balls on top, bowling pins, empty boxes/water bottles, etc.) randomly on one side of the playing area. Have participants place their ball on the centre line of the playing area and stand a few feet back. They are not allowed to cross the centre line.

- When you say “kick”, the participants run and kick their ball, trying to knock down the targets. They count how many tries it takes to knock down all the targets. After everyone has kicked their ball, they can retrieve their ball back and start again. In the new round, they try to beat their previous record.
COOL-DOWN 7 mins 30 secs

Copy Cat Stretching

Setup
- Bring participants to the middle and form a semi circle around the leader.

Safety

Safety
Students must have spatial awareness so as not to crash into other players. Reinforce heads up and looking forward at all times.

- Leader starts as the “cat” that the participants must copy.
- Leader does static movements such as stretching to toes, reaching to the sky, stretching to the side, sitting on bottom and reaching for toes, etc.
- Leader can get volunteers to be the cat and lead the class in stretches.

Debrief 2 mins 30 secs

- Question: What was your favourite activity today and why?
  - Answers will vary.
- Question: What can you do to become a better passer, trapper, and kicker?
  - Answers will vary. See cues above.
- Question: Did anyone experience someone showing good sportsmanship today? What did you see?
  - Answers will vary.