



I CAN Develop Physical Literacy



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Introduction to Contributing Organizations

PISE (Pacific Institute for Sport Excellence)

PISE enhances the development of sport and physical activity excellence through a partnership approach delivering world class community programs, education, innovation and facilities.

PISE's vision is to be recognized as a passionate and innovative leader contributing to sport and physical activity excellence in Canada. Part of being a leader in physical activity excellence is developing grassroots physical literacy in the community. PISE has a commitment to providing physical literacy programs to those who might not otherwise have access or opportunity. To fulfill this commitment, PISE has developed programs for vulnerable youth, children and teens with disabilities, aboriginal youth, and low income families.

PISE works on Vancouver Island and currently delivers 46 physical literacy classes to over 700 children & youth per week in recreation centers, community centers, and schools. When expanding the physical literacy department, PISE gave special consideration to those who wouldn't traditionally have access to physical activity programs in the community. Due to high need, PISE began working within the community to organize physical literacy programs for children and youth with physical and cognitive disabilities. For more information on PISE visit piseworld.com.

Canucks Autism Network (CAN)

The Canucks Autism Network (CAN) provides year-round, innovative, high quality sports, recreational, arts and social programs for individuals and families living with autism, while building awareness and capacity through community networks across British Columbia.

CAN's vision is to be recognized as a knowledge leader in the area of adapted recreation and autism training for recreation providers and sports organizations. Canucks Autism Network is proud to partner with numerous organizations that allow us to deliver high quality, adapted recreation programs, including PISE, a recognized leader in the area of physical literacy. We are very pleased to be contributors to this resource which will allow more recreation providers to offer high quality adapted physical literacy programs, and in turn, more opportunities for families living with autism across the province and beyond.

Canucks Autism Network has over 1500 members and runs programs throughout the province of British Columbia. For more information about CAN, please visit canucksautism.ca.

Background

All children and youth with, no matter what their ability, need to acquire FUNdamental movement and sport skills (otherwise known as developing physical literacy) through fun and games. Ideally, these FUNdamental skills are acquired prior to puberty since the growth spurt has an impact on skill acquisition. However, due to a variety of factors or circumstances, some persons with disabilities may not acquire the FUNdamentals and physical literacy prior to puberty.

Children with a disability may have difficulty acquiring FUNdamental movement and sport skills for a variety of reasons:

- Parents have not been provided with information to encourage them to enroll their children in sport and activity programs that are fun and safe.
- Adapted physical education is not well developed in all school systems.
- Some coaches and programs do not welcome children with a disability to their activities because they lack knowledge about how to include them.
- It takes creativity to include a person with a different ability into a group activity where FUNdamental skills are practiced and physical literacy is developed.
- Disability-specific knowledge or training is not available to the activity coach or instructor.

(Canadian Sport for Life, No Accidental Champions)

Only 3% of children and youth with disabilities participate in organized sport compared to 31% of able bodied youth.

In order to address this staggering statistic, organizations need to create partnerships in which each organization contributes their expertise and quality programs are developed as a result. One of the reasons children with disabilities are not participating in organized sport is because they do not have the basic movement skills, confidence and competence to integrate into mainstream programs.

Physical literacy is the motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for engagement in physical activities for life. (Whitehead, 2014)

Creating physical literacy programs for children with disabilities is one way to help improve children's movement vocabulary and give them the skills they need to be Active for Life. Think about it like this, in order to learn to read, children are taught the alphabet, then words, then sentences. You would never ask a child to read a book before teaching them the ABC's. It's the same thing with physical activity. Too often we ask children to perform complex movements or participate in sport before teaching them the basics like run, jump, throw, catch, kick, strike and balance. Let's get back to the basics and develop children's movement skills in a fun, child-friendly way that accounts for each child's specific needs.

I CAN Have Physical Literacy

In September 2014, PISE and the Canucks Autism Network (CAN) partnered to launch a pilot program called *I CAN Have Physical Literacy*. The aim of the program was to create a place where children felt supported in gaining movement and social skills. PISE contributed their physical literacy expertise in creating lesson plans and teaching the classes and CAN contributed their Autism expertise in the form of behaviour support tools and knowledgeable support staff and volunteers.

The program was split into two age groups: 4-6 years old and 7-11 years old. Each group has a one hour class once per week. Each group has 10 participants who are supported at a 1:1 child-to-staff ratio (2 PISE staff & 8 CAN staff / volunteers).

Three intakes of the program were run; October-November, January-March, and April-May. All three intakes were filled with a waiting list showing the need for this type of programming on Vancouver Island.



Purpose of Resource

I CAN Develop Physical Literacy is a resource for anyone in the community working with children on the Autism Spectrum Disorder (ASD) continuum. The resource is intended to serve as a support tool for teachers, coaches and leaders who want to incorporate physical literacy into their programs.

The resource will give a brief introduction to ASD, but will focus on support strategies, behaviour support tools, and how to modify activities to create optimal challenge.

Although the lesson plans provided are for children age 4-11 years, the support tools are relevant to any age group.

The goal is that after reading this resource you will feel like you have the tools needed to effectively include children with Autism into your recreation or sport setting. Or perhaps you will be inspired to start a physical literacy program of your own. Whatever the case may be, please remember that **you CAN develop physical literacy!** It takes some creativity and adaptation, but what program doesn't. Let's give children with Autism in our community physical activity opportunities so that they can be Active for Life.

About Autism

Autism Definition and Description

Current estimate from US Centers for Disease Control (2014):

1 in 68 children will be diagnosed with Autism; **1 in 42 boys**

Autism is a **spectrum**: "If you've met one kid with autism, you've met one kid with autism." **There is a huge range** in language skills, attention span, interests, sensory sensitivities, etc.

Communication may range from:

- limited/no speech atypical speech
- Sign language
- Picture communication systems
- Technology (iPad)
- 'Choppy' language
- Repetitive language
- Difficulty staying on-topic
- Poor conversation skills



Autism Diagnosis: DSM V (May 2013)

General Categories

- A. Persistent deficits in social communication and social interaction across contexts
- B. Restricted, repetitive patterns of behavior, interests, or activities
- C. Symptoms must be present in early childhood (but may not become fully manifest until social demands exceed limited capacities)
- D. Symptoms together limit and impair everyday functioning.

Specific Components

Deficits in **social-emotional reciprocity**; ranging from *abnormal social approach* and failure of *normal back and forth conversation* through *reduced sharing of interests, emotions, and affect* and response to *total lack of initiation of social interaction*.

<p>Kids with awkward social initiation</p>	<p><i>Awkward conversation</i></p> <ul style="list-style-type: none"> • Instead of starting the conversation with "hello", the child immediately asks a question "Why are you wearing a green jacket today?" <p><i>Awkward entry into play situations</i></p> <ul style="list-style-type: none"> • Instead of appropriately joining into play with some children who are playing with bubbles, the child with ASD walks straight through the middle of the group and tries to take the wand from the instructor.
<p>Kids with little or no social initiation</p>	<ul style="list-style-type: none"> • Child talks with adults but never initiates with other children • Child is in his or her 'own world'
<p>One-sided conversations</p>	<ul style="list-style-type: none"> • Conversations feel like an interrogation: the individual with ASD asks a series of questions • Or you keep asking questions to continue a conversation: the individual with ASD does not contribute any comments or questions
<p>Struggling with perspective taking</p>	<ul style="list-style-type: none"> • Child has trouble with sharing, turn-taking • Child has difficulty understanding rules in complex games • Child gets upset when other people break the rules



Deficits in **nonverbal communicative behaviors** used for social interaction; ranging from *poorly integrated-verbal and nonverbal communication*, through abnormalities in *eye contact and body-language*, or deficits in understanding and use of *nonverbal communication*, to total lack of *facial expression or gestures*.

Kids who take you literally	<ul style="list-style-type: none"> • Kids who don't read your expression & tone • Difficulty with sarcasm <p>e.g., Child looks concerned when you say "Wow, you are really on fire today!"</p>
Kids don't make or sustain eye contact	<ul style="list-style-type: none"> • Many individuals with ASD may not sustain eye contact • Some kids will describe this as being able to look at you OR think about what to say. One or the other, but not both at the same time.



Deficits in **developing and maintaining relationships**, appropriate to developmental level (beyond those with caregivers); ranging from *difficulties adjusting behavior to suit different social contexts* through difficulties in *sharing imaginative play* and in making friends to an apparent *absence of interest* in people.

One-sided play	<ul style="list-style-type: none"> • Kids who may be very imaginative, but have a hard time engaging others in their stories • Child appears to be 'bossy': has not yet developed perspective taking skills. • Children with autism may be very creative, but have a hard time figuring out how to get others involved.
Withdrawn behaviour	<ul style="list-style-type: none"> • Child wanders around, more interested in other aspects of the environment (e.g., the lights in the gym, the way that sounds echo, the colours of the lines on the floor)

Stereotyped or repetitive speech, motor movements, or use of objects; (such as simple motor stereotypes, echolalia, repetitive use of objects, or idiosyncratic phrases).

Repetitive speech	<ul style="list-style-type: none"> • Kids who repeat lines from movies and TV shows • Kids who have a hard time changing the topic
Repetitive motor movements	<ul style="list-style-type: none"> • Kids who play with toys in unconventional ways (e.g., spins the hula hoops repetitively, lines up pylons in specific patterns, etc.) • Kids who flap their hands, body rock, or spin

Excessive adherence to routines, ritualized patterns of verbal or nonverbal behavior, or excessive resistance to change; (such as motoric rituals, insistence on same route or food, repetitive questioning or extreme distress at small changes)

Routine with activities	<ul style="list-style-type: none"> • Kids who are stressed when the schedule changes. (eg. <i>"It's 2:37! We always start with a team meeting at 2:30!"</i>) • Kids who are really stressed when there's something new. (eg. <i>"Why are we lining up on this side? We always line up on the other side..."</i>) • Kids who ask the same questions over and over again. (eg. <i>"When are we going to...?"</i>)
Routines with objects	<ul style="list-style-type: none"> • Kids who line up/arrange objects in particular patterns, such as toy cars or foods on their plate



Highly restricted, fixated interests that are abnormal in intensity or focus; (such as strong attachment to or preoccupation with unusual objects, excessively circumscribed or perseverative interests).

Kids with strong attachments to specific objects	<ul style="list-style-type: none"> • Always carrying a specific toy
Kids who have very strong 'special interests'	<ul style="list-style-type: none"> • Can talk for hours about the transit system or angry birds
Kids who have difficulty changing topics	<ul style="list-style-type: none"> • Do not shift topics when others try to change the subject

Hyper-or hypo-reactivity to sensory input or unusual interest in sensory aspects of environment; (such as apparent indifference to pain/heat/cold, adverse response to specific sounds or textures, excessive smelling or touching of objects, fascination with lights or spinning objects).



Hyper-reactivity <i>Greater than expected reaction</i>	<ul style="list-style-type: none"> • Kids with their hands in their ears • Kids who are fascinated by sand and water • Kids about clothes being too itchy • Kids who hate to get dirty
Hypo-reactivity <i>Less than expected reaction</i>	<ul style="list-style-type: none"> • Kids who don't react to pain • Sensory seeking

Other Challenges/Delays often seen in individuals on the spectrum:

- Problems with sleep (40-80%)
- Problems with eating
- Challenges with toilet training
- Adaptive daily living skills (e.g., Dressing)
- Motor skills

Support Strategies

Support Strategies

Remember: “If you’ve met one person with autism, you’ve met ONE person with autism.”

- Always be thinking about the individuals on the spectrum you support as *individuals*
- Personal preferences, strengths, learning styles, dislikes, etc.
- Not every strategy will be a good fit for every person in every situation
- Work as a team to understand the situation and match the appropriate strategies
- Collaborate with parents to understand **individual** strategies

Three great questions to ask parents:

1. *What does your son/daughter like? (Use this information to build rapport)*
2. *Is there anything I should avoid?*
3. *Is there one support strategy you would recommend that I definitely use?*

Communication Tips

- Use short, clear phrases (“Hands here” “Bend knees” “Arms out”)
- **Show and say:** Pair words with pictures, models, gestures, visual cues, text (lists, schedules, etc.)
- **Be specific and direct**
 - e.g., Instead of “wait nicely”: say what you want to see!
 - *You can sit here or stand there. You can talk to your friend or play with this ball.*

Show and say: Instruction: “Athletic stance”	
Picture	Show participant a picture (stick figure) that highlights the most relevant parts of the skill Knees bent Elbows at sides Head up
Gestures/Modelling	Have a volunteer standing in front of the participant modelling the skill
Video modelling	Make a short video on a iPhone/iPad of someone demonstrating the skill
Visual cues	Have each foot on a spot marker or line on the floor to show how far apart the feet should be
Text	Write a list of the key parts of athletic stance. Have the participant make sure they are doing each component of the skill by referencing the checklist.

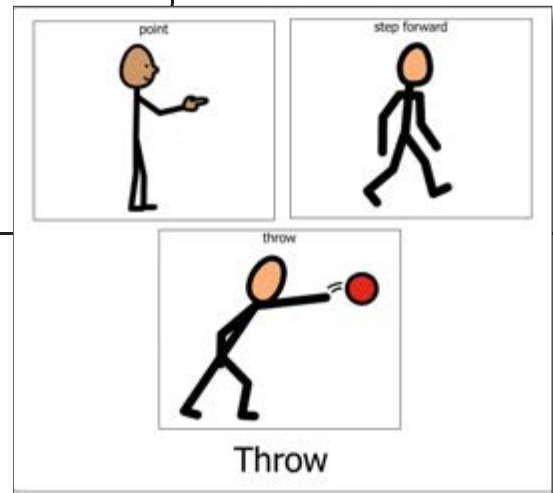
Teaching

Sometimes you give a great, clear instruction, but the participant does not do the skill. Here are some options to **add** after the initial instruction, if needed. **Do not just repeat yourself!**



	Works well if...	Does NOT work if...	Benefits	Tips
Modeling	<p>The participant will watch your model</p> <p>The participant is able to copy the skill after you model it</p>	<p>The participant looks or runs away as you are modelling the skill</p> <p>The participant does not yet have the motor ability to copy the skill</p>	Easy and intuitive	<p>Get the participant's attention before modelling</p> <p>Have a volunteer or peer model while you point out the key components of the skill</p>
Physical guidance	<p>You are physically able to guide the participant into the correct movement</p> <p>The participant is ok with guiding touch</p>	<p>You cannot physically guide the movement</p> <p>The participant is very resistant to physical guidance</p>	Participant is successful right away: teacher and participant feel successful!	<p>Move slowly and with respect</p> <p>Let the participant know what you are doing/ask "I am going to help you put your hand in the right place, ok?"</p>

<p>Add additional visual cues</p>	<p>You can think of a good cue to add (e.g., add more 'targets' to aim at)</p>	<p>You can't think of a visual cue to add</p>	<p>Helps participant focus on where to go without you always needing to tell them</p>	<p>Be creative!</p>
<p>Video modelling</p>	<p>You have access to an iPad/ iPhone</p> <p>You can quickly film a short video of someone performing the skill</p> <p>The participant is interested in watching the video</p>	<p>The video does not hold the participant's attention</p>	<p>Many participants are VERY attentive to this form of instruction</p>	<p>Keep it simple, short and clear</p> <p>Nothing fancy needed here!</p>



Behaviour Support Tools

Here are a few tools that might be useful to help with lesson delivery:

First-Then

Set up the board to show the child a fun activity that will happen after a less favoured activity is completed - e.g., "First practice throwing, then play Not In My House."

Why/When	Examples
Helps motivate kids through more challenging/less preferred activities	"First tag game, then treasure box"
Helps kids see 'the light at the end'	"First warm-up, then throwing"

You can do this with a visual support or just provide the verbal reminder.



Countdown Strips

The child will tear off one number for each repetition of the activity (e.g., 1 for each turn, or stop, or throw completed).

Why/When	Examples
Shows kids how many more they need to do	"Three turns... 3...2...1... All done! Fantastic!"
Prevents nagging ("The board says we need to do 5 more")	
Helps to stretch out the first-then to increase expectations over time	"First 5 more throws, then bubble break"

You can start with a smaller number on the board, then gradually increase to five as the child becomes more cooperative.

Token Boards

The child earns 'points' towards a preferred activity.

Why/When	Examples
Helps to motivate kids to complete a variety of activities	"Ok, for your first point, I need to see you do 3 amazing skips!"
Ensures that the instructor provides positive feedback throughout each completed task: many children are very motivated to earn each token!	"For your next point, I would like to see you do the obstacle course 2 times!"
Helps to gradually increase expectations over time <i>The first day the child earns one point/token per turn: the second day the child needs to complete 2 turns to earn a token/point.</i>	"Great job watching me demonstrate! You earned a token!"



Timers

Timers can really help to smooth transitions between activities. You can use them in 2 ways:

Why/When	Examples
To transition away from a preferred activity to a skill.	"2 more minutes of bubble break, then it is time to play treasure hunt again."
To show how much time is left before an unpreferred activity ends.	"Just 5 more minutes, then we will play with the treasure box."

You can start with a short amount of time, and then increase as the child's endurance/attention/engagement improves.

Types of Timers:

Time Timers



iPhone



Timer App



Countdown App



Sand Timers



Choice Boards

Research shows that simply by offering more choices, problem behaviour is reduced. Even 'small' choices can make a big difference.

Why/When	Examples
Offer choices as much as you can!	<p>Choose the run, this one or this one?</p> <p>Which shoe do you want to put on first?</p> <p>Do you want the green or yellow ball?</p> <p>Do you want to line up next to Jason or Alex?</p>

Choices can be a) verbal, b) written, or c) you can use a visual choice board with picture symbols:



Visual Schedules

We all like to know what is happening in our day! Providing a visual schedule reduces anxiety for participants by showing them what is planned. Some participants need to have the schedule with them at all times and need to see each activity 'crossed off' as it is completed- other students will be fine with just seeing a general outline at the beginning of the lesson.




Why/When	Examples
Picture schedules	Younger students/ Emerging readers
Written schedules / Lists	Older students Readers
Electronic schedules (iPad)	Where the technology allows When the parent strongly recommends

Picture Schedules



Checklist

Checklist for Skiing!

<p>1. Wait at the bottom of mountain <input type="checkbox"/> for my coach</p>	
<p>2. Get ticket for gondola <input type="checkbox"/></p>	<p>ski ticket</p> 
<p>3. Wait in line for gondola <input type="checkbox"/></p>	<p>line up</p> 

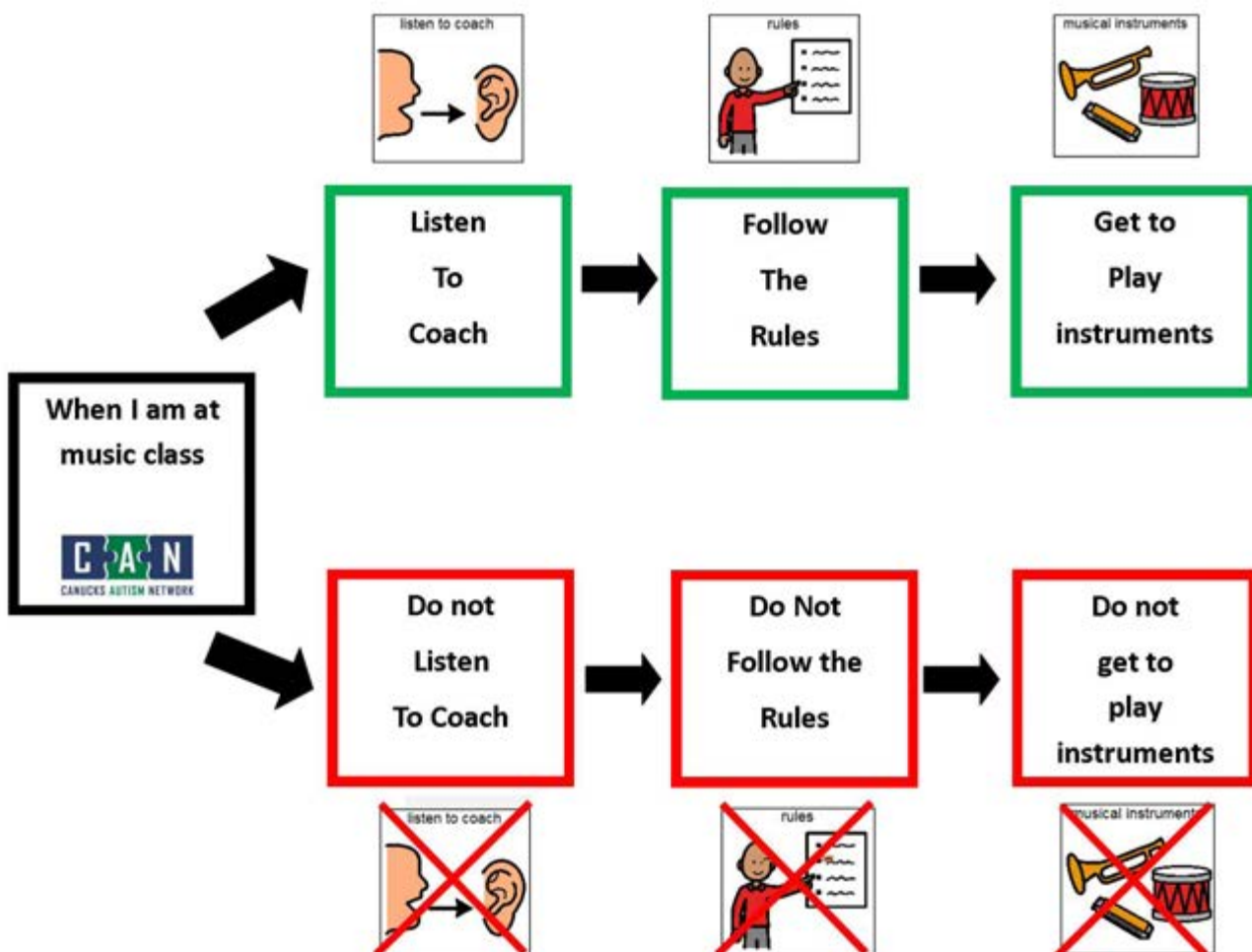
Choiceworks App




Contingency Maps


Show the student the outcomes of his or her choices. Helps with thinking through/thinking ahead and seeing the consequences.

Why/When	Examples
<p>Frontload: Remind and show the student in advance what you would like to see and the great things that will happen when he/she makes a good choice.</p>	<p>Remember, if we wait nicely in the line each time this afternoon, we will get 5 minutes of treasure box time at the end of practice! 😊</p> <p>But- if we do not wait nicely- there will be no treasure box time 😞</p>



Wait Cards

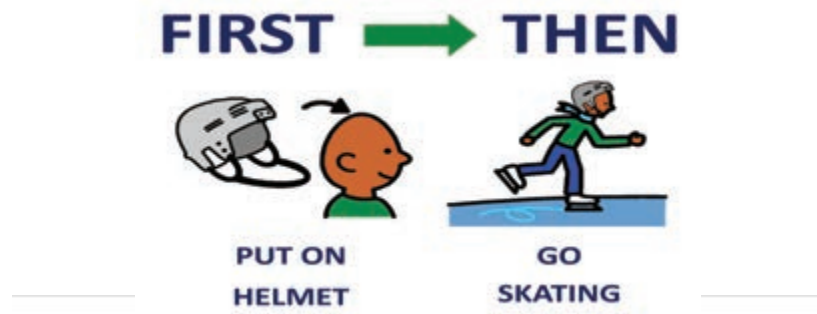
Makes waiting a more concrete activity- i.e., waiting means 'hold the card'- when I take it from you, it will be your turn.

Why/When	Examples
<p>Waiting your turn for a preferred object</p>  <p>Waiting your turn for an activity</p>	<p>Hand student the card- "now we need to <i>wait</i> for our turn to play with the rubber chicken. Hold on to your waiting card." (Give child card.)</p> <p>When it is your turn- ask the child for the card: "Waiting is all done! You get the rubber chicken!" (Take the card from the child and hand them the chicken.)</p> <p>Waiting in line for a station. Hand the student the card- "We are <i>waiting</i> for your turn. Hold on to your wait card." (Give child card.)</p> <p>When it is your turn to do the activity- "Waiting is <i>all done!</i> It is your turn to throw!" (Take the card from the child and hand them the ball)</p>



Visual Supports for Teaching Safety

You may wish to develop specific visual supports to teach important concepts, such as how to wear equipment safely. Here are some examples:



2 STRAIGHT

Your helmet should sit straight on your head, not too far forward or back, and not sideways



3 SNUG

Your helmet should fit close to your head, not too big that it wobbles, and not too small that it hurts



Social Stories

Many children with autism are familiar with 'social stories.' Social stories are short stories that provide children with information about what to expect for a new routine. These stories usually have pictures that correspond with the specific location where the routine will occur. Please see canucksautism.ca for examples (sample story below).



Physical Literacy is really fun!



CANUCKS AUTISM NETWORK

I CAN Have Physical Literacy



At physical literacy there are lots of fun coaches who will help me learn!



We will have team meetings. I need to listen to what the coaches say.



I can be a good team player by being positive and helping my teammates.



I will try new things. I will try my best! If I need help, I can ask my coaches!



I will run



I will practice catching



I will have
a water
break if I
am
thirsty



I will practice
skipping



I will jump



I will play fun games!



I will stretch at the end of class.



Physical Literacy is so much fun!

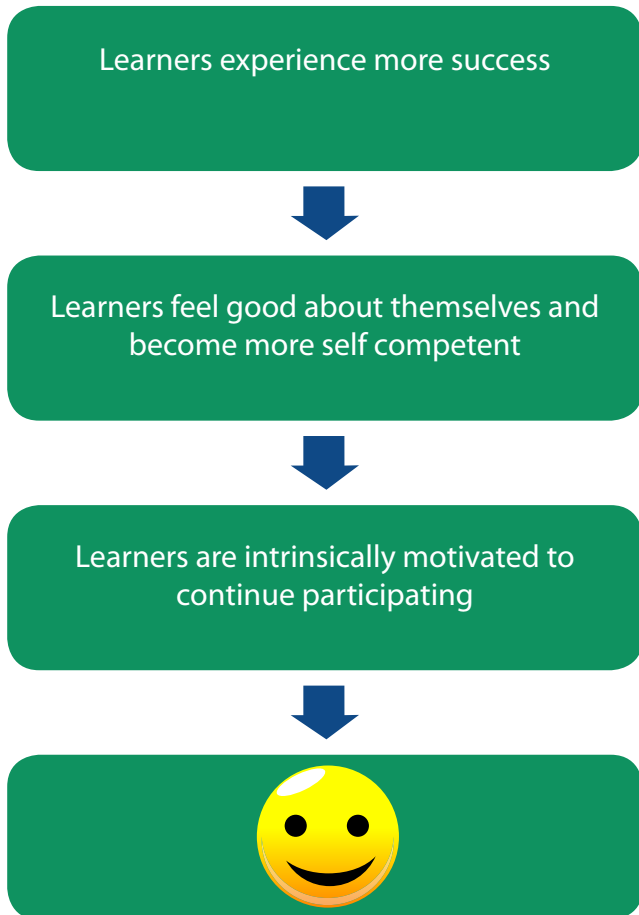
Adapting Activities

Adapting Activities

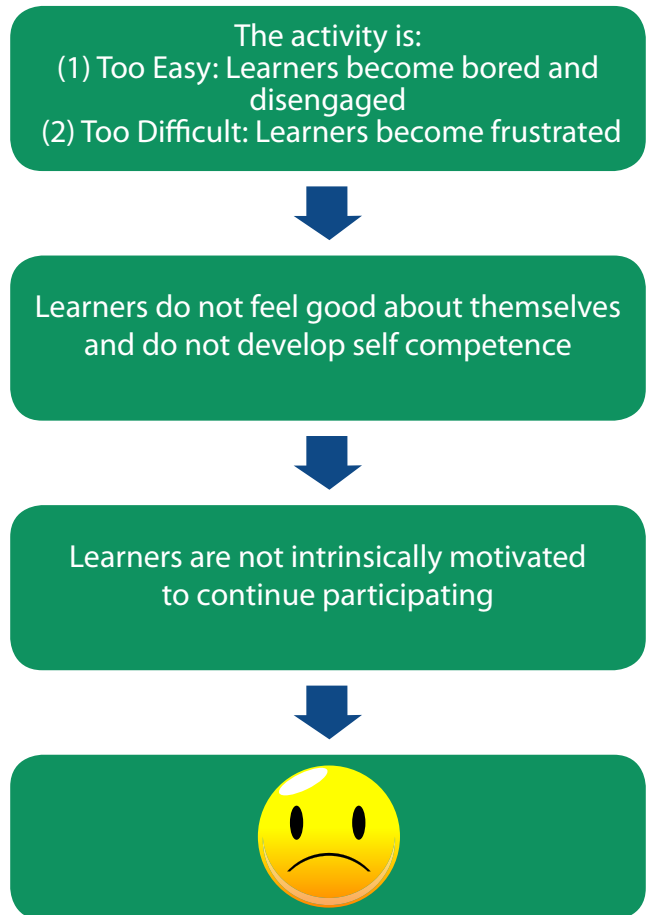
Creating Optimal Challenge

When a learner is challenged appropriately based on their individual developmental characteristics and abilities.

If optimal challenge is provided:



If optimal challenge is not provided:



(Mandigo and Holt, 2002)

2-Up 2-Down Rule

Provide progressions for each activity or skill so that children have options. For each skill or activity make sure you can think of a “2-up, 2-down”: two ways to make the activity or skill more challenging and two ways to make the activity or skill less challenging.

Activity	2-up, 2-down
Each child is given a badminton racquet and birdie. They find their own space in the gym and practice hitting the game object in the air.	+2: Alternate high and low passes +1: Hit high passes only -1: Hit low passes only -2: Utilize a balloon as the game object to slow down the movement

*Everyone is doing the same activity, but the activity is modified so each child is finding success.

Making Equipment Modifications

Description	Effect
Lighter, Softer, larger ball	Slows game and allows more time to prepare for an execute skill
Shorter, lighter striking implement	Allows greater control for weaker and less skilled player
Larger striking implement, larger goal or target area	Reduces number of misses and increase opportunity for success
Bean bags substituted for balls	Not as elusive as balls and may be easier to throw

Making Skill Level Modifications

Description	Effect
Tasks simplified for example, drop and catch the ball rather than bounce it consecutively	Increases success and opportunity to be involved in class activity
Props used to enhance skills; for example, a towel extends the reach for tag games	Increases level of success and motivation for participation

Making Rule Modifications

Description	Effect
No direct challenge when ball comes within 2 meters of player	More time to prepare for and execute skill
Complete end line used as goal	Allows more frequent scoring opportunities and use of multiple goalkeepers
Unequal numbers in team groupings	Matches teams
Only essential rules used	Reduces game complexity
Number of trials increased; for example, unlimited number of attempts to strike ball	Increases level of success and opportunity to practice emerging skills

Making Environment Modifications

Description	Effect
Smaller playing area used	Increases opportunity for application of skill and participation in flow of game
Target lowered or moved closer	Reduces number of misses and increases opportunity for success
Start or finish line moved; for example, next runner in relay starts when student reaches halfway point	Increases level of success and opportunity to be involved in game play
Establish designated zones/spaces for students to travel in	Makes games safer for everyone

Be prepared to be flexible! Here are some ways you should be prepared to adapt:

1. Make the activity shorter

- Allow the child to try for just one turn. Use a countdown strip or a first-then board and tell the child that after they try for one turn, they can have a break/do something else.

2. Make the activity easier

- Break the skill down into 'mini progressions'.
- Remember, sometimes small steps are big victories! Fun must be the first goal at all times.

3. Incorporate an interest

- Participants may not be 'intrinsically motivated' to try all of the activities: especially the first time.
- Try building in something that the child likes (e.g., make the obstacle course about 'passing levels' to 'win the game' if the child likes video games).

4. Fade from 1:1 adult support to participation with the group

- Some participants may do best with highly support 1:1 interaction with a staff member on the side of the gym before attempting to join the group.
- An effective middle step might be to bring 1 peer over to try the activity with the child before joining the large group.

5. Expect that it might take time

- Some participants do not even want to enter the gym on the first day!
- Focus on building relationships and having fun: the goal should be that the child wants to come back for more next week!
- Allow the child to watch from the door or the sidelines until he or she is comfortable.
- Emphasize with the child and the parent that you are glad they are here!

In An Inclusive Program

- Activities are modified, adapted and individualized as necessary.
- Expectations are realistic yet challenging.
- Assistance is provided only to the degree required.
- Dignity of risk and availability of choices are respected and fostered.
- Visual cues include children with varying abilities.
- Activities are taught/led using different learning styles.
- Equipment is adapted/modified as necessary.

(Ophea)

Cues for Fundamental Movement Skills

When teaching children the fundamental movement skills, it is important as a leader to encourage and teach the children these skills by using what we call “kid-friendly” language. These are cues that are short, to the point, and understandable to a child. The following are examples of cues that could be used to assist in your teaching:

Run

- Bend your arms and move your elbows straight back like you are trying to elbow a “bad guy” behind you
- Hands move from hip to lip
- Pretend you’re holding a potato chip in your hand
- Be tall; stretch your tummy; pretend a string is pulling you up from the top of your head stretching you up
- Keep your eyes looking straight ahead
- Smile, giggly cheeks
- Knees up, toes up
- Opposite arm, opposite leg

Jump (2 feet / aka “both”)

- Point toes straight ahead
- Sit on chair; stick your bum out; pretend you’re riding a motorcycle
- Bring your arms forward like you’re holding ski poles
- Push off – stretch your body while you take off (like a super hero); point toes
- Pop up like a piece of toast popping out of the toaster
- Who can be the quietest person to land? Let’s be mice by bending our knees when we land and sitting back on our motorcycle

Hop (1 foot / aka “same”)

- Point toes straight ahead
- Be tall while you’re in the air
- Keep your elbows bent through the swing at your sides
- Push off the part of your foot just before your toes
- Bend your knees when you land

Leap / Bound (1 foot / aka “other”)

- Drive front knee forward, not up
- Use your arms like you’re running
- Bend your hopping leg and drive with lead leg keeping foot up
- Opposite arm, opposite leg

Throw

- Point to your target
- Bring throwing shoulder back like Robin Hood drawing an arrow
- Bring hand back behind your head like you're preparing to High-5 someone
- Point your elbow forward (lead with elbow pointing forward)
- Step forward with the foot OPPOSITE the throwing arm you use
- Follow through by letting your arm come across your body
- Star jump then ready, set, fire!



Catch

- Open the book
- Keep your eye on the ball all the time
- Hands ready, fingers wide
- Thumbs together if ball is above your waist; "high to the sky"
- Pinkies together if ball is below your waist; "low to our toes"
- Catch the egg (soft hands when the ball is caught)
- Cradle the kitten into your chest

Strike with Feet / Kicking

- Position the ball at 2 o'clock to your body
- "Step, Stomp, Kick"
- Stomp your non-kicking foot down beside the ball like you're squishing a bug
- Bring your kicking leg back
- Strike the ball with the laces part of your shoe
- Follow through in the direction you want the ball to go

Balance (on 1 foot)

- Make your body stiff like a board
- Look forward
- Back straight
- Wings out – arms straight out to sides
- Hold like a statue

Staff/Volunteers

Characteristics to Look For In Staff and Volunteers

When staffing an adapted program there are many things to take into consideration, including education, experience, motivation and skill set. However, character traits are just as important to consider. Some character traits that will make a big difference are:

- Enthusiasm and energy
- Safety awareness
- Willingness to accept feedback
- Eager to learn
- Approachable
- Flexible
- Good team player
- Patience
- Warm / kind
- Creative



It's important that children are learning skills in your program, but it's more important that they feel welcome and accepted. The goal is to make your program a place where kids look forward to going each week and staff members play a HUGE role in that. As much as possible, try to keep your staff consistent in programs so that they have a chance to build relationships with the kids. Building rapport will open the doors to building physical and social skills in your participants.

Information Sheets

These are examples of information sheets it is important to have families fill in before the start of a program. These info sheets **DO NOT** replace waiver forms. The purpose is to gather extra information on a child so that staff can be more aware of individual needs before the program begins.

Example Info Sheet #1:

-CONFIDENTIAL INFORMATION-

PARTICIPANT REFERENCE SHEET

PROGRAM:

PARTICIPANT NAME:

DOB:

GENDER:

PHOTO WAIVER:

PARENT/GUADIAN:

EMERGENCY CONTACT:

HEALTH CARE #:

PHYSICIAN:

MEDICAL CONDITIONS:

MEDICATIONS:

PHYSICAL LIMITATIONS:

LIFE THREATENING ALLERGIES:

NON THREATENING ALLERGIES:

DIETARY RESTRICTIONS:

COMMUNICATION LEVEL (eg. Short phrases 3-5 words):

TECHNOLOGY ASSISTANCE:

INTERESTS:

DISLIKES:

CHALLENGING BEHAVIOURS:

TRIGGERS:

SUPPORT STRATEGIES:

SENSORY SENSITIVITIES:

WASHROOM ASSISTANCE:

ADDITIONAL ASSISTANCE:

ADDITIONAL INFORMATION:

Example Info Sheet #2:

Program Name Info Sheet

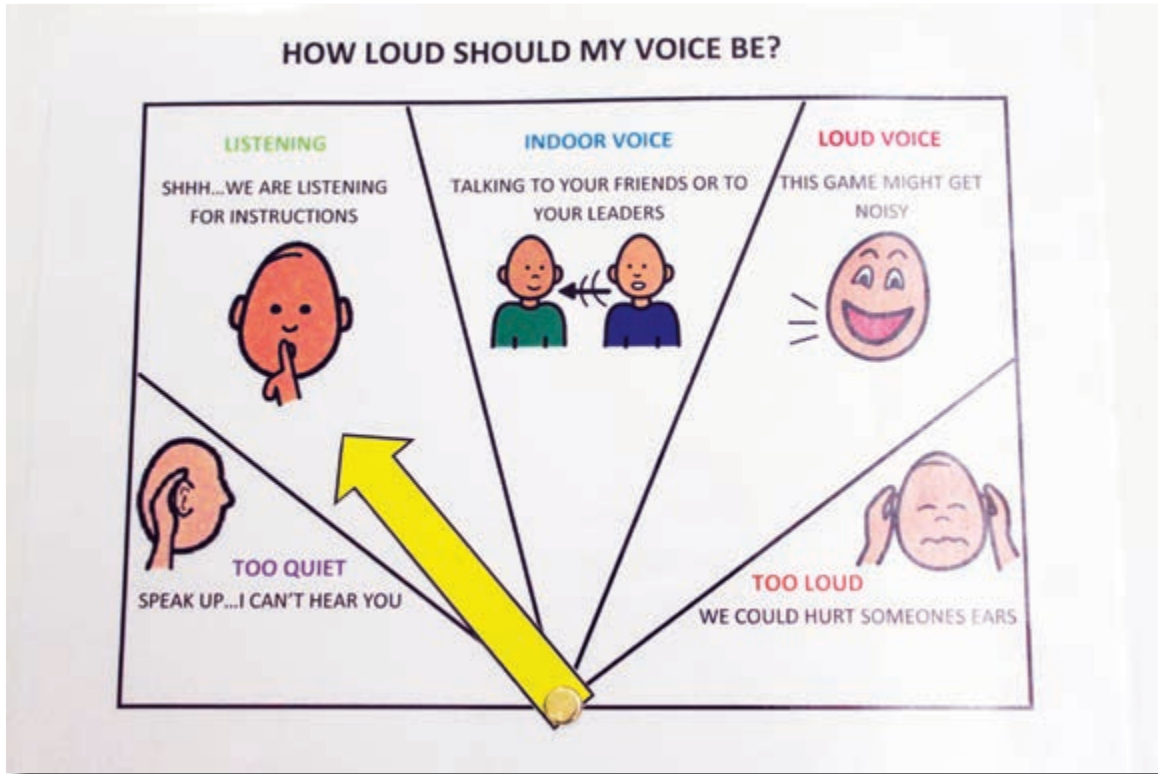
This information will not make our leaders treat your child any differently. However, it will allow for the leaders to be prepared to adjust an activity as needed or to handle any behaviour that may be common for your child. The only people who will see these forms are _____ (Physical Literacy Coordinator), _____ & _____ (Physical Literacy Leaders for the program).

1. Name:
2. Please list any cognitive or physical challenges that your child has:
3. Please list any goals your child is working on. These can be social skills or physical skills (eg. participating in a group, or jumping):
4. Does your child respond better to instructors if they have a visual aid?
5. When your child gets frustrated are there any tendencies or behaviours to look for? This allows our leaders to be preventative rather than reactive.
6. Are there any triggers or fixations your child has? (Example: balloons, loud noises, animals, certain colours or words?)
7. Are there any techniques you use with your child that might be helpful for the leaders to know?
8. Is this your child's first experience in group activity with peers?
9. Is your child allergic to latex?

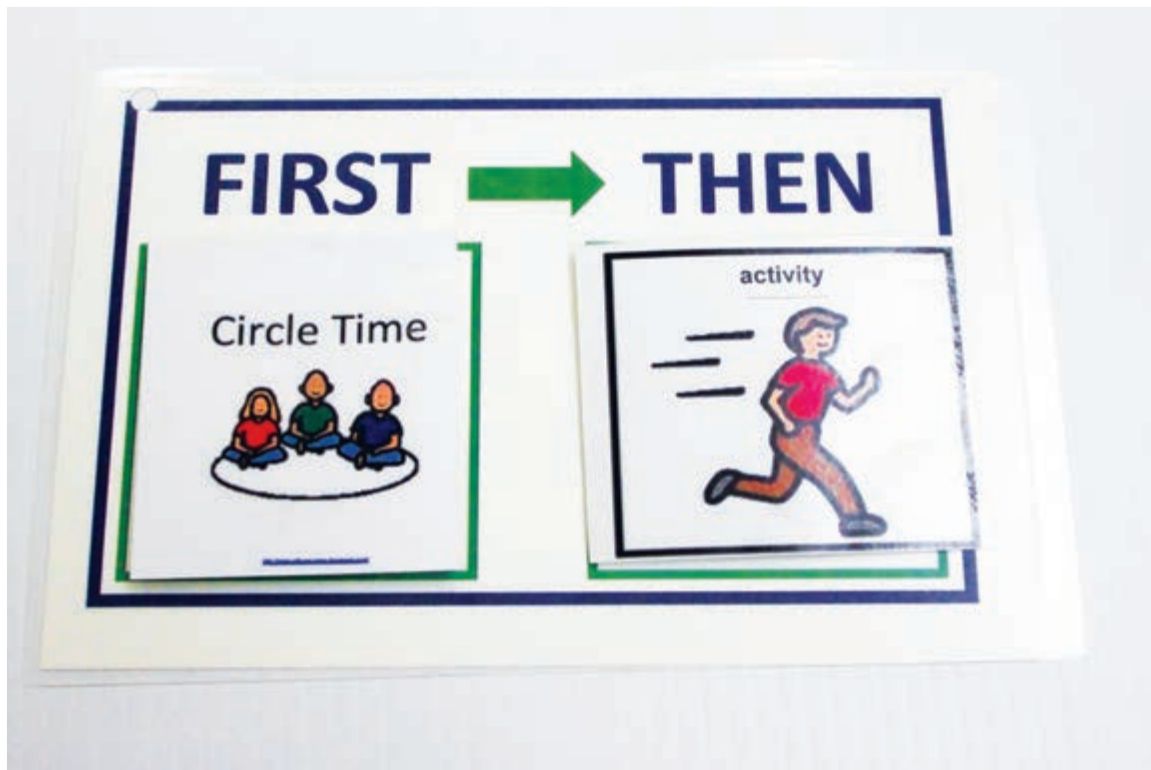
Visual Examples

Visual Examples

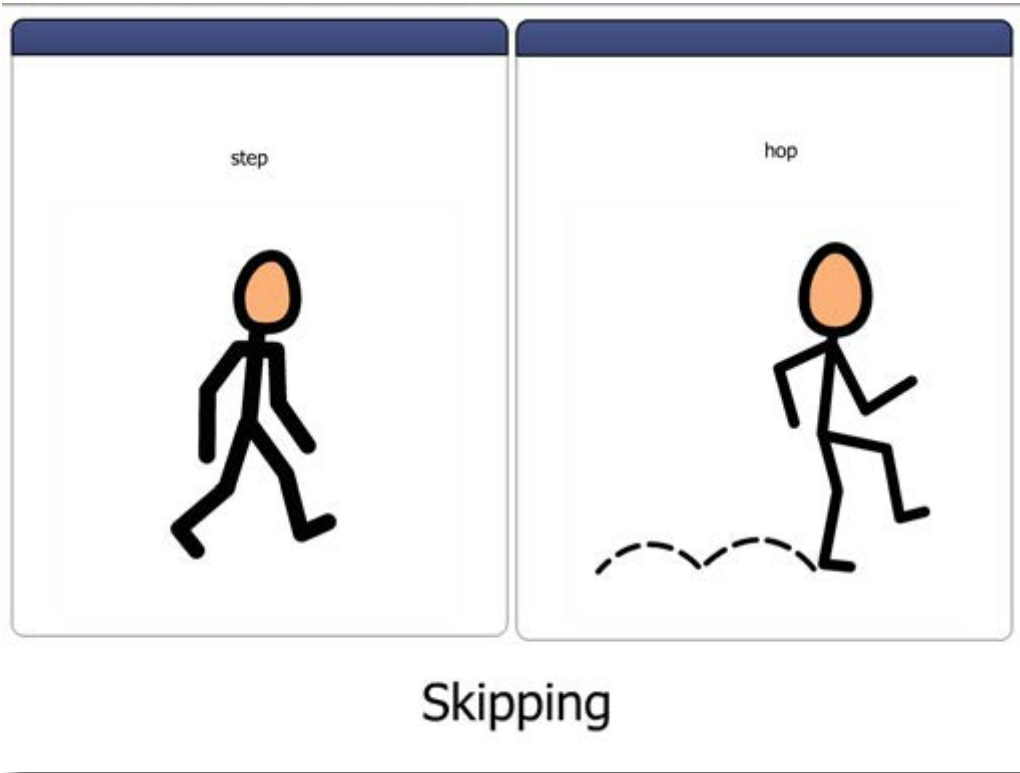
Volume Control



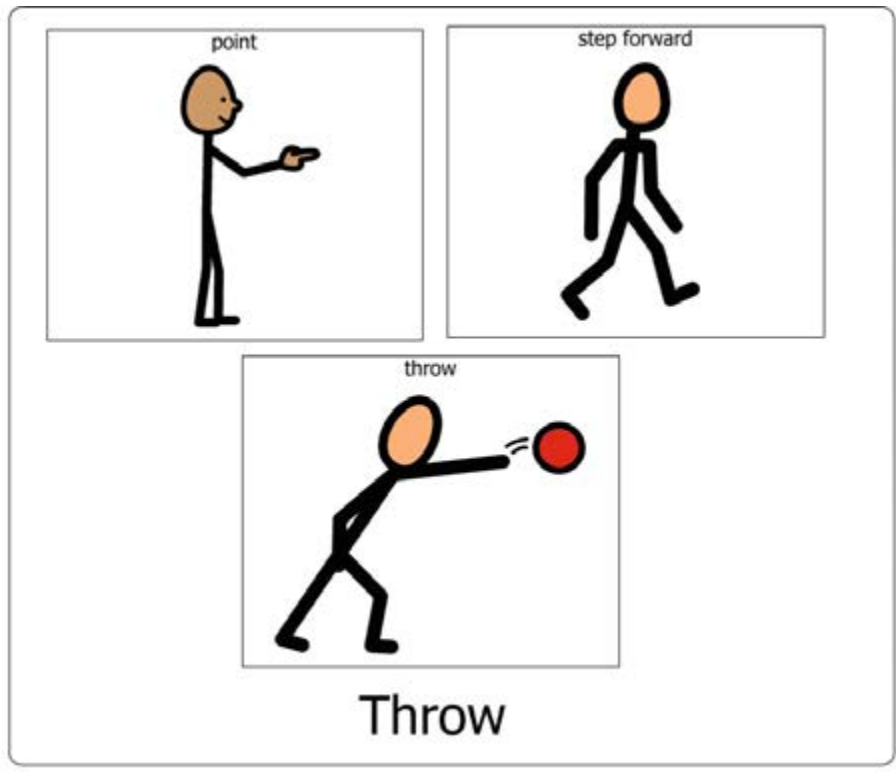
First ⇨ Then



Skipping



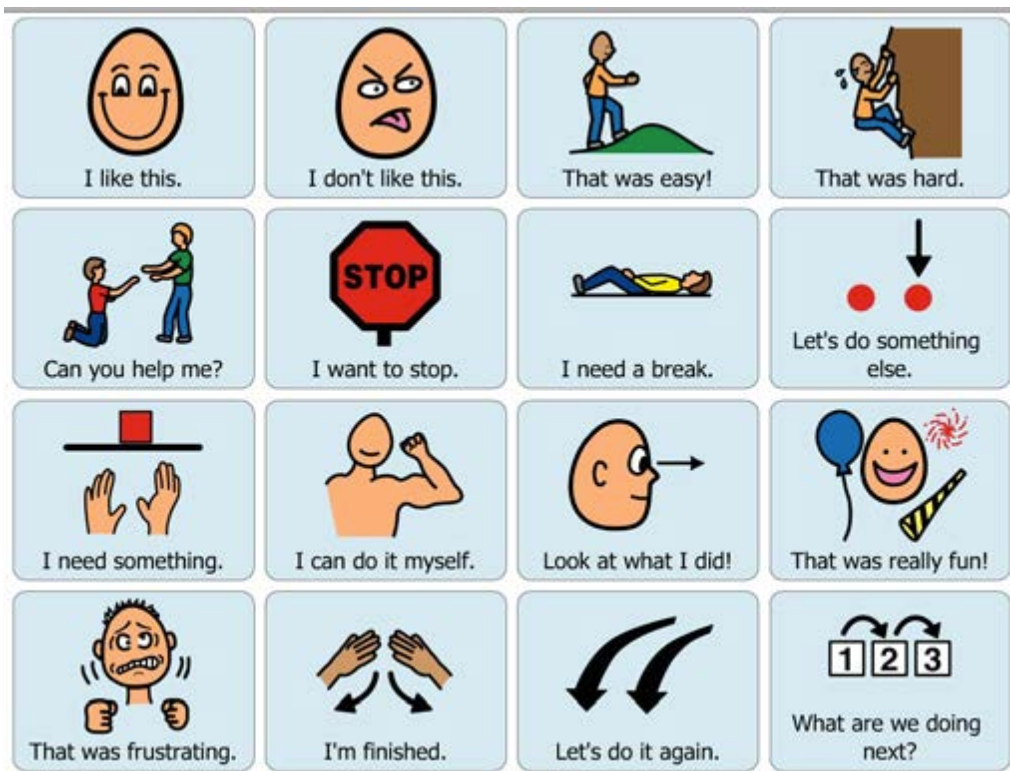
Throw



Token Board



Communication Board



Choice Board



Countdown Strip



Simple Visual Schedule



Wait Card



Picture Options



Link to Online Printable Visuals

Make your own visuals! Basic templates can be found at piseworld.com/physical-literacy-resources. Print and laminate for your own personal use; adhere Velcro dots to attach numbers and pictures on the visuals.

Available visuals include:

- 4 Box Choice Board
- How Loud Should My Voice Be Visual & arrows
- Boys Pictures for Token Board
- Countdown Strip Numbers
- Countdown Strip
- First and Then Board
- Girls Pictures for Token Board
- 3 Spot Visual Schedule
- Option Board
- Skip Visual
- Kick Visual
- Throw Visual
- Stop / Go Visual
- Token Board
- Wait Card

Equipment Ideas

Equipment Ideas

Treasure Box: a bin of small toys with lots of different textures and lights. Great for sensory breaks.



Bubbles: good for sensory breaks or jumping, hopping and hand eye coordination activities



Balloons: good replacement for any ball in an activity (eg. tennis ball, volleyball, etc.). Gives participants more time to react and increases success when learning a new skill. Balloons are also good for hand eye coordination activities.



Alphabet Beanbags: great for improving literacy skills during fun movement activities



Foam Dice: roll to see how many of a skill needs to be performed (eg. how many jumps will we do as a group?)



Chalk: draw a movement obstacle course on a blacktop, write the alphabet or numbers and move around them in different ways, draw hopscotch or foursquare, the options are endless!



Stuffed Animals: are great for young children who are just learning to catch. Stuffed animals are far less intimidating and make throwing and catching fun.



Finger Lights: can be used as a balloon substitute for children who are allergic to latex. Also good for throwing, catching and kicking activities for children who need more reaction time.



Colourful Foam Blocks: use for visual aids, targets, or colour match activities



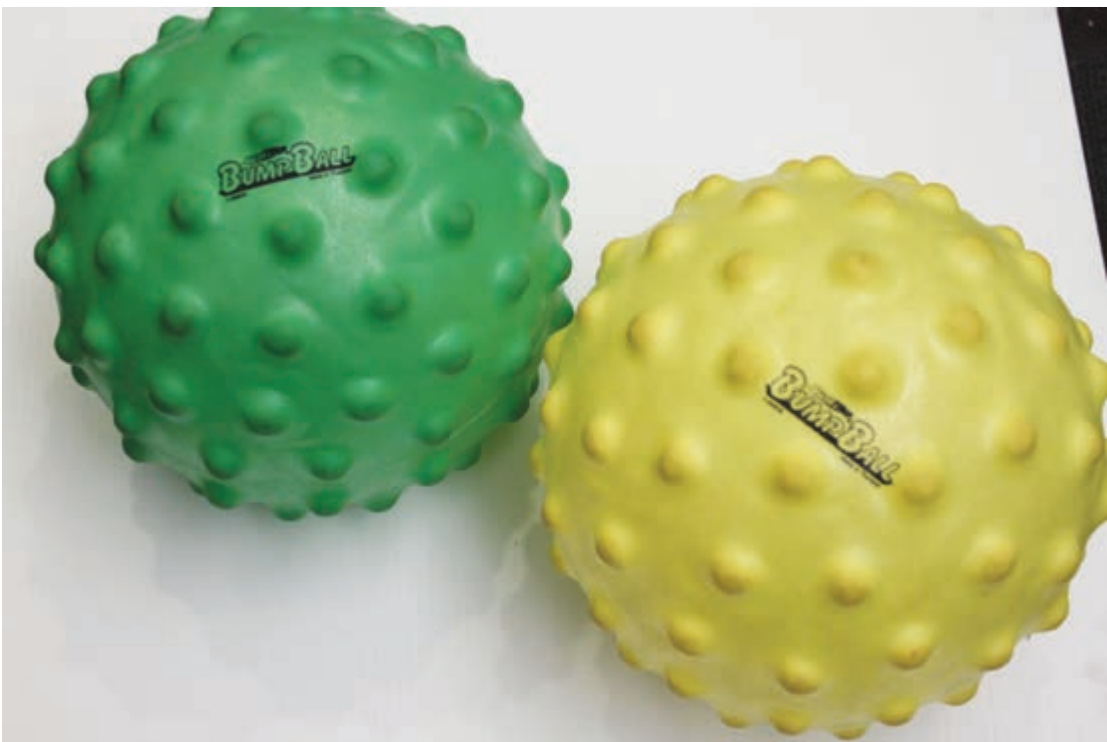
Scarves: use as tails in tag games, for catching practice, or juggling



Beanbags: play beanbag body parts, throw and catch, or play colour match games



Textured Balls: some kids love different textures. Having lots of ball choices increases the likelihood that they will find one that they will want to use.



Light / Shiny Balls: reduces anxiety and fear in catching activities because the ball is big and light. Works well when learning new sport skills (eg. volleyball) instead of using the smaller / harder sport version right away.



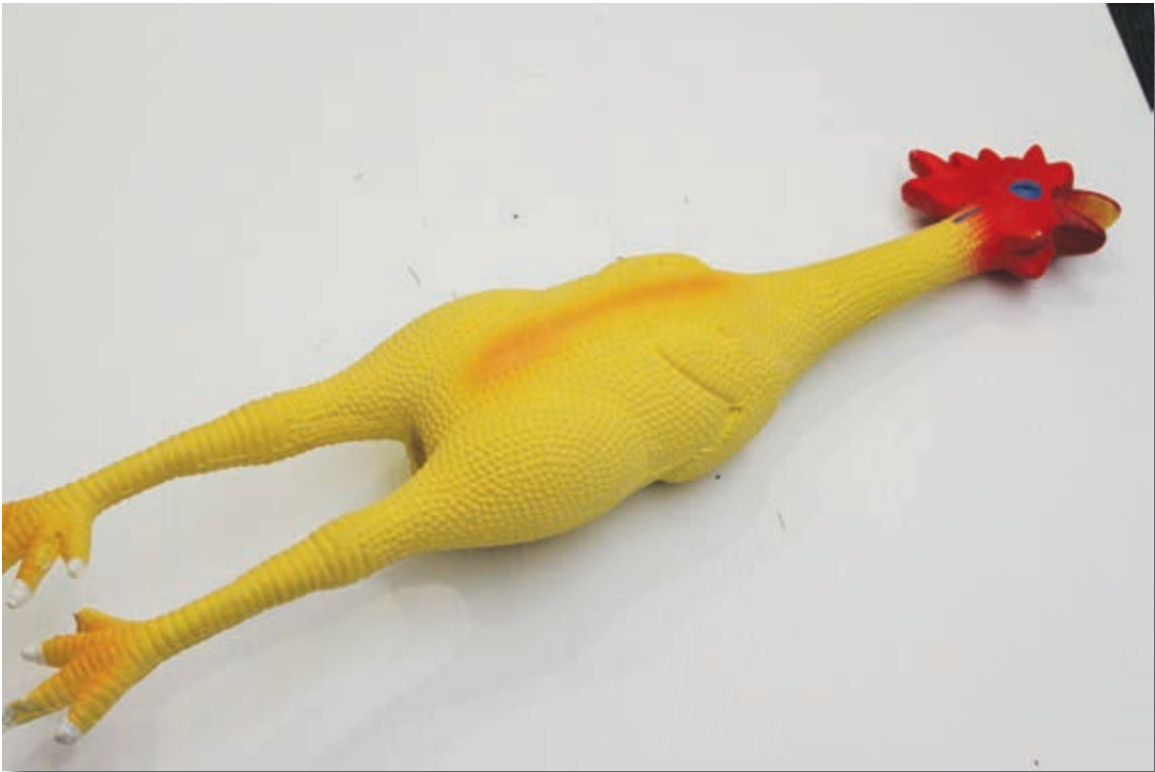
Cones



Foam Blocks: make a tower and knock it down, use as targets for throwing and kicking, have a castle building relay, or make hurdles to jump over



Rubber Chicken: fun addition to teamwork games, name games, or throwing activities, try playing chuck the chicken.



All Balls: play keep the bucket full, or use in colour match games



Hoops: work well for throwing targets, jumping activities and obstacle courses



Rope: use as balance beams for young children, wiggle them on the ground and have kids 'jump over the snakes', or tie them high and leap over them



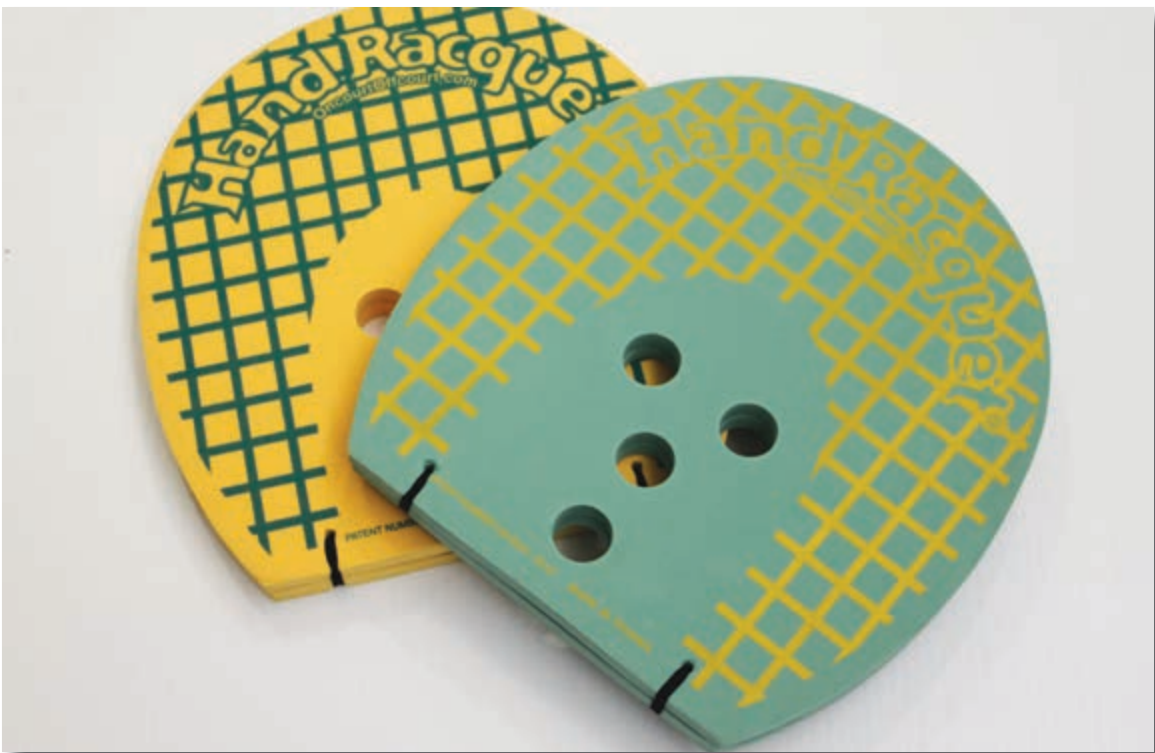
Pebbles: good size for preschool age children when doing kicking activities



Foam Balls: a must have for any physical literacy program



Hand Racquet: the child's hand slips in between the two sides so that they don't have to grip. Good for kids who struggle with motor control and grip strength.



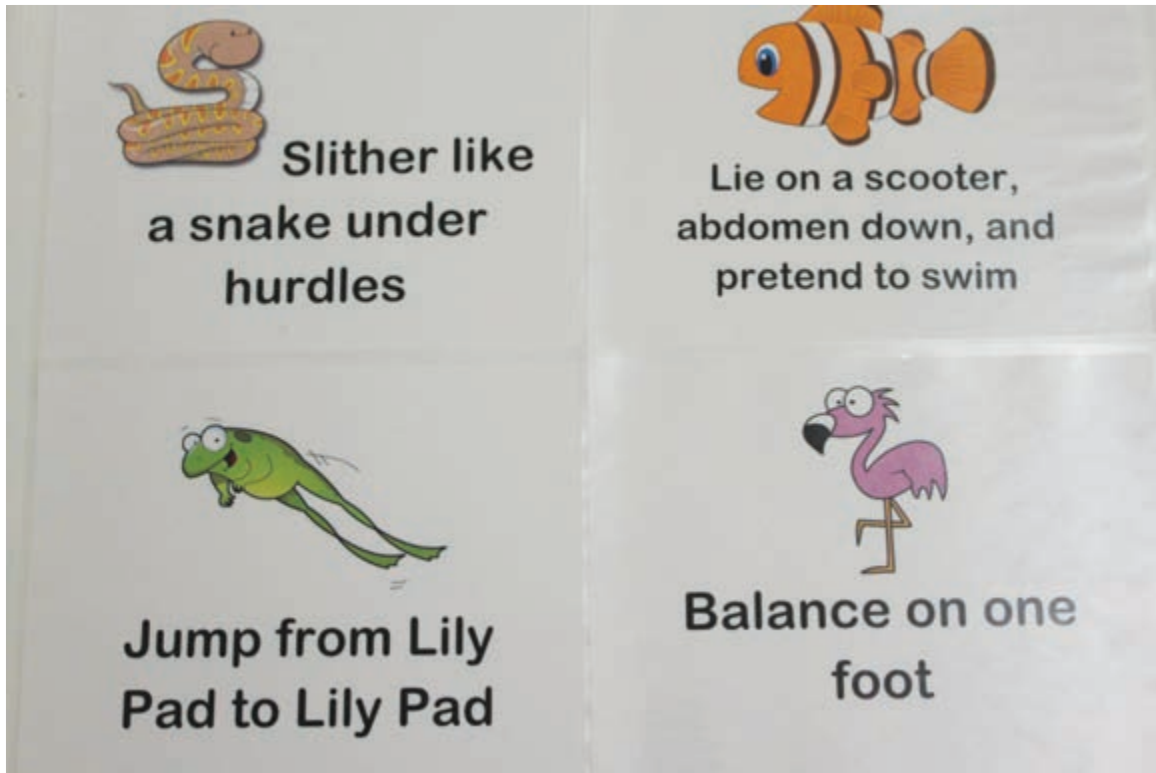
Weave Ball: increases the likelihood that kids will get a hold of the ball when catching



Bell Ball: for children who are visually impaired, this ball makes noise to help them track the balls location



Colour Printer / Laminator: the best tool in any program! Print the alphabet, numbers, animal cards, circuit cards, or beanbag golf stations. The only limit here is your imagination!



For more information on physical literacy and games, go to **Active for Life (Additional Resources Section)** activeforlife.com/lesson-plans-and-resources-3.

Among many fabulous resources, one called **PISE Maximum Engagement in Games and Activities (MEGA)** is available.

Starting on page 15 of the document, there is a games resource section that is broken down by the first three stages of Long Term Athlete Development and skill. For each stage (Active Start, FUNdamentals, and Learning to Train,) find fun game and play suggestions under each skill.

Active for Life also has a Lesson Plan Builder (activeforlife.com/lesson-plans-and-resources-2) that makes physical literacy lesson planning fast and easy.

Lesson Plans

ages 4 - 6

LESSON 1: I CAN Have Physical Literacy (4-6 year olds)

Equipment: bean bags, number cards, hoops

Activities/Skills/Games	Instruction Breakdown
<ul style="list-style-type: none"> • Introductions • Rules/Expectations • Get kids to say their name and favourite game • Explain we will be playing a lot of fun games to help us move better and make new friends 	<p>Create the routine of sitting in a circle for instructions and team meetings</p>
<p>WARM UP: This Is My Bubble: Beginning with a large area, have the children move around the space in different ways, being sure not to “pop their bubble” (spatial awareness). When the leader says “FREEZE!” the children must find open space and freeze being sure not to pop their bubble. Decrease the playing area each time.</p> <p>Flamingo Tag: If tagged you must balance on 1 leg for 3-5 seconds depending on participants’ abilities and skill level.</p>	<p>-We are going to move around the gym in different ways -We are going to practice keeping our bodies to ourselves -When the leader says ‘freeze’ we are going to freeze and make sure we have our own space</p> <p>-The leaders are going to tag the kids -When you’re tagged you must balance on one foot (like a flamingo) for ___ seconds -After you balance you get to run again</p>
<p>GAMES: Beanbag Body- Part Freeze Game: Kids begin by placing a beanbag anywhere in the playing area. They then begin to move around in the locomotor movement indicated by leader (e.g. walk, jump, gallop, shuffle, hop, etc.). When the leader says a body part, students must find a beanbag and place the indicated body-part on that beanbag as fast as they can (eg. elbow, knee, belly button, forehead etc.). Then get up and do a new locomotor movement skill.</p>	<p>-Everyone is going to move around the gym -Then the leader will call out a body part -You must connect that body part to a beanbag</p>
<p>Number Hop: Using chalk (or printed numbers), write the numbers 1-9 in the playing area. Ask kids to start moving around the area (using various locomotions). When you call stop everyone must find a number. The adult selects a child and asks them to name the number they are standing on, and everyone must do that many of something. (eg. jumps, star jumps, standing on one foot for X amount of seconds, frog jumps, jumping jacks, etc.)</p>	<p>-There are numbers that we are pretending are stuck to the floor so we leave them on the floor -We are going to move around until a leader says ‘find a number’ -Then we will stand next to a number and take turns picking an exercise for the group to do</p>
<p>WATER BREAK: Take a break and talk about why it is important to stay hydrated by drinking water</p>	

<p>GAMES: Get On An Island! Kids begin moving around the playing area (aka “ocean”) in different ways. Example: sea horse, jellyfish, dolphin, shark, fast minnow, swimmer, etc. When the leader yells “get on an island” kids must run to a hoop, or skipping rope in circular formation, and stand in it until the leader says “go” again.</p> <p>Kangaroo Tag: If tagged, you must jump on the spot like a kangaroo until someone else comes and gives you a high five.</p> <p>Silly Stretches: Leg french fries – sit with legs straight and put pretend ketchup on your hands, reach for your toes so you can dip your fries Pizza legs – make your legs into a ‘V’ (like a slice of pizza) run your fingers to one foot “eating” the pizza as you go, to the middle, and to the other foot Caterpillar legs – straight wiggly legs (aka worms) Butterfly legs – place the bottom of both feet together and have your knees move up and down</p>	<p>-Kids are going to move around like different sea animals -When a leader says ‘get on an island’ kids run and stand in a hoop as fast as they can -If you get tagged by a leader before you’re in a hoop you have to do 3 big jumps</p> <p>-The leaders are going to tag the kids -If you get tagged you must jump like a kangaroo -When you get a high five you can run again</p> <p>-We used our legs a lot today for our games so we are going to stretch them out so they don’t get sore</p>
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Reflection Notes:

LESSON 2: I CAN Have Physical Literacy (4-6 year olds)

Equipment: bean bags, number cards, hoops

Activities/Skills/Games	Instruction Breakdown
<ul style="list-style-type: none"> • Introductions • Rules/Expectations • Get kids to say their name and favourite colour 	Team meeting
<p>WARM UP: Sports Club: The adult calls out a specific sport and students must demonstrate the action for 15 to 30 seconds. For example call out “ice skater” and students skate around, or “boxer” and students may move their feet quickly as they throw imaginary punches towards a wall. The adult continues to call out sports and the children model the actions. You can have kids come up with the list before the activity.</p> <p>Jump Tag: If tagged, must do 5 vertical jumps before you are free.</p>	<p>-We are going to move around the gym -We are going to pretend we are playing different sports -Does anyone have any sport ideas?</p> <p>-The leaders are going to tag the kids -When you’re tagged you must do 5 big jumps -After you jump you get to run again</p>
<p>GAMES: What Time Is It Mr. Wolf? The classic game, but must jump / hop / leap to progress forward. Other locomotor movement skills can be used if the game is going well.</p>	<p>-The kids are going to say ‘what time is it Mr. Wolf’ -The leader will say a number and kids will take that many jumps forward -When the leader says ‘lunch time’ the kids must run back to the start line</p>
<p>Statue Game: Children do various LMS around the playing area. When the leader yells, “FREEZE!” everyone must freeze and try not to move. Children can freeze like anything they want. Talk about examples: Superhero, pencil, star, etc.</p>	<p>-Kids are going to move around the gym -The leader will say freeze -Kids will then freeze like a statue</p>
<p>Keep the Bucket Full: Teacher has a large number of small balls in a container. He/she throws them all over the place as fast as possible. Students run for them and replace them in the container trying to prevent the teacher from ending up with an empty container. TIP: never let your bucket get empty – the kids should always win! Pretend you are too tired to carry on with the game because the kids are too fast.</p>	<p>-The leaders are going to throw the balls -The kids can only pick up one ball at a time -Bring the one ball back to the bucket before getting another</p>

<p>WATER BREAK: Take a break and talk about why it is important to stay hydrated by drinking water</p>	
<p>GAMES: Jump on the Mat: Put a platform, or bench beside a thick mat. Take turns jumping off the bench onto the mat. Try jumping forward, sideways, star jump, etc.</p>	<ul style="list-style-type: none"> -Kids will take turns balancing on a bench -When it is your turn, jump onto the mat -Leaders can help kids jump in various ways
<p>Hoop Hop: Students must run, skip, gallop, etc. around gym. When they approach a red hoop, they must do a 2-foot jump into it and out of it. When they approach a green hoop, they do a 1-foot hop in and out of it. Challenge them to get through a certain number of hoops in the time frame provided.</p>	<ul style="list-style-type: none"> -Kids move around the gym in different ways -At a red hoops kids do a 2 foot jump in and out -At a green hoop kids do a one foot hop in and out
<p>Silly Stretches: Leg french fries – sit with legs straight and put pretend ketchup on your hands, reach for your toes so you can dip your fries Pizza legs – make your legs into a ‘V’ (like a slice of pizza) run your fingers to one foot “eating” the pizza as you go, to the middle, and to the other foot Caterpillar legs – straight wiggly legs (aka worms) Butterfly legs – place the bottom of both feet together and have your knees move up and down</p>	<ul style="list-style-type: none"> -We used our legs a lot today for our games so we are going to stretch them out so they don’t get sore

Reflection Notes:

LESSON 3: I CAN Have Physical Literacy (4-6 year olds)

Equipment: blocks, beanbags, balls, hoops, animal cards, bucket, music

Activities/Skills/Games	Instruction Breakdown
<ul style="list-style-type: none"> • Introductions • Rules/Expectations: • Get kids to say their name and favourite animal 	<p>Team meeting</p>
<p>WARM UP: Garbage Collector: Kids move around the room performing various movement skills (e.g. walking, jumping, hopping, skipping) to collect “garbage” (beanbags, blocks, etc.) to put back in garbage bin (equipment bag). Kids can only bring back 1 item at a time.</p> <p>Stop-Go-Slow: To start lead kids around the perimeter of the gym (following black lines). The leader holds up the yellow SLOW sign (block). Change the sign (block) to green GO and allow students to run around the cones, passing other kids if they want to go faster.</p> <p>I like to have the kids run for 20-40 seconds then change to yellow for 10 seconds, then green, etc. I will have them stop and stretch too if they are looking tired (red block).</p>	<p>-Equipment will be spread out all over the gym -Kids pick up one piece of equipment at a time and take it to the bag</p> <p>-When the leader holds up the green block kids run -When the leader holds up the yellow block the kids walk -When the leader holds up the red block kids stop</p>
<p>GAMES: Roll, Bounce, Play: Sit cross-legged on the floor. Explore rolling the ball along the ground around one’s own body. Find a partner, put one ball aside, and sit facing each other with legs outstretched. Practice rolling the ball back and forth on either side of the body. Roll the ball to each other and stop it with both hands. Next, try to throw and have the ball bounce once before the partner catches it. Then throw and catch with both hands.</p>	<p>-Kids roll or bounce with their partner -After practicing with a partner we will pass between the group -More balls will be added</p>
<p>Throw in the Hoop: After going over throwing technique, kids will spread out and practice throwing a beanbag into the hoops from different distances.</p>	<p>-First we will practice throwing (use the throwing visual) -Then we will aim to get the beanbag in the hoop - Have CAN leaders get kids to stand on tape as they move the hoop further</p>

<p>Animal Junction: Children line up at one end of the playing area. Leader #1 shows a picture of an animal to children, and they must move like that animal to the other leader (at the other end of the play area). Leader #2 must “guess” what kind of animal the children were pretending to be.</p> <p>Pretend to be stumped and ask questions (e.g. what noise does this animal make? what does this animal eat? what colour are you? Remind kids that they don’t want to say what kind of animal they are being; they want the leader to guess based on how they are moving their bodies.</p>	<ul style="list-style-type: none"> -A leader shows the kids an animal card -The kids must act like this animal as they move across the gym -The other leader will guess what the animal kids are
<p>-Water Break-</p>	
<p>Keep the Bucket Full: The leader has a large number of small balls in a container. He/she throws them all over the place as fast as possible. Kids run for them and replace them in the container trying to prevent the leader from ending up with an empty container. TIP: never let your bucket get empty – the kids should always win!</p>	<ul style="list-style-type: none"> -The leader doesn’t want the balls in the bucket and will throw them away -Kids want the balls in the bucket and will try to keep it full -Kids can only bring back one ball at a time
<p>Musical Hoops: Have children walk or run around hoops while music is playing. When the music stops, everyone has to stand inside of a hoop. You can have more than one person in a hoop. When the music starts back, remove one hoop. Eventually you end up with one hoop and everyone tries to squeeze to put a body part in the remaining hoop.</p>	<ul style="list-style-type: none"> -When there is music on kids move around the gym -When the music stops kids must put one foot in a hoop -Kids will need to share the hoops because we will take 1 away each round
<p>Castle Building Game: Children must gather up scattered blocks and use teamwork to build a castle in the centre of the play space. Note: with young kids the leader should be by the castle helping put the blocks down and making sure everyone gets a turn. If the group needs more structure then have them line up to take their turn adding to the castle.</p>	<ul style="list-style-type: none"> -Kids will build a tower -Then kids will throw a ball and knock it over

Silly Stretches:

Leg french fries – sit with legs straight and put pretend ketchup on your hands, reach for your toes so you can dip your fries

Pizza legs – make your legs into a 'V' (like a slice of pizza) run your fingers to one foot "eating" the pizza as you go, to the middle, and to the other foot

Caterpillar legs – straight wiggly legs (aka worms)

Butterfly legs – place the bottom of both feet together and have your knees move up and down

Reflection Notes:

LESSON 4: I CAN Have Physical Literacy (4-6 year olds)

Equipment: numbers, hoops, beanbags, cones, blocks

Activities/Skills/Games	Instruction Breakdown
<ul style="list-style-type: none"> • Introductions • Rules/Expectations • Get kids to say their name and favourite food 	<p>Team meeting</p>
<p>WARM UP:</p> <p>Free Time</p> <p>Flamingo Tag: If tagged you must balance on 1 leg for 3-5 seconds depending on participants' abilities and skill level.</p>	<p>-Unstructured play with equipment</p> <p>-The leaders are going to tag the kids -When you're tagged you must balance on one foot (like a flamingo) for ___ seconds -After you balance you get to run again</p>
<p>GAMES:</p> <p>Number Hop: Using chalk (or printed numbers), write the numbers 1-9 in the playing area. Ask kids to start moving around the area (using various locomotions). When you call stop everyone must find a number. The adult selects a child and asks them to name the number they are standing on, and everyone must do that many of something. (eg. jumps, star jumps, standing on one foot for X amount of seconds, frog jumps, jumping jacks, etc.)</p>	<p>-There are numbers that we are pretending are stuck to the floor so we leave them on the floor -We are going to move around until a leader says 'find a number' -Then we will stand next to a number and take turns picking an exercise for the group to do</p>
<p>Get On An Island! Children begin moving around the playing area (aka "ocean") in different ways. Example: sea horse, jellyfish, dolphin, shark, fast minnow, swimmer, etc. When the leader yells "get on an island" children must run to a hoop, or skipping rope in circular formation, and stand in it until the leader says "go" again.</p>	<p>-Kids are going to move around like different sea animals -When a leader says 'get on an island' kids run and stand in a hoop as fast as they can -If you get tagged by a leader before you're in a hoop you have to do 3 big jumps</p>
<p>-Water Break-</p>	

<p>Garbage Collector: Kids move around the room performing various movement skills (e.g. walking, jumping, hopping, skipping) to collect “garbage” (beanbags, blocks, etc.) to put back in garbage bin (equipment bag). Kids can only bring back 1 item at a time.</p>	<p>-Equipment will be spread out all over the gym -Kids pick up one piece of equipment at a time and take it to the bag</p>
<p>Stop-Go-Slow: To start lead kids around the perimeter of the gym (following black lines). The leader holds up the yellow SLOW sign (block). Change the sign (block) to green GO and allow students to run around the cones, passing other kids if they want to go faster. I like to have the kids run for 20-40 seconds then change to yellow for 10 seconds, then green, etc. I will have them stop and stretch too if they are looking tired (red block).</p>	<p>-When the leader holds up the green block kids run -When the leader holds up the yellow block the kids walk -When the leader holds up the red block kids stop</p>
<p>Silly Stretches: Leg french fries – sit with legs straight and put pretend ketchup on your hands, reach for your toes so you can dip your fries Pizza legs – make your legs into a ‘V’ (like a slice of pizza) run your fingers to one foot “eating” the pizza as you go, to the middle, and to the other foot Caterpillar legs – straight wiggly legs (aka worms) Butterfly legs – place the bottom of both feet together and have your knees move up and down</p>	<p>-We used our legs a lot today for our games so we are going to stretch them out so they don’t get sore</p>

Reflection Notes:

LESSON 5: I CAN Have Physical Literacy (4-6 year olds)

Equipment: rope, blocks, hurdles, bubbles

Activities/Skills/Games	Instruction Breakdown
<ul style="list-style-type: none"> • Introductions • Rules/Expectations: • Get kids to say their name and favourite sport 	<p>Team meeting</p>
<p>WARM UP: Driving Around: Tell kids we are going driving. Call out different instructions as they run around:</p> <ul style="list-style-type: none"> - Speed limit: Walking - Narrow Road: Galloping - Road Construction: Leap over pot holes (spots on floor) - Highway driving: Running - Out of gas: take a break at your spot, and fill up - Raining: Windshield wipers (do 5 Jumping Jacks) - Stuck in the mud: Run in place - Bumpy Road: Skipping - Crosswalk: Slow Motion Walking - Flat Tire: Hopping (one foot) - Ambulance Coming: run to closest wall 	<p>-Kids will pretend they are in cars -Kids will have to listen to the different ways they will move</p>
<p>GAMES: Kangaroo Tag: If tagged, must do 5 vertical jumps before you are free.</p>	<p>-The leaders are going to tag the kids -When you're tagged you must do 5 big jumps -After you jump you get to run again</p>
<p>Jumping Over Hurdles: Go from low → med → high as frog, rabbit, and kangaroo (respectively). Use rope, blocks, and hurdles.</p>	<p>-In 2 teams kids will take turns going one at a time -Kids will jump over the hurdles and pick up a beanbag to bring back to their team</p>
<p>Bubble Hop: The leader blows bubbles for children to pop. Kids have to pop the bubbles by jumping up to pop them</p>	<p>-Kids are going to listen to the leaders special instructions -Frogs must hop to the pond -Cheetahs run super-fast to the jungle</p>

<p>Frogs to Cheetahs: The leader acts as a “magician”. Children start as “jumping frogs.” When the leader says “abracadabra”, kids turn into “cheetahs” and run fast until the leader says ‘abracadabra’ and turns them back into frogs. Repeat!</p>	<p>-When the leader holds up the green block kids run -When the leader holds up the yellow block the kids walk -When the leader holds up the red block kids stop</p>
<p>Red Light, Green Light: The leader stands at one side of the playing area. When he/she holds up green, kids move forward. Yellow – kids balance on one foot. Red – kids have to freeze. If you get caught moving on red you have to do back to the beginning.</p>	
<p>Silly Stretches: Leg french fries – sit with legs straight and put pretend ketchup on your hands, reach for your toes so you can dip your fries Pizza legs – make your legs into a ‘V’ (like a slice of pizza) run your fingers to one foot “eating” the pizza as you go, to the middle, and to the other foot Caterpillar legs – straight wiggly legs (aka worms) Butterfly legs – place the bottom of both feet together and have your knees move up and down</p>	

Reflection Notes:

LESSON 6: I CAN Have Physical Literacy (4-6 year olds)

Equipment: beanbags, hoops, balls, alphabet letters & board

Activities/Skills/Games	Instruction Breakdown
<ul style="list-style-type: none"> • Introductions • Rules/Expectations: • Get kids to say their name and favourite toy 	<p>Team meeting</p>
<p>WARM UP: Colour Match: Place all of the beanbags and blocks in the centre of the gym. Have 4 different colours of hoops in the 4 corners of the gym. Children have to move any way (except running) to place a beanbag or block in the matching coloured hoop. You can only move 1 item at a time! Have them bring all the blocks back in the middle and try again with a different movement (eg. skipping). TIP: if you don't have enough colourful equipment just cut up 4 colours of paper that kids will match to the hoops in the 4 corners</p>	<p>-Kids will pick up one piece of equipment and take it to the hoop that is the same colour</p>
<p>GAMES: Get On An Island! Children begin moving around the playing area (aka "ocean") in different ways. Example: sea horse, jellyfish, dolphin, shark, fast minnow, swimmer, etc. When the leader yells "get on an island" children must run to a hoop, or skipping rope in circular formation, and stand in it until the leader says "go" again.</p>	<p>-Kids are going to move around like different sea animals -When a leader says 'get on an island' kids run and stand in a hoop as fast as they can -If you get tagged by a leader before you're in a hoop you have to do 3 big jumps</p>
<p>X-Step Beanbag Walk: 2 lines of beanbags are placed on the floor. Children must step on left row of beanbags with right foot and vice versa making their way down the row (ie. feet will be crossing over each other).</p>	<p>-Have leaders help kids maintain their balance as they cross their feet over onto the bean bags -Tell kids to cross their feet as they walk</p>
<p>Flamingo Tag: If tagged you must balance on 1 leg. You are freed when someone high 5's you.</p>	<p>-Kids are going to run away from the leaders -If a leader tags you then you need to balance on one foot for 3 seconds -After you balance run again</p>

<p>-Water Break-</p>	
<p>Connect It: Children move freely about the area. On a signal, they stop and listen to the leader call out two body parts. The child has to figure out how to connect those two body parts together. Examples include: elbow to knee, hand to foot, foot to foot, hand to shoulder, head to hand, knee to ankle, foot to head.</p>	<ul style="list-style-type: none"> -Kids move around the gym in different ways -The leader will say 2 body parts -Kids will connect those body parts together
<p>Alphabet Fun: Split the group into two. Each group has a pile of alphabet letters at one end of the gym and an alphabet board at the other. They take turns running to go get a letter and put it on the board where it belongs. Have kids high five the next person in line when they get back.</p>	<ul style="list-style-type: none"> -Split the kids into two groups -In each group, one person at a time will run to the letters, pick up one, and run back <ul style="list-style-type: none"> -The kids will put the letters on the letter board and the next person will go
<p>Silly Stretches: Leg french fries – sit with legs straight and put pretend ketchup on your hands, reach for your toes so you can dip your fries Pizza legs – make your legs into a ‘V’ (like a slice of pizza) run your fingers to one foot “eating” the pizza as you go, to the middle, and to the other foot Caterpillar legs – straight wiggly legs (aka worms) Butterfly legs – place the bottom of both feet together and have your knees move up and down</p>	

Reflection Notes:

LESSON 7: I CAN Have Physical Literacy (4-6 year olds)

Equipment: foam balls, numbers, scooters, blocks

Activities/Skills/Games	Instruction Breakdown
<ul style="list-style-type: none"> • Introductions • Rules/Expectations: • Get kids to say their name and something they are good at 	<p>Team meeting</p>
<p>WARM UP: Driving Around: Tell kids we are going driving. Call out different instructions as they run around:</p> <ul style="list-style-type: none"> - Speed limit: Walking - Narrow Road: Galloping - Road Construction: Leap over pot holes (spots on floor) - Highway driving: Running - Out of gas: take a break at your spot, and fill up - Raining: Windshield wipers (do 5 Jumping Jacks) - Stuck in the mud: Run in place - Bumpy Road: Skipping - Crosswalk: Slow Motion Walking - Flat Tire: Hopping (one foot) - Ambulance Coming: run to closest wall 	<p>-Kids will pretend they are in cars -Kids will have to listen to the different ways they will move</p>
<p>GAMES: Germ Tag: Choose 3-5 kids to hold the balls (“germs”). On the leader’s signal, the germs attempt to tag other players. The newly tagged player then quickly takes the ball and tries to tag another player. No touchbacks are allowed. Players do not want to hold onto the germ and are not allowed to throw the ball at other players.</p>	<p>-Some kids will have balls ‘germs’ -If you are tagged by a germ you take the germ and tag someone else -Be gentle when you tag</p>
<p>Number Hop: Using chalk (or printed numbers), write the numbers 1-9 in the playing area. Ask kids to start moving around the area (using various locomotions). When you call stop everyone must find a number. The adult selects a child and asks them to name the number they are standing on, and everyone must do that many of something. (eg. jumps, star jumps, standing on one foot for X amount of seconds, frog jumps, jumping jacks, etc.)</p>	<p>-There are numbers that we are pretending are stuck to the floor so we leave them on the floor -We are going to move around until a leader says ‘find a number’ -Then we will stand next to a number and take turns picking an exercise for the group to do</p>

<p>Granny's Footsteps: Similar to "What Time is it Mr. Wolf?" Granny faces the wall; everyone else is at the other end located at the other end. Players must try to sneak up to granny. If granny turns around, players must freeze or return to start.</p>	<ul style="list-style-type: none"> -Kids will move quietly towards granny -If granny turns around you freeze -If granny catches you moving you go back to the start
<p>Scooter Board Relay: Kids will take turns using the scooter boards to retrieve bean bags</p>	<ul style="list-style-type: none"> -Have leaders help kids to maintain balance or be pushed on the boards if necessary
<p>Skittles: Everyone is working together to knock down a line of blocks using balls. Kids will throw or roll the balls from a designated line. Make the line closer or further away depending on the skill level of participants. If the kids can't remember where to stand to throw use poly spot markers on the floor.</p>	<ul style="list-style-type: none"> -We are trying to knock over all the blocks as a team -Stand on the orange spots to throw -Go get another ball and try again
<p>Silly Stretches: Leg french fries – sit with legs straight and put pretend ketchup on your hands, reach for your toes so you can dip your fries Pizza legs – make your legs into a 'V' (like a slice of pizza) run your fingers to one foot "eating" the pizza as you go, to the middle, and to the other foot Caterpillar legs – straight wiggly legs (aka worms) Butterfly legs – place the bottom of both feet together and have your knees move up and down</p>	

Reflection Notes:

LESSON 8: I CAN Have Physical Literacy (4-6 year olds)

Equipment: paper, hoops, beanbags, hoops, tape, blocks

Activities/Skills/Games	Instruction Breakdown
<ul style="list-style-type: none"> • Introductions • Rules/Expectations: • Get kids to say their name and something they like about CAN classes 	<p>Team meeting</p>
<p>WARM UP: Colour Match: Place all of the beanbags and blocks in the centre of the gym. Have 4 different colours of hoops in the 4 corners of the gym. Children have to move any way (except running) to place a beanbag or block in the matching coloured hoop. You can only move 1 item at a time! Have them bring all the blocks back in the middle and try again with a different movement (eg. skipping). TIP: if you don't have enough colorful equipment just cut up 4 colours of paper that kids will match to the hoops in the 4 corners</p>	<p>-Kids will pick up one piece of equipment and take it to the hoop that is the same colour</p>
<p>GAMES: Robin Hood → High 5: Go over throwing queues:</p> <ul style="list-style-type: none"> - Stand sideways (bellybutton looks at the wall) - Non throwing hand points where you want the ball to go - Put the ball in the other hand and pretend to draw it back like a bow and arrow (like Brave, or Mike the Knight...kids don't know Robin Hood anymore) - Get your elbow up like you are going to high five someone - Step and throw 	<ul style="list-style-type: none"> -Use the visual aid -Laser pointer finger -Step -High five <p>*Have CAN staff work with their child at getting their beanbag in the hoops on the floor and the walls</p>
<p>Target Practice: Students break into 2 groups and try to hit targets (hoops taped to wall) by throwing beanbag with an underhand toss. Run and grab beanbags after everyone has thrown. After a while try with an overhand toss.</p>	
<p>-Water Break-</p>	

<p>Connect It: Children move freely about the area. On a signal, they stop and listen to the leader calling out two body parts. Then kids figure out how to join those two body parts together. Examples include: elbow to knee, hand to foot, foot to foot, hand to shoulder, head to hand, knee to ankle, foot to head.</p>	<ul style="list-style-type: none"> -We move around the gym in different ways -The leader will say body parts to connect -Try and put those body parts together *If goes well kids and CAN staff can connect together
<p>Statue Game: Children skip around the playing area. When the leader yells, “FREEZE!” everyone must freeze and try not to move. Children can freeze like anything they want. Examples: Superhero, pencil, star, etc.</p>	<ul style="list-style-type: none"> -Kids move around the gym in different ways -The leader will call freeze -Kids will then freeze like different statues / shapes
<p>Angry Birds: Most kids are aware of the game Angry Birds, where a bird is catapulted into a structure, attempting to knock it down and roll the pigs inside the structure away. Divide the group into small groups, preferably 2-3 students per group. Give each group the same number of foam bricks, as well as three fleece/ yarn balls, and one bean bag. Tell the students that they are going to build a structure, and then take turns, using their throwing skills, to knock down the structure. Once the structure is complete, and they have placed the “pigs” inside the structure, the group lines up behind a cone in front of their playing area and takes turn throwing the bean bag. Once the structure has been knocked down, the group can rebuild and try again.</p>	<ul style="list-style-type: none"> -Kids and CAN staff will have blocks -Working together they will build a castle -Taking turns throwing balls “angry birds” at the castle knocking it down
<p>Silly Stretches: Leg french fries – sit with legs straight and put pretend ketchup on your hands, reach for your toes so you can dip your fries Pizza legs – make your legs into a ‘V’ (like a slice of pizza) run your fingers to one foot “eating” the pizza as you go, to the middle, and to the other foot Caterpillar legs – straight wiggly legs (aka worms) Butterfly legs – place the bottom of both feet together and have your knees move up and down</p>	

Reflection Notes:

LESSON 9: I CAN Have Physical Literacy (4-6 year olds)

Equipment: beanbags, balls, blocks, hoops

Activities/Skills/Games	Instruction Breakdown
<ul style="list-style-type: none"> • Introductions • Rules/Expectations: • Get kids to say their name and their favourite movie 	<p>Team meeting</p>
<p>WARM UP: Garbage Collector: Kids move around the room performing various movement skills (e.g. walking, jumping, hopping, skipping) to collect “garbage” (beanbags, blocks, etc.) to put back in garbage bin (equipment bag). Kids can only bring back 1 item at a time.</p>	<p>-Equipment will be spread out all over the gym -Kids pick up one piece of equipment at a time and take it to the bag</p>
<p>GAMES: Driving Around: Tell kids we are going driving. Call out different instructions as they run around:</p> <ul style="list-style-type: none"> - Speed limit: Walking - Narrow Road: Galloping - Road Construction: Leap over pot holes (spots on floor) - Highway driving: Running - Out of gas: take a break at your spot, and fill up - Raining: Windshield wipers (do 5 Jumping Jacks) - Stuck in the mud: Run in place - Bumpy Road: Skipping - Crosswalk: Slow Motion Walking - Flat Tire: Hopping (one foot) - Ambulance Coming: run to closest wall 	<p>-Kids will pretend they are in cars -Kids will have to listen to the different ways they will move</p>
<p>High or Low: Children stand in a line and must respond to leader with fingers either “high to the sky” (thumbs touching) or “low to your toes” (pinkies touching) depending on if the leader holds ball high or low. After kids learn to respond, begin throwing ball and have them catch either high or low passes. If the group is doing well with high and low catches, talk about middle hands.</p>	<p>-Practice high to the sky and low to your toes -With partners have kids try catching at different heights</p>

<p>-Water Break-</p>	
<p>Castle Building: Each team gets a pile of equipment. Team members will take turns picking an item, running to the other side of the gym, and adding it to the castle. When the castle is built kids will take turns knocking it down and then rebuilding it for another member to knock down.</p>	<p>-Kids take turns putting one piece of equipment on their castle -When the castle is built kids will take turns knocking it down</p>
<p>Germ Tag: Choose 3-5 players to hold the balls (“germs”). On the leader’s signal, the germs attempt to tag other players. The newly tagged player then quickly takes the ball and tries to tag another player. No touchbacks are allowed. Players do not want to hold onto the germ and are not allowed to throw the ball at other players.</p>	<p>-3 people will be holding balls -Those people will chase others and tag them -If you get tagged you take the ball and try to tag someone else</p>
<p>Silly Stretches: Leg french fries – sit with legs straight and put pretend ketchup on your hands, reach for your toes so you can dip your fries Pizza legs – make your legs into a ‘V’ (like a slice of pizza) run your fingers to one foot “eating” the pizza as you go, to the middle, and to the other foot Caterpillar legs – straight wiggly legs (aka worms) Butterfly legs – place the bottom of both feet together and have your knees move up and down</p>	

Reflection Notes:

LESSON 10: I CAN Have Physical Literacy (4-6 year olds)

Equipment: cotton balls, blocks, beanbags, hoops

Activities/Skills/Games	Instruction Breakdown
<ul style="list-style-type: none"> • Introductions • Rules/Expectations: • Get kids to say their name and their favourite ice cream flavor 	Team meeting
<p>WARM UP: Kangaroo Tag: If tagged, you must jump on the spot like a kangaroo until someone else comes and gives you a high five.</p>	<p>-Leaders will be chasing kids -When tagged kids will jump until someone gives them a high five</p>
<p>GAMES: Cotton Ball Relay: Make two or more lines. Each line has a pile of cotton balls. Their goal is to get all the cotton balls across the gym and put them in a hoop. They can only move one at a time, then run back and high five the next person in line to tell them it is their turn to go.</p>	<p>-Kids will pick up one cotton ball and take it to the other hoop -Run back and high five the next person in line</p>
<p>Elevator Game: The leader guides children through different “floors” by bending down into a squat at various levels (level 1 = bum to floor; level 10 = standing straight up on tip toes). This is verbal queuing for jumping later on.</p>	<p>-Kids will help act out a story while practicing jumping (going to a party on the top floor and needing to retrieve items from the ground floor)</p>
<p>-Water Break-</p>	
<p>Garbage Collector: Kids move around the room performing various movement skills (e.g. walking, jumping, hopping, skipping) to collect “garbage” (beanbags, blocks, etc.) to put back in garbage bin (equipment bag). Kids can only bring back 1 item at a time.</p>	<p>-The leaders will make a big mess -Kids will pick up one piece of equipment and move it to the circle -Kids will do this until everything has been cleaned up</p>
<p>Castle Building Game: Children must gather up scattered blocks and use teamwork to build a castle in the centre of the play space.</p> <p>Note: with young kids the leader should be by the castle helping put the blocks down and making sure everyone gets a turn. If the group needs more structure then have them line up to take their turn adding to the castle.</p>	<p>-Kids will use blocks to build castles -Taking turns they will jump over or on castles to destroy them and then rebuild</p>

Silly Stretches:

Leg french fries – sit with legs straight and put pretend ketchup on your hands, reach for your toes so you can dip your fries

Pizza legs – make your legs into a ‘V’ (like a slice of pizza) run your fingers to one foot “eating” the pizza as you go, to the middle, and to the other foot

Caterpillar legs – straight wiggly legs (aka worms)

Butterfly legs – place the bottom of both feet together and have your knees move up and down

Reflection Notes:

LESSON 11: I CAN Have Physical Literacy (4-6 year olds)

Equipment: hoops, balloons, string, soccer balls, blocks, cotton balls

Activities/Skills/Games	Instruction Breakdown
<ul style="list-style-type: none"> • Introductions • Rules/Expectations: • Get kids to say their name and what their favourite CAN game is 	<p>Team meeting</p>
<p>WARM UP: Get On An Island! Children begin moving around the playing area (aka “ocean”) in different ways. Example: sea horse, jellyfish, dolphin, shark, fast minnow, swimmer, etc. When the leader yells “get on an island” children must run to a hoop, or skipping rope in circular formation, and stand in it until the leader says “go” again.</p>	<p>-Move around the gym in different ways -When a leader says find a hoop everyone stands in a hoop -We do this until all the hoops are gone</p>
<p>GAMES: “Step, Stomp, Kick”: Using balloons taped to floor, or balloons tied to the end of a string and attached to the fence practice step, stomp, kick. Practice taking turns!</p>	
<p>Kick Skittles: Have two teams on either side of the gym. Each team is defending blocks placed behind them. They must stay on their side of the gym and try and kick soccer balls to knock down the other team’s blocks. Players can defend their blocks by stopping the ball before it knocks them over. Adaptation: For younger or less skilled groups play one sided skittles. Where everyone works as a team to knock down the blocks as fast as they can.</p>	<p>-Have kids stand on a line -Kicking balls kids will try to knock down blocks</p>
<p>Can You Hop ...?</p> <ul style="list-style-type: none"> - On the spot, forwards/backwards/sideways and turn in the air and turn in the air making a quarter turn/half turn/full turn - As quietly/noisily/quickly/slowly as you can as softly/hard as you can three times on your right/left foot - Alternating hard and soft landings - Over the rope, into the hoop, onto the disc, around the cones 	

<ul style="list-style-type: none"> - As high as you can, with little low hops, at a medium height - As far as you can for distance - Without using your arms, using only one arm, using your opposite hopping foot - Alternating feet every eight/four/two beats - With partners at the same time/moving forward holding hands/facing each other 	
<p>-Water Break-</p>	
<p>Soccer: Have leaders protecting goals all over the gym. The kids will dribble a ball between the various goals and practice taking shots. Emphasize that taking turns is important</p>	<p>NOTE: Allow kids to score goals but also block some so they learn they aren't always going to be successful but to keep trying</p>
<p>Cotton Ball Relay: Make two or more lines. Each line has a pile of cotton balls. Their goal is to get all the cotton balls across the gym and put them in a hoop. They can only move one at a time, then run back and high five the next person in line to tell them it is their turn to go</p>	
<p>Silly Stretches: Leg french fries – sit with legs straight and put pretend ketchup on your hands, reach for your toes so you can dip your fries Pizza legs – make your legs into a 'V' (like a slice of pizza) run your fingers to one foot "eating" the pizza as you go, to the middle, and to the other foot Caterpillar legs – straight wiggly legs (aka worms) Butterfly legs – place the bottom of both feet together and have your knees move up and down</p>	

Reflection Notes:

LESSON 12: I CAN Have Physical Literacy (4-6 year olds)

Equipment: hoops, beanbags, paper, alphabet letters & board

Activities/Skills/Games	Instruction Breakdown
<ul style="list-style-type: none"> • Introductions • Rules/Expectations • Get kids to say their name and the what skill they like doing best (eg. jumping) 	<p>Team meeting</p>
<p>WARM UP: Colour Match: Place all of the beanbags and RJT blocks in the centre of the gym. Have 4 different colours of hoops in the 4 corners of the gym. Children have to move any way (except running) to place a beanbag or block in the matching coloured hoop. You can only move 1 item at a time! Have them bring all the blocks back in the middle and try again with a different movement (eg. skipping).</p>	<p>-There is a big mess in the middle and different hoops around the gym -Take one piece of equipment -Put it in the same colour hoop</p>
<p>GAMES: Alphabet Hop: Using construction paper, create a card for each letter of the alphabet. Have each child stand beside a letter that is on the floor. When everyone is beside a letter ask kids to start moving around the area (using various locomotions). When you call 'find a letter' everyone must stand beside a letter. The adult selects a child and asks them to name the letter they are standing beside, and to name something that stars with that letter.</p>	<p>-There are letters all over the floor -We will move around the letters in different ways -Leaders will ask what letter you are standing beside</p>
<p>Beanbag Body- Part Freeze Game: Students begin by placing a beanbag anywhere in the playing area. They then begin to move around in the locomotor movement indicated by leader (e.g. walk, jump, gallop, shuffle, hop, etc.). When the leader says a body part, students must find a beanbag and place the indicated body-part on that beanbag as fast as they can (e.g. elbow, knee, belly button, forehead etc.).</p>	<p>-Everyone is going to move around the gym -Then the leader will call out a body part -You must connect that body part to a beanbag</p>
<p>-Water Break-</p>	

<p>Kangaroo Tag: If tagged, you must jump on the spot like a kangaroo until someone else comes and gives you a high five.</p>	<ul style="list-style-type: none"> -The leaders are going to tag the kids -When you're tagged you jump until someone gives you a high five -After you jump you get to run again
<p>Hoop Hop: Students must run, skip, gallop, etc. Around gym. When they approach a red hoop, they must do a 2-foot jump into it and out of it. When they approach a green hoop, they do a 1-foot hop in and out of it. Challenge them to get through a certain number of hoops in the time frame provided.</p>	<ul style="list-style-type: none"> -Kids will move around the gym -Red hoop means 2 foot jump -Green hoop means 1 foot hop
<p>Silly Stretches: Leg french fries – sit with legs straight and put pretend ketchup on your hands, reach for your toes so you can dip your fries Pizza legs – make your legs into a 'V' (like a slice of pizza) run your fingers to one foot "eating" the pizza as you go, to the middle, and to the other foot Caterpillar legs – straight wiggly legs (aka worms) Butterfly legs – place the bottom of both feet together and have your knees move up and down</p>	

Reflection Notes:

Lesson Plans

ages 7 - 11

LESSON 1: I CAN Have Physical Literacy (7-11 year olds)

Equipment: Beanbags, hoops, tails (scarves or scraps of fabric)

Activities/Skills/Games	Instruction Breakdown
<ul style="list-style-type: none"> • Introductions • PISE Rules/Expectations • Get kids to say their name and favourite game • Explain we will be playing a lot of fun games to help us move better and make new friends 	<p>Create the routine of sitting in a circle for instructions and team meetings</p>
<p>WARM UP: Camping Tag: If tagged, you must form a “tent” with your body (high plank). To be ‘free’ another person must crawl under your tent.</p>	<ul style="list-style-type: none"> -The leaders are going to tag the kids -When you have been tagged you must turn your body into a tent -When someone goes through your tent you get to run around again
<p>Beanbag Body- Part Freeze Game: Students begin by placing a beanbag anywhere in the playing area. They then begin to move around in the locomotor movement indicated by leader (e.g. walk, jump, gallop, shuffle, hop, etc.). When the leader says a body part, students must find a beanbag and place the indicated body-part on that beanbag as fast as they can (e.g. elbow, knee, belly button, forehead etc.)</p>	<ul style="list-style-type: none"> - Everyone is going to move around the gym - Then the leader will call out one or two body part(s) -You must connect that/those body part(s) to a beanbag
<p>GAMES: Canadian Tail Dogs: Students try to run from one end line to the other without getting their “tail” (flag tucked into shorts) pulled out by the 2 “Canadians” in the centre. If your tail is stolen you join the Canadians in the centre and try and steal other people’s tails. Start with leaders being it. If game goes well kids can have a turn.</p>	<ul style="list-style-type: none"> -There are two people in the middle who are trying to get tails -Everyone else must run from one end of the gym to the other -If your tail gets pulled out you join the people in the middle and try to get tails
<p>Can you skip ...?</p> <ul style="list-style-type: none"> - Like a giant, a fairy, a clown, a toy soldier - Making yourself very small and gradually getting taller - Being as tall as you can - Forwards/sideways/backwards - Happily/angrily/sadly, tightly/loosely - Quickly/slowly, at varying speeds - In a straight line, in a curved pathway, in a circle, in a figure of 8 - As fast or as slowly as you can, downhill or uphill 	<ul style="list-style-type: none"> -The leader is going to ask kids to move in different ways -Kids are going to try and make their bodies move like the thing the leader has asked them to pretend to be

<ul style="list-style-type: none"> - Without using your arms – now swing your 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 you to get from ‘here’ to ‘there’ - With a partner – going backwards while your partner goes forwards, holding hands so you both skip around on the spot <p>If skipping is too hard have kids practice a variety of locomotor movement skills</p>	
<p>-Water Break-</p>	<p>-Take a break and talk about why it is important to stay hydrated by drinking water</p>
<p>Get On An Island! Children begin moving around the playing area (aka “ocean”) in different ways. Example: sea horse, jellyfish, dolphin, shark, fast minnow, swimmer, etc. When the leader yells “get on an island” children must run to a hoop, or skipping rope in circular formation, and stand in it until the leader says “go” again. To make it harder take islands away and remind kids that sharing islands is good</p>	<p>-Kids are going to move around like different sea animals -When a leader says ‘get on an island’ kids run and stand in a hoop as fast as they can -If you get tagged by a leader before you’re in a hoop you have to do 3 big jumps</p>
<p>Not In My House! Teams must clear balls from their side of gym to the other (by throwing them) in a certain time frame (e.g. 2 min). At the end of 2 minutes count how many balls are on each side; the least amount wins. Note: foam balls work well in case someone gets hit by accident. Stress that kids are trying to throw balls into an open space and not at people.</p>	<p>-There are going to be two teams: one team on either side of the gym -The teams must throw the balls from their side to the other side -The object of the game is to have more balls on the other teams side</p>
<p>Silly Stretches: Leg french fries – sit with legs straight and put pretend ketchup on your hands, reach for your toes so you can dip your fries Pizza legs – make your legs into a ‘V’ (like a slice of pizza) run your fingers to one foot “eating” the pizza as you go, to the middle, and to the other foot Caterpillar legs – straight wiggly legs (aka worms) Butterfly legs – place the bottom of both feet together and have your knees move up and down</p>	

Reflection Notes:

LESSON 2: I CAN Have Physical Literacy (7-11 year olds)

Equipment: hoops, hurdles, beanbags

Activities/Skills/Games	Instruction Breakdown
<ul style="list-style-type: none"> • Introductions • PISE Rules/Expectations • Get kids to say their name and favourite colour 	<p>Team meeting</p>
<p>WARM UP: Go Tag: Everyone is it to begin. When an arm or leg is tagged, that limb is eliminated and you cannot use it anymore. When all limbs have been tagged, you must lie on the floor with your leg in the air until a “Dr.” (leader) comes along and tags your foot (then you’re healed and free to join in again).</p>	<p>-Everyone is going to try to tag each other’s arms and legs and you cannot use the limb that has been tagged -When all 4 limbs have been tagged you have to lay on the floor with your leg up -A leader will touch your foot and you get to go back in the game</p>
<p>GAMES: Evolution: Rock, paper, scissors competition. Everyone begins as an “egg”. If you win you evolve into a “chicken” and then a “superhero.” If you lose, you go back down (egg->chicken->superhero).</p>	<p>-Everyone starts as an egg and does rock, paper, scissors against another egg -If you win that round you move up to the next level but you can only play against that same level - Egg turns to chicken, chicken turns to superhero</p>
<p>Hoop Hop: Students must run, skip, gallop, etc. Around gym. When they approach a red hoop, they must do a 2-foot jump into it and out of it. When they approach a green hoop, they do a 1-foot hop in and out of it. Challenge them to get through a certain number of hoops in the time frame provided.</p>	<p>-Kids are going to move in different ways -At a red hoop it is a 2 foot jump in and out -At a green hoop it is a 1 foot hop in and out</p>
<p>High Five My Hand: Kids line up and take turns jumping to high 5 leader’s hand; gradually increase height.</p>	
<p>-Water Break-</p>	
<p>Connect It: <i>Activity 1: Connecting yourself</i> Children walk freely about the area. On a signal, they stop and listen to the coach/ teacher calling out two body parts, which each child then has to join together. Examples include: elbow to knee, hand to foot, foot to foot, hand to shoulder, head to hand, knee to ankle, foot to head.</p>	<p>-Leaders spread out all over the gym -Kids run from leader to leader giving a high five -kids have to wait their turn if there is someone in front of them -Kids are going to move around the gym in different ways -When a leader says freeze the kids must freeze -Then the leader says different body parts to connect together</p>

<p>Activity 2: Connecting in pairs In pairs, children travel around the area in a designated way (e.g. walking or skipping) while joined together (linking arms). On a signal, the pairs connect to each other by the body parts called by the coach/teacher. Examples include: two feet (one foot from each partner in the pair), two hands, one foot and one knee, one shoulder and one head, one elbow and one hip, one ankle and one knee</p>	
<p>Hurdle for Gold: 4 teams are set up in the corners of the playing surface, each with 3 sets of hurdles set up evenly spaced, facing the center. A hula hoop is placed behind each team line. At the center are placed several bean bags or similar equipment.</p> <p>In turn each student runs over the hurdles to the center where they grab a bean bag and hurdle back to the line where they place the object inside the hoop. Once the bag is placed in the hoop, the next runner goes. The team with the most bean bags is declared champions.</p> <p>Variation: have all the students return the bean bags to the center (this way all teams should finish approximately at the same time). You could make it a team challenge by timing everyone as a group.</p>	<ul style="list-style-type: none"> -One person at a time will jump over the hurdles -Then pick up a beanbag and take it back to their team -Then the next person will go
<p>Silly Stretches: Leg french fries – sit with legs straight and put pretend ketchup on your hands, reach for your toes so you can dip your fries Pizza legs – make your legs into a ‘V’ (like a slice of pizza) run your fingers to one foot “eating” the pizza as you go, to the middle, and to the other foot Caterpillar legs – straight wiggly legs (aka worms) Butterfly legs – place the bottom of both feet together and have your knees move up and down</p>	

Reflection Notes:

LESSON 3: I CAN Have Physical Literacy (7-11 year olds)

Equipment: foam balls, hoops, beanbags, tails, balloons (or finger lights), blocks

Activities/Skills/Games	Instruction Breakdown
<ul style="list-style-type: none"> • Introductions • PISE Rules/Expectations: • Get kids to say their name and favourite animal 	<p>Team meeting</p>
<p>WARM UP: Germ Tag: Choose 3-5 kids to hold the balls (“germs”). On the leader’s signal, the germs attempt to tag other players. The newly tagged player then quickly takes the ball and tries to tag another player. No touchbacks are allowed. Players do not want to hold onto the germ and are not allowed to throw the ball at other players.</p>	<p>-People holding the balls are it -When you get tagged by a ball you then take the ball -Whoever is holding the ball is now it</p>
<p>GAMES: Poison, Poison: Kids spread out around the gym and roll the balls onto the floor. The same coloured balls are the poison balls and the other is the magic ball. Participants pick up the poison balls and throw them at each other (below the waist). Players hit by the poison balls must sit down and wait for someone to throw them the magic ball. You can designate kids to have the magic balls, or leaders can do it.</p>	<p>-Kids throw balls at each other below the waist -If you are hit with a ball you must sit down -When you catch a magic ball and throw it back to the leader you are free and back in the game</p>
<p>Hoop Elimination: 10 hoops are scattered on one side of the gym. Kids line up on the other side of the gym and try to throw beanbags into hoops. If the hit the target, that hoop is eliminated. The game is finished once all hoops have been eliminated.</p>	<p>-We are trying to get rid of all the hoops -Kids throw beanbags at the hoops -If it lands inside a leader will take the hoop away</p>
<p>Canadian Tail Dogs: Kids try to run from one end line to the other without getting their “tail” (flag tucked into shorts) pulled out by the 2 “Canadians” in the centre. (Very similar to British Bulldog but with flags). If your flag is pulled you join the Canadians in the middle and try and get other peoples tails.</p>	<p>-If competitiveness is a problem play one round where the leaders only have tails for the kids to get, and another round where the kids have tails for the leaders to get</p>
<p>-Water Break-</p>	

<p>Body Part Balloon Hit: Each child has a balloon. See how many times they can hit the balloon to keep it in the air using different body parts (eg. hands, knees, elbows, feet, etc.). Then give them each a block to use to hit the balloon. Make sure to get them using their right and left hand to hold the block.</p>	<ul style="list-style-type: none"> - Kids will be given a balloon to keep up in the air -Different body parts will be used keep the balloon up -Have the CAN leader help the kids
<p>Castle Building In small groups, kids will use equipment to build a castle. Kids will take turns throwing balls at the castle knocking it down.</p>	<ul style="list-style-type: none"> -Have the leaders protect blocks and the kids throw the balls at the leaders blocks if competitiveness becomes a problem
<p>Pick Up Sticks: 6 pins (or blocks) are set up in two lines parallel to each other. There is one child guarding each block. They are trying to knock over everyone else's block, while defending their own. All the other kids are sitting on a bench in a line. Once your block is knocked over the next person waiting joins the game and you go back to the end of the line. Remind kids that the game goes very fast and they won't be waiting for long. If there are lots of kids split into two games so their wait time is even less.</p>	
<p>Silly Stretches: Leg french fries – sit with legs straight and put pretend ketchup on your hands, reach for your toes so you can dip your fries Pizza legs – make your legs into a 'V' (like a slice of pizza) run your fingers to one foot "eating" the pizza as you go, to the middle, and to the other foot Caterpillar legs – straight wiggly legs (aka worms) Butterfly legs – place the bottom of both feet together and have your knees move up and down</p>	

Reflection Notes:

LESSON 4: I CAN Have Physical Literacy (7-11 year olds)

Equipment: balloons, tails, foam balls, hoops, blocks

Activities/Skills/Games	Instruction Breakdown
<ul style="list-style-type: none"> • Introductions • PISE Rules/Expectations • Get kids to say their name and favourite food 	<p>Team meeting</p>
<p>WARM UP: Body Part Balloon Hit: Each child has a balloon. See how many times they can hit the balloon to keep it in the air using different body parts (eg. hands, knees, elbows, feet, etc.). Then give them each a RJT block to use to hit the balloon. Make sure to get them using their right and left hand to hold the block.</p>	<p>-Kids will be given a ball to keep up in the air -Different body parts will be used keep the balloon up -Have the CAN leader help the kids</p>
<p>GAMES: Canadian Tail Dogs: Students try to run from one end line to the other without getting their “tail” (flag tucked into shorts) pulled out by the 2 “Canadians” in the centre your tail gets stolen you join the Canadians team and take other tails. Start with leaders being it. If game goes well kids can have a turn.</p>	<p>-If competitiveness is a problem play one round where they leaders only have tails for the kids to get, and another round where the kids have tails for the leaders to get</p>
<p>Can you skip ...?</p> <ul style="list-style-type: none"> - Like a giant, a fairy, a clown, a toy soldier - Making yourself very small and gradually getting taller - Being as tall as you can - Forwards/sideways/backwards - Happily/angrily/sadly, tightly/loosely - Quickly/slowly, at varying speeds - In a straight line, in a curved pathway, in a circle, in a figure of 8 - As fast or as slowly as you can, downhill or uphill - Without using your arms – now swing your 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 you to get from ‘here’ to ‘there’ 	<p>-The leader is going to ask kids to move in different ways -Kids are going to try and make their bodies move like the thing the leader has asked them to pretend to be</p>

<p>- With a partner – going backwards while your partner goes forwards, holding hands so you both skip around on the spot</p> <p>If skipping is too hard have kids practice a variety of LMS</p>	
<p>Poison, Poison: Kids spread out around the gym and roll the balls onto the floor. The same coloured balls are the poison balls and the other is the magic ball. Participants pick up the poison balls and throw them at each other (below the waist). Players hit by the poison balls must sit down and wait for someone to throw them the magic ball.</p>	<p>-Kids throw balls at each other below the waist -If you are hit with a ball you must sit down -When you catch a magic ball and throw it back to the leader you are free and back in the game</p>
<p>Get On An Island! Children begin moving around the playing area (aka “ocean”) in different ways. Example: sea horse, jellyfish, dolphin, shark, fast minnow, swimmer, etc. When the leader yells “get on an island” children must run to a hoop, or skipping rope in circular formation, and stand in it until the leader says “go” again. To make it harder take islands away and remind kids that sharing islands is good.</p>	<p>-Kids are going to move around like different sea animals -When a leader says ‘get on an island’ kids run and stand in a hoop as fast as they can -If you get tagged by a leader before you’re in a hoop you have to do 3 big jumps</p>
<p>Skittles: 2 teams are on either side of the gym. Each team has 12 blocks spread out on their side of the gym. They are trying to defend their blocks and knock down the other team’s blocks. They cannot cross the centre line. Adaptation: for younger or less skilled groups play one sided skittles. Where everyone works as a team to knock down the blocks as fast as they can.</p>	<p>-Play one sided skittles where the kids work as a team or play kids against leaders</p>

Reflection Notes:

LESSON 5: I CAN Have Physical Literacy (7-11 year olds)

Equipment: Cards, dice, hoops, hurdles, blocks, balls, bubbles

Activities/Skills/Games	Instruction Breakdown
<ul style="list-style-type: none"> • Introductions • PISE Rules/Expectations: • Get kids to say their name and favourite sport 	<p>Team meeting</p>
<p>WARM UP: Sharks and Seals: 2 students are “sharks” while everyone else are “seals”. The sharks must try to catch the seals. If seals are caught they must lie on floor with their leg in air until another seal touches them and rescues them. 3 mats are placed around the gym as “safety rocks” in which seals are allowed to stand on for 5 seconds without being tagged.</p>	<p>-2 people are going to be sharks, they are it -If a shark tags a seal the seal must lay on the floor with their foot up -Students are free if another seal tags their foot</p>
<p>GAMES: Cards and Dice: Taking turns students will roll the dice and flip over a card. The dice number determines the exercise that will be done and the card number is how many repetitions will be done. Do this until everyone gets a turn to roll the dice.</p> <ul style="list-style-type: none"> - 1 = Jumping Jacks - 2 = Frog Jumps - 3 = Horse Gallops - 4 = Tuck Jump - 5 = Inch Worm - 6 = Bear Crawl 	<p>-Taking turns a kid will roll the dice and their leader will pick a card -The number on the dice tells the exercise -The number on the card says how long / how many to do</p>
<p>Hurdle for Gold: 4 teams are set up in the corners of the playing surface, each with 3 sets of hurdles set up evenly spaced, facing the center. A hula hoop is placed behind each team line. At the center are placed several bean bags or similar equipment.</p>	<p>-Taking turns kids will jump over hurdles -After jumping over them all they will pick up a beanbag and bring it back to their team</p>

<p>Each kid runs over the hurdle to the center where they grab a bean bag and hurdle back to the line where they place the object inside the hoop. Once the bag is placed in the hoop, the next runner goes. Variation: have all the students return the bean bags to the center (this way all teams should finish approximately at the same time). You could make it a challenge by timing everyone as a group.</p>	
<p>Bubble Hop: The teacher blows bubbles for kids to pop. Kids have to pop the bubbles by jumping / hopping up to pop them.</p>	
<p>Gopher Ball: Coach numbers kids who are in a line on their stomach; coach calls out number(s) and bounces ball; child must try to get up and catch ball after 1 bounce.</p>	<ul style="list-style-type: none"> -Kids and their CAN staff are given a number -Everyone lays on their stomach -When your number is called you jump up and try to catch the ball
<p>Silly Stretches: Leg french fries – sit with legs straight and put pretend ketchup on your hands, reach for your toes so you can dip your fries Pizza legs – make your legs into a ‘V’ (like a slice of pizza) run your fingers to one foot “eating” the pizza as you go, to the middle, and to the other foot Caterpillar legs – straight wiggly legs (aka worms) Butterfly legs – place the bottom of both feet together and have your knees move up and down</p>	

Reflection Noes:

LESSON 6: I CAN Have Physical Literacy (7-11 year olds)

Equipment: balls, blocks, hurdles, chicken, bases

Activities/Skills/Games	Instruction Breakdown
<ul style="list-style-type: none"> • Introductions • PISE Rules/Expectations: • Get kids to say their name and favourite toy 	<p>Team meeting</p>
<p>WARM UP: Super Ball: Divide class into 4 circle groups, as evenly as possible. One team member picks up ball and runs the circumference of the circle. First one back to their spot places the ball down and gets an “S”. The object is to score the letters for Super Ball. Get kids to call out letters as they get them.</p>	<p>-Kids will be split into teams -One at a time (from each team) the person will pick up the ball and run around their teams circle -When they get back they will get the first letter for “Super Ball” and the next person will go until they have spelled the word</p>
<p>GAMES: Traffic Light: Children pretend to be vehicles responding to traffic lights: GREEN = skip; YELLOW = hop on the spot; RED = stork stance.</p>	<p>-When the yellow block is held kids hop on the spot -When the green block is up kids skip -When the red block is up kids stand like a flamingo -Have partners to help kids with skipping and balance</p>
<p>British Bulldog: Similar to Octopus except 2 “British Bulldogs” begin in centre and try to catch “puppies.” If puppies are caught, they join bulldogs in the centre and <i>can move</i> around to catch other puppies.</p>	<p>-Kids will start on one end of the gym -2 leaders will start in the middle -Kids try and get to the other side of the gym without being tagged</p>
<p>Flamingo Tag: If tagged you must balance on 1 leg. You are freed when someone high 5’s you.</p>	
<p>Hurdle for Gold: 4 teams are set up in the corners of the playing surface, each with 3 sets of hurdles set up evenly spaced, facing the center. A hula hoop is placed behind each team line. At the center are placed several bean bags or similar equipment.</p>	<p>-Emphasize taking turns and working as a team</p>

<p>In turn each student runs over the hurdle to the center where they grab a bean bag and hurdle back to the line where they place the object inside the hoop. Once the bag is placed in the hoop, the next runner goes. The team with the most bean bags is declared champions.</p>	
<p>Duck Fight: Hand-to-hand in low squat; try to push partner over.</p>	<p>-Have kids do with against leaders, not other kids -Remember that heels need to remain on the floor</p>
<p>Silly Stretches: Leg french fries – sit with legs straight and put pretend ketchup on your hands, reach for your toes so you can dip your fries Pizza legs – make your legs into a ‘V’ (like a slice of pizza) run your fingers to one foot “eating” the pizza as you go, to the middle, and to the other foot Caterpillar legs – straight wiggly legs (aka worms) Butterfly legs – place the bottom of both feet together and have your knees move up and down</p>	

Reflection Notes:

LESSON 7: I CAN Have Physical Literacy (7-11 year olds)

Equipment: hoops, beanbags, tails, colorful paper, foam balls

Activities/Skills/Games	Instruction Breakdown
<ul style="list-style-type: none"> • Introductions • PISE Rules/Expectations: • Get kids to say their name and something they are good at 	<p>Team meeting</p>
<p>WARM UP: Camping Tag: If tagged, you must form a “tent” with your body (high plank). To be ‘free’ another person must crawl under your tent.</p> <p>Mix and Match: Start with lots of beanbags in hoops all around the gym. One team must mix them up (you want the hoop colour and the beanbag colour to be different) as the other team tries to match them up (you want the hoop colour and the beanbag colour to be the same). One beanbag may be moved at a time and no throwing is allowed. Have 2 minute rounds as the game can be very tiring.</p>	<p>-The leaders are going to tag the kids -When you have been tagged you must turn your body into a tent -When someone goes through your tent you get to run around again</p> <p>-Have kids have a turn at being on the mix and match teams (play 2 rounds)</p>
<p>GAMES: Canadian Tail Dogs: Students try to run from one end line to the other without getting their “tail” (flag tucked into shorts) pulled out by the 2 “Canadians” in the centre. If your tail is stolen you join the Canadians in the centre and try and steal other people’s tails. Start with leaders being it. If game goes well kids can have a turn.</p>	<p>-There are two people in the middle who are trying to get tails -Everyone else must run from one end of the gym to the other -If your tail gets pulled out you join the people in the middle and try to get tails</p>
<p>Colour Match: Place all of the beanbags and RJT blocks in the centre of the gym. Have 4 different colours of hoops in the 4 corners of the gym. Children have to move any way (except running) to place a beanbag or block in the matching coloured hoop. You can only move 1 item at a time! Have them bring all the blocks back in the middle and try again with a different movement. Tip: if you don’t have enough colorful equipment cut up 4 different colours of paper and kids match with that instead.</p>	

-Water Break-	
<p>Poison, Poison: Students spread out around the gym and roll the balls onto the floor. The same coloured balls are the poison balls and the other is the magic ball. Participants pick up the poison balls and throw them at each other (below the waist). Players hit by the poison balls must sit down and wait for someone to throw them the magic ball.</p>	<p>-Kids throw balls at each other below the waist -If you are hit with a ball you must sit down -When you catch a magic ball and throw it back to the leader you are free and back in the game</p>
<p>Silly Stretches: Leg french fries – sit with legs straight and put pretend ketchup on your hands, reach for your toes so you can dip your fries Pizza legs – make your legs into a ‘V’ (like a slice of pizza) run your fingers to one foot “eating” the pizza as you go, to the middle, and to the other foot Caterpillar legs – straight wiggly legs (aka worms) Butterfly legs – place the bottom of both feet together and have your knees move up and down</p>	

Reflection Notes:

LESSON 8: I CAN Have Physical Literacy (7-11 year olds)

Equipment: foam balls, hoops, beanbags, cones, rubber ball

Activities/Skills/Games	Instruction Breakdown
<ul style="list-style-type: none"> • Introductions • PISE Rules/Expectations: • Get kids to say their name and something they like about CAN classes 	<p>Team meeting</p>
<p>WARM UP: Camping Tag: If tagged, you must form a “tent” with your body (high plank). To be ‘free’ another person must crawl under your tent.</p>	<p>-The leaders are going to tag the kids -When you have been tagged you must turn your body into a tent -When someone goes through your tent you get to run around again</p>
<p>GAMES: Over / Under Relay: Students line up single file and must pass a ball over the 1st person’s head, then under the 2nd person’s legs, etc.</p>	<p>-In a line we are going to get the ball to the other side of the gym -We will pass the ball alternating over the head, then under the legs</p>
<p>Robin Hood → High 5: Go over throwing queues:</p> <ul style="list-style-type: none"> - Stand sideways (bellybutton looks at the wall) - Non-throwing hand points where you want the ball to go - Put the ball in the other hand and pretend to draw it back like a bow and arrow - Get your elbow up like you are going to high five someone - Step and throw 	<p>-Use the visual aid -Laser pointer finger -Step -High five</p>
<p>Target Practice: Students break into 2 groups and try to hit targets (hoops taped to wall) by throwing beanbag with an underhand toss. Run and grab beanbags after everyone has thrown. After a while try with an overhand toss.</p>	<p>-Have CAN staff work with their child at getting their beanbag in the hoops on the floor and the walls</p>
<p>Volcanoes and Craters: Divide children into two teams. Start off with all cones placed randomly around an area facing upwards and facing downwards. In an indicated time (e.g. 2 minutes) one team must try to get all cones the correct way up - volcanoes, and at the same time the other team is turning them over - craters. This game is sometimes called domes and dishes.</p>	<p>-Kids are one team and adults are another -You want to make all your cones look the same (volcano or crater) -The other team will make them look different</p>

<p>Gopher Ball: The leader numbers kids who are in a line on their stomach; coach calls out number(s) and bounces ball; child must try to get up and catch ball after 1 bounce.</p>	<ul style="list-style-type: none"> -Kids and their CAN buddy are given a number -Everyone lays on their stomach -When your number is called you jump up and try to catch the ball before it bounces again
<p>Dr. Dodgeball: Like dodgeball except team assigns one team member to be the “doctor” who can rescue people if he/she touches them once they have been hit. Once the doctor has been hit the game is over.</p>	<ul style="list-style-type: none"> -There are 2 teams and each team has a doctor -You throw balls trying to hit people on the other team -If you get hit your teams doctor needs to give you a high five so you can stand up and play again -If your doctor gets hit they aren’t able to save you anymore
<p>Silly Stretches: Leg french fries – sit with legs straight and put pretend ketchup on your hands, reach for your toes so you can dip your fries Pizza legs – make your legs into a ‘V’ (like a slice of pizza) run your fingers to one foot “eating” the pizza as you go, to the middle, and to the other foot Caterpillar legs – straight wiggly legs (aka worms) Butterfly legs – place the bottom of both feet together and have your knees move up and down</p>	

Reflection Notes:

LESSON 9: I CAN Have Physical Literacy (7-11 year olds)

Equipment: alphabet letters, foam balls, visual aid

Activities/Skills/Games	Instruction Breakdown
<ul style="list-style-type: none"> • Introductions • PISE Rules/Expectations: • Get kids to say their name and favourite movie 	<p>Team meeting</p>
<p>WARM UP: Go Tag: Everyone is it to begin. When an arm or leg is tagged, that limb is eliminated and you cannot use it anymore. When all limbs have been tagged, you must lie on the floor with your leg in the air until a “Dr.” (leader) comes along and tags your foot (then you’re healed and free to join in again).</p>	<p>-Everyone is it and trying to tag other peoples arms and legs -Every time a body part gets tagged it can’t be used anymore -When all your arms and legs have been tagged you lay on your back with your foot in the air, waiting for the leader to save you</p>
<p>GAMES: Alphabet Fun: Tape letters around the gym; students must run or move in different locomotive ways (skip, hop, gallop, etc.) to letter to spell various words.</p>	<p>-Moving in different ways kids will go from letter to letter trying to spell out different words</p>
<p>Robin Hood → High 5: Go over throwing queues:</p> <ul style="list-style-type: none"> - Stand sideways (bellybutton looks at the wall) - Non-throwing hand points where you want the ball to go - Put the ball in the other hand and pretend to draw it back like a bow and arrow (like brave or mike the knight...kids don’t know Robin Hood) - Get your elbow up like you are going to high five someone - Step and throw 	<p>-Use the visual aid -Laser pointer finger -Step -High five</p> <p>*have CAN staff work with their child at getting their beanbag in the hoops on the floor and the walls</p>
<p>-Water Break-</p>	
<p>Not In My House! Teams must clear balls from their side of gym to the other (by throwing them) in a certain time frame (e.g. 2 min). At the end of 2 minutes count how many balls are on each side; the least amount wins. Note: foam balls work well in case someone gets hit by accident. Stress that kids are trying to throw balls into an open space and not at people</p>	<p>-Split the kids so it’s leaders against kids. Play a few rounds not letting the kids win every time, but a final round with kids winning</p>

<p>Crab Attack: Choose a few people to start as “crabs” in the middle of the gym. Spread foam balls out on the floor. Everyone else is running around the gym, while the crabs try to hit the runners with the balls. Crabs may throw, bounce or roll the balls at the runners. A ball striking a runner in ANY way, including rebound off of walls, counts as a “hit”, and that player should immediately turn into a “crab” team member. The game is over when all runners have turned into “crabs”. Remind the crabs that they must remain in a crab position, and are not allowed to crawl or play on their knees.</p>	<p>-2 people will crab walk and throw balls at other people -If you’re hit with a ball you then crab walk and try to hit the other people until everyone is a crab</p>
<p>Silly Stretches: Leg french fries – sit with legs straight and put pretend ketchup on your hands, reach for your toes so you can dip your fries Pizza legs – make your legs into a ‘V’ (like a slice of pizza) run your fingers to one foot “eating” the pizza as you go, to the middle, and to the other foot Caterpillar legs – straight wiggly legs (aka worms) Butterfly legs – place the bottom of both feet together and have your knees move up and down</p>	

Reflection Notes:

LESSON 10: I CAN Have Physical Literacy (7-11 year olds)

Equipment: rope, blocks, hurdles, alphabet letters, balloons, blocks, foam balls

Activities/Skills/Games	Instruction Breakdown
<ul style="list-style-type: none"> • Introductions • PISE Rules/Expectations: • Get kids to say their name and favourite ice cream flavour 	<p>Team meeting</p>
<p>WARM UP: Kangaroo Tag: If tagged, you must jump on the spot like a kangaroo until someone else comes and gives you a high five.</p>	<p>-Leaders will be chasing kids -When tagged kids will jump until someone gives them a high five</p>
<p>GAMES: What Time Is It Mr. Wolf? The classic game, but must jump / hop / leap to progress forward.</p>	<p>-Kids will start on one side of the gym and ask 'What time is it Mr. Wolf?' -The wolf will give a number -Kids can take that many jumps forward -When the wolf says lunchtime kids run back to the start</p>
<p>Jumping Over Hurdles: Go from low → med → high as frog, rabbit, and kangaroo (respectively). Use rope, blocks, and hurdles.</p>	<p>-Taking turns kids will jump over hurdles -After jumping over them all they will pick up a beanbag and bring it back to their team</p>
<p>Alphabet Hop: Using construction paper, create a card for each letter of the alphabet. Have each child stand beside a letter that is on the floor. When everyone is beside a letter ask kids to start moving around the area (using various locomotions). When you call 'find a letter' everyone must stand beside a letter. The adult selects a child and asks them to name the letter they are standing beside, and to name something that stars with that letter.</p>	<p>-There are alphabet letters all over the floor -We will move in different ways around the letters -When a leader says find a letter stand beside a letter</p>
<p>Smack Attack: In groups of 2, kids must try to keep balloon in the air by smacking it underhand or overhand. KEY: kids must be in the air while contacting balloon.</p>	<p>-Remember to emphasize to touch the balloon you have to have your feet off the ground -Have the leaders protect blocks and the kids throw the balls at the leaders blocks if competitiveness becomes a problem</p>

Pick Up Sticks:

6 pins (or RJT blocks) are set up in two lines parallel to each other. There is one child guarding each block. They are trying to knock over everyone else's block, while defending their own. All the other kids are sitting on a bench in a line. Once your block is knocked over the next person waiting joins the game and you go back to the end of the line. Remind kids that the game goes very fast and they won't be waiting for long. If there are lots of kids split into two games so their wait time is even less.

Silly Stretches:

Leg french fries – sit with legs straight and put pretend ketchup on your hands, reach for your toes so you can dip your fries

Pizza legs – make your legs into a 'V' (like a slice of pizza) run your fingers to one foot "eating" the pizza as you go, to the middle, and to the other foot

Caterpillar legs – straight wiggly legs (aka worms)

Butterfly legs – place the bottom of both feet together and have your knees move up and down

Reflection Notes:

LESSON 11: I CAN Have Physical Literacy (7-11 year olds)

Equipment: foam balls, balloons, string, soccer balls, blocks

Activities/Skills/Games	Instruction Breakdown
<ul style="list-style-type: none"> • Introductions • PISE Rules/Expectations: • Get kids to say their name and favourite CAN game 	Team meeting
<p>WARM UP: Germ Tag: Choose 3-5 players to hold the balls (“germs”). On the leader’s signal, the germs attempt to tag other players. The newly tagged player then quickly takes the ball and tries to tag another player. No touch-backs are allowed. Players do not want to hold onto the germ and are not allowed to throw the ball at other players.</p>	<p>-There will be 3 balls used as germs -The person holding the ball must tag other people -If you are tagged you take the ball and try to tag people</p>
<p>GAMES: “Step, Stomp, Kick”: Using balloons tied to the end of a string practice step, stomp, kick. Practice taking turns!</p>	-Kids will work individually (with leaders or small groups)
<p>Kick Skittles: Have two teams on either side of the gym. Each team is defending blocks placed behind them. They must stay on their side of the gym and try and kick soccer balls to knock down the other team’s blocks. Players can defend their blocks by stopping the ball before it knocks them over. Adaptation: For younger or less skilled groups play one sided skittles. Where everyone works as a team to knock down the blocks as fast as they can.</p>	-Play one sided skittles where the kids work as a team or play kids against leaders
<p>British Bulldog: Similar to Octopus except 2 “British Bulldogs” begin in centre and try to catch “puppies.” If puppies are caught, they join bulldogs in the centre and <i>can move</i> around to catch other puppies.</p>	
<p>-Water Break-</p>	

<p>Call the Ball: Each kid starts on the end line with a ball. On the whistle, participants begin to run around with their ball. When you call out instructions, kids must come to a complete stop as quickly as possible and complete the activity that is called out. Example:</p> <ul style="list-style-type: none"> • Sit on the ball • Foot, hand, elbow, knee on the ball • Move the ball on the floor between your ankles • Move the ball around your waist 	<p>-Kids will dribble balls around the gym -When the leader says a body part kids will trap their balls and connect that body part to the ball</p>
<p>Pick Up Sticks: 6 pins (or RJT blocks) are set up in two lines parallel to each other. There is one child guarding each block. They are trying to knock over everyone else's block, while defending their own. All the other kids are sitting on a bench in a line. Once your block is knocked over the next person waiting joins the game and you go back to the end of the line. Remind kids that the game goes very fast and they won't be waiting for long. If there are lots of kids split into two games so their wait time is even less.</p>	<p>-Have the leaders protect blocks and the kids throw the balls at the leaders blocks if competitiveness becomes a problem</p>
<p>Silly Stretches: Leg french fries – sit with legs straight and put pretend ketchup on your hands, reach for your toes so you can dip your fries Pizza legs – make your legs into a 'V' (like a slice of pizza) run your fingers to one foot "eating" the pizza as you go, to the middle, and to the other foot Caterpillar legs – straight wiggly legs (aka worms) Butterfly legs – place the bottom of both feet together and have your knees move up and down</p>	

Reflection Notes:

LESSON 12: I CAN Have Physical Literacy (7-11 year olds)

Equipment: balls, scooters, hoops, beanbags, blocks, bases

Activities/Skills/Games	Instruction Breakdown
<ul style="list-style-type: none"> • Introductions • PISE Rules/Expectations: • Get kids to say their name and what skill they like doing best (eg. jumping) 	<p>Team meeting</p>
<p>WARM UP: Stop and Go Tag: This is tag with NO SAFE. To begin game, select 2-3 taggers (“stoppers”) and 2-3 “go” people. Taggers begin at one end line and hold a red ball. “Go” people ride on green scooters and start on the opposite end line. Players begin in personal space.</p> <p>If the “stoppers” touch a player with the red ball the player has to STOP and KNEEL on the floor. The “go” people ride on the green scooters. They will ride around the gym and help the people who are kneeling. If a player is touched by the “go” person, they may stand up and continue playing.</p>	<p>-Make sure everyone gets a turn at being the stoppers, go people, and runners</p>
<p>GAMES: Grand Portage: Each pair places one hula hoop five meters from the start line and a second hoop 10 meters from the start. Provide each pair with 5 beanbags. The aim of the game is to move all of the beanbags from the start line into the furthest hoop. To start, the first child carries a beanbag to the closest and returns to the start line to tag their partner. The second child may choose to move the beanbag from the closest hoop to the furthest hoop or to add a second beanbag to the closest hoop, and so on. Partners take turns running and moving the beanbags in a relay fashion, one at a time to the next hoop.</p>	
<p>Mix and Match: Start with lots of beanbags in hoops all around the gym. One team must mix them up (you want the hoop colour and the beanbag colour to be different) as the other team tries to match them up (you want the hoop colour and the beanbag colour to be the same). One beanbag may be moved at a time and no throwing is allowed. Have 2 minute rounds as the game can be very tiring.</p>	<p>-Have kids have a turn at being on the mix and match teams (play 2 rounds)</p>

<p>Tennis Baseball: Rules similar to baseball except swing a tennis racquet and use a tennis ball instead of a baseball bat and baseball. When the team in the “field” retrieves the ball, teammates must line up, single file, and pass the ball ‘over/under’ until the last person receives it. Meanwhile, the person who was hitting is running as many times between two cones as possible.</p>	
<p>Skittles: 2 teams go on either side of the gym. Each team has 12 blocks on their side to protect. They try to throw balls at the other team’s blocks and knock them over. They cannot cross the middle line of the gym. Adaptation: For younger or less skilled groups play one sided skittles. Where everyone works as a team to knock down the blocks as fast as they can.</p>	<p>-Play one sided skittles where the kids work as a team or play kids against leaders</p>
<p>Silly Stretches: Leg french fries – sit with legs straight and put pretend ketchup on your hands, reach for your toes so you can dip your fries Pizza legs – make your legs into a ‘V’ (like a slice of pizza) run your fingers to one foot “eating” the pizza as you go, to the middle, and to the other foot Caterpillar legs – straight wiggly legs (aka worms) Butterfly legs – place the bottom of both feet together and have your knees move up and down</p>	

Reflection Notes:

Thank you to the Victoria Foundation and the TELUS Victoria Community Board for sponsoring PISE Adapted Physical Literacy programs and making this resource possible.

