

# YOUNG ATHLETES ACTIVITY CARDS

Below are the skill practiced when interacting with these activity cards. Pair these cards with the Young Athletes Guide for further skill development.

**Foundational Skills:** Activities 1-9

**Walking and Running:** Activities 10-19

**Balance and Jumping:** Activities 20-26

**Trapping and Catching:** Activities 27-34

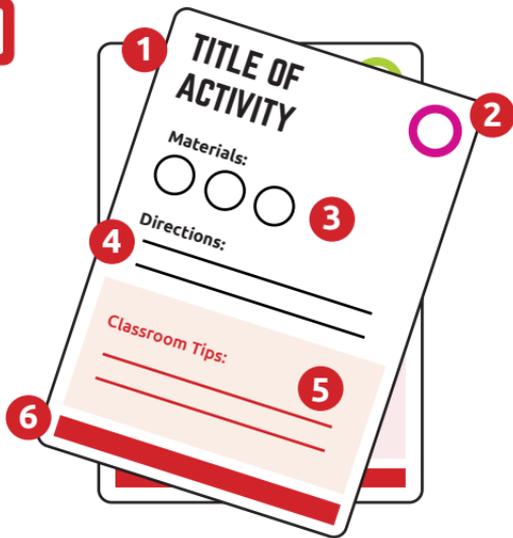
**Throwing:** Activities 35-42

**Striking:** Activities 43-47

**Kicking:** Activities 48-54

**Advanced Sports Skills:** Activities 55-64

# WHAT TO EXPECT ON EACH CARD



- 1 Activity Name**
- 2 Social and Emotional Learning Outcome (SEL)**
- 3 Materials:** The list of necessary materials for the activity will be provided here.
- 4 Directions:** Be sure to read the directions ahead of time and make sure you have enough space and people for the activity.
- 5 Classroom Tips:** Connect these activities to your curriculum by teaching specific skills, habits or topics.
- 6 Targeted Skill:** Bar indicating the skill being practiced as well as the activity number.

# SCARF GAMES



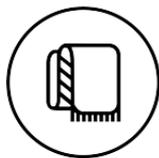
## Materials:

.....



dish towel

OR



scarves

## Directions:

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Swing a scarf through the air by moving it up and down and side to side. Let students follow it with their heads and eyes.

Drop the scarf and let them “catch” it with their hands, heads, feet or other body part.

Ask students to share how they feel when they play this activity using words, movements or pictures.

## Learning Tip:

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Play the scarf game prior to a reading or writing task to encourage visual tracking.

# I SPY



## Materials:

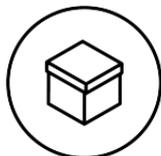
.....



toys and  
books



tape or  
supplies



other objects  
in the room

## Directions:

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Name different items in your classroom and play space, then have students look around and find them.

To promote social and communication skills, let students work with peers, older students or students with a higher skill level.

## Self-Awareness Tip:

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Let students “spy” something on themselves by naming a color or pointing to a piece of clothing they are wearing. Then, ask them to “spy” something in the room that starts with the first letter of their names.

# CHILDREN'S SONGS



**Materials:** none

## **Directions:**

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As a class, sing a song such as “Wheels on the Bus” or “If You’re Happy and You Know It.” Act out the words as you sing them. Ask your students for ideas about what to do and how to move.

## **Social Interaction Tip:**

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As your class sings, add some cues that encourage interaction. For example,

If you’re happy and you know it,  
...shake a hand.  
...give high fives  
...give a thumbs up  
...give two thumbs up

Ask students to share their favorite way to play with their classmates using words, sounds or movements.

# MUSICAL MARKERS

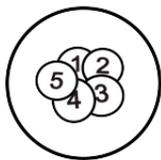


## Materials:

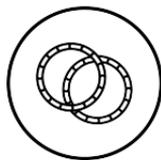
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music



floor markers



hula hoop

## Directions:

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Lay out floor markers surrounding a hoop.

Play music while your students move around your classroom or play space by running, walking backwards, crawling or twisting. When the music stops, have your students freeze by standing on floor markers. Remove markers one at a time until students are standing in the center hoop.

During each round, choose a leader to freeze by striking a pose. When the music stops, the other students will hold the same position.

## Learning Tip:

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Play music that comes from different parts of the world or that matches a classroom theme.

# ANIMAL GAMES



**Materials:** none

**Directions:**  
.....

Let students pretend to be different animals by moving in different ways.

Have them crawl like bears by not letting knees touch the ground. Growl for extra fun! Have them crab walk with backs toward the ground, feet and hands on the ground, knees bent and hips lifted.

**Teamwork Tip:**  
.....

Have students pretend to be animals on a farm, at the park, at the zoo, or in another natural habitat. Ask them to show you how they work and play together.

# TUNNELS AND BRIDGES



**Materials:** none

**Directions:**  
.....

Build tunnels by touching the ground with hands and feet, sending hips up into the air. Or, make bridges by getting down onto hands and knees. Let students take turns crawling through the tunnels and over the bridges.

Ask students how they can play to make this game safe for everyone.

**Teamwork Tip:**  
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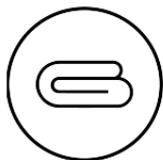
Create a relay team to complete a tunnel crawl. Encourage students to cheer for each other as they participate in the relay.

# MAGIC CARPET RIDE



## Materials:

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blanket or  
flat sheet

## Directions:

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Hold the edges of the blanket, then let students take turns sitting on it. Pull so the magic carpet slides along the floor. As students get more confident, move faster.

## Safety Tip:

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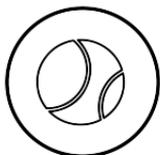
Remind students of the importance of following directions for their safety and the safety of others. Ask them, *“What can you do to make sure you stay safe during this game?”*

# PARACHUTE GAMES



## Materials:

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ball



parachute

## Directions:

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Have students hold on to the edges of a parachute. As a group, move the parachute up and down.

Place a ball on the parachute and move the parachute up and down. Challenge students to work together to keep the ball from rolling off.

## Learning Tip:

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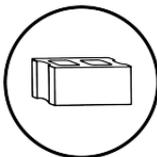
Play a parachute game at the start of morning meeting or circle time.

# BEGINNING OBSTACLE COURSE



## Materials:

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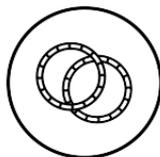


blocks



boxes

OR



hula hoops

## Directions:

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Let students set up an obstacle course using classroom equipment. Teach new terms as your students:

Climb on or off of an object

Go over or under an object

Move fast, then move slow.

Ask students, "What can you do to help everyone compete the obstacle course safely?"

### Self-Regulation Tip:

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Have students enter the obstacle course one at a time. Ask them to count to 15 or wait for a timer to signal before starting.

# HIDDEN TREASURE



## Materials:

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toys



boxes

## Directions:

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Hide some items in your classroom or play space. You can put them on bookshelves, under cones, or inside toy chests. Challenge your students to find all of the treasures.

### Learning Tip:

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Hide items that relate to a topic you'll be teaching that day. Let children guess the theme.

# FOLLOW THE LEADER



**Materials:** none

## **Directions:**

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Let your students copy your movements as you walk slow, fast or march, and as you move your arms and legs up, down and out.

## **Autonomy Tip:**

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Encourage children to take turns being the leader. Show or demonstrate different movements and let them choose what they'd like to do. Ask them what it feels like when they are the leader and what it feels like to follow the leader.

# HEAVY FEET, LIGHT FEET



**Materials:** none

**Directions:**  
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Have your students run with heavy feet (stomp) from one end of your classroom or play space to the other. Have them run back with light feet (run as quietly as possible).

**Classroom Tip:**  
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Invite students to demonstrate what it would look like to run with heavy feet and then with light feet. Ask them which one they think is faster. Ask which is more fun.

# STICKY ARMS

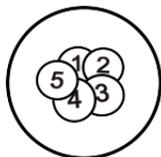


## Materials:



soft toys

OR



floor markers

## Directions:

Place floor markers on the ground. One at a time, have your students zigzag between them with their arms stuck to their sides. Then, have them run back with their arms loose and swinging back to front.

### Self-Efficacy Tip:

Using a stopwatch or by counting, time how long it takes for students to run one way, and then to run back. Ask students to keep track of how long it takes them to run each way and which is faster. Ask *“How long does it take with your arms stuck to your sides, rather than swinging?”*

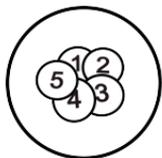
# WALK TALL



## Materials:



bean bags



floor markers

## Directions:

Place two floor markers on the ground. One at a time, balance a bean bag on your students' heads and let them move from one marker to the other.

If the bean bag falls, ask them how they'll keep it balanced next time. If the bean bag doesn't fall, ask them what they did to keep it balanced.

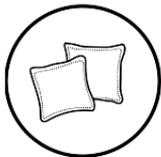
### Brain Break Tip:

Use this activity as an active break between lessons or classroom activities.

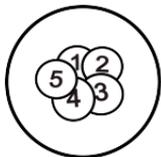
# SIDE STEPPING



## Materials:



bean bags



floor markers

## Directions:

Place floor markers on the ground. Have students face forward and move to the left or the right onto the markers.

### Self-Regulation Tip:

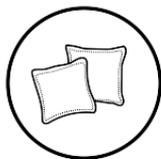
Encourage students not to crouch or make extra movements while side stepping.

# FIRE DRILL



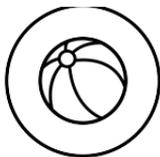
## Materials:

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bean bag

OR



ball

## Directions:

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Have students stand in a line. Hand a ball or bean bag to the student at the start of the line. They will pass the ball towards the end of the line.

Let the student at the end of the line run to the starting point and try to reach it before the ball gets to the end.

Repeat until everyone has a chance to run.

### Self-Regulation Tip:

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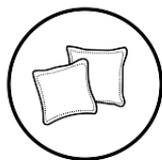
Have students count to 15 while waiting for their turn, or wait for a sign or signal before running. Ask your students why it's important to wait for their turn.

# RUN AND CARRY



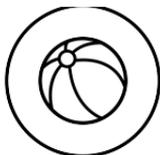
## Materials:

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bean bags

OR



ball

## Directions:

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Place a bean bag or ball on the ground, then ask your students to take turns going to it, picking it up, and returning to the starting point. Or, pair up students to help each other pick up the bean bag. Give each student a turn to play.

### Teamwork Tip:

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Encourage students to cheer for one another or give a high five to signal the next person's turn. Ask students what it feels like to cheer for their classmates and how it feels when their classmates cheer for them.

# FUTURE SKATERS



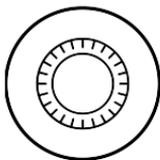
## Materials:

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boxes

OR



paper plates

## Directions:

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Make “skates” out of paper plates or boxes. Challenge your students to move around the room without lifting their feet.

### Social Interaction Tip:

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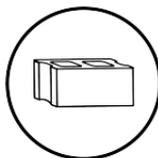
Have children skate in pairs. Encourage them to mirror each other’s movements.

# OBSTACLE COURSE



## Materials:

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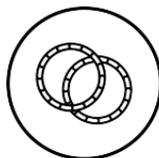


blocks

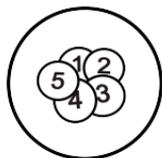
OR



boxes



hula hoops



floor markers

## Directions:

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Let students set up an obstacle course using classroom play equipment. Let students walk, crawl, climb, or jump through it.

As students get more comfortable with this activity, add new movements, like zigzags and reversals.

### Teamwork Tip:

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Have students work in small groups or together as a class to create the obstacle course.

# FOLLOW THE COACH



**Materials:** none

## **Directions:**

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Have your students copy your movements as you stand on your tiptoes or heels, with one foot in front of the other and then on one foot.

## **Self-Regulation Tip:**

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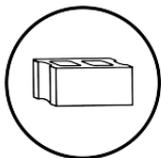
Set up a path using hoops, cones, floor markers or other items. Encourage students to follow the path. Before starting, show the path to the students. Ask them to point out areas to avoid and mark them with a sign.

# STEP, JUMP, AND GRAB

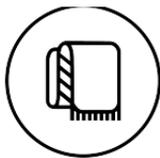


## Materials:

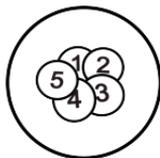
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blocks



scarf



floor markers

## Directions:

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Place a block on the floor. Make sure it can hold students' weight. One at a time, let each student step up onto the block, then jump down from it. Use floor markers to keep blocks from moving on slippery surfaces.

As students gain more self-confidence, progress to:

- jumping from the block to a floor marker
- jumping high to grab a scarf while jumping off the block
- jumping down from higher surfaces

## Teamwork Tip:

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Working in pairs, have students take turns jumping from the block and holding the scarf.

# JUMPING HIGH

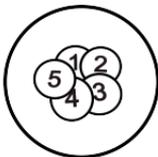


## Materials:



rope

OR



floor markers



cones



dowel

## Directions:

Place a rope or floor marker on the ground. One at a time, let students jump over it. As students gain more self-confidence, balance a dowel on two cones and let students jump over the dowel.

## Learning Tip:

From memory or by looking at pictures, have students name animals that jump such as frogs, crickets and kangaroos. As they jump over the floor marker, let them pretend to be their favorite leaping animal.

# BALANCE BEAM



## Materials:



OR



balance beam

rope

tape or chalk

## Directions:

Place or draw a line on the ground. Let your students practice walking heel-to-toe beside it. As students gain more self-confidence, let them progress to walking on top of the line.

### Brain Break Tip:

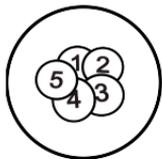
Mark paths in your classroom using balance beams or strips of tape. Have students walk on the paths to transition between activities.

# LEAPING LIZARDS



## Materials:

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floor markers

## Directions:

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Place floor markers on the ground. Let students jump forward from one to the next. Ask your students, “How did it feel when you missed the floor marker? How did it feel when you landed on one?”

### Skill Building Tip:

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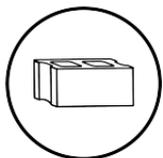
Encourage children to jump off and land with both feet at the same time.

# ROCK HOP



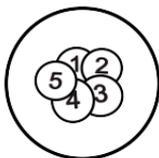
## Materials:

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blocks

OR



floor markers

## Directions:

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Set up blocks or floor markers. Pretend they are rocks in a river. Tell your students to walk on the rocks to avoid falling in the river. Move the blocks farther apart to make this activity more challenging.

## Teamwork Tip:

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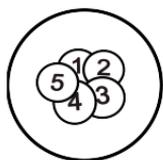
Have students hold hands and work together to get across the river. Encourage social interaction and positive communication by having them help each other and ask for help when needed.

# TREES IN THE FOREST

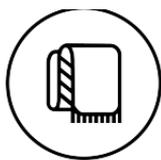


## Materials:

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floor markers



scarf

## Directions:

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Let students pretend to be trees by standing with feet on two floor markers, or with feet planted on the ground. Pretend to be the wind by walking around students while fanning them with a scarf. Encourage students to bend and sway in the breeze.

## Switch it Up:

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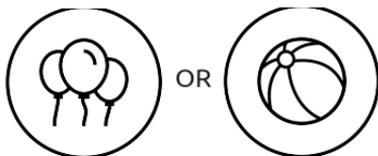
Warm up by using verbal cues to signal students to reach high, sway left and sway right. Then, encourage the trees to keep bending and swaying in the breeze. Remind students to be careful of others in their space.

# BOUNCE CATCH



## Materials:

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balloons

ball

## Directions:

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Have students stand facing each other. Have them bounce balls towards each other so they can catch them without moving.

### Positive Communication Tip:

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Have students call each other's names before bouncing the ball to one another. Encourage them to keep their eyes on the ball as it bounces.

# LOW BALL CATCH



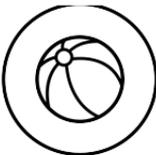
## Materials:

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balloons

OR



ball

## Directions:

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Have students stand in two lines facing each other, about three steps apart. Ask them to introduce themselves before they begin.

Have students gently toss the ball to each other at waist level or lower. Encourage them to catch the ball with fingers pointing down. After every game, have them say “see you later,” and switch partners.

## Social Interaction Tip:

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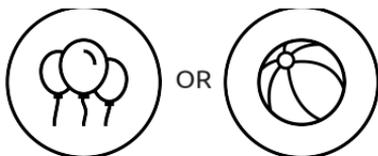
Have students play in groups and toss the ball to each other. Try to keep the groups consistent to help children get to know each other.

# HIGH BALL CATCH



## Materials:

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balloons

ball

## Directions:

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Stand facing your students and take three steps back. Gently toss the ball to them one at a time so that the arc of the ball forms an upside down “U.” Encourage them to catch the ball at chest level or higher with fingers pointing up.

### Skill Building Tip:

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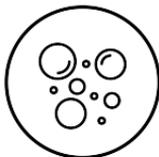
Pair this activity with a throwing activity so that students can work on both skills at the same time. Let students work in pairs or groups. Ask them to make eye contact and say each other’s names as they pass the ball back and forth.

# BUBBLE CATCH



## Materials:

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bubbles

## Directions:

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Blow bubbles towards your students. Let them catch the bubbles with one or two hands.

## Leadership Tip:

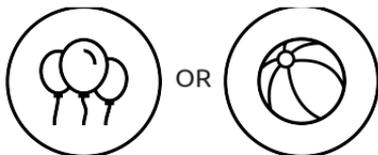
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Help students develop leadership skills and build self-confidence by letting them take turns blowing bubbles to lead the game. Remind children to blow the bubbles in different directions so that everyone can play.

# BIG BALL CATCH



## Materials:



balloons

ball

## Directions:

Stand facing a student. Hold a ball with arms outstretched. Slowly move the ball down until it reaches their waist, then back up. Repeat several times, moving the ball faster each time.

When the ball is up, drop it and let your student catch it before it touches the ground.

## Learning Tip:

Review the concepts of “slow” and “fast” as you begin moving the ball more quickly.

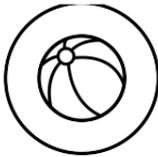
# GOALIE DRILL



## Materials:



cones



ball

## Directions:

Place two cones on the ground. Ask students to stand between them. Roll a ball towards them so that they can stop the ball with their hands before it rolls between the cones.

Help students build awareness of their surroundings and practice following rules by encouraging them to stay within the boundaries of the game.

### Taking Turns Tip:

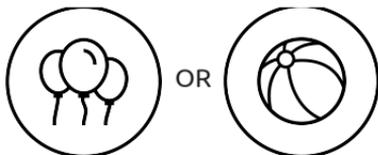
Let students pair up and switch off rolling the ball and playing goalie.

# CIRCLE BALL



## Materials:

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balloons

two balls

## Directions:

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Have students stand in a circle and toss the ball to the next person. For a challenge, take a step back to make the circle bigger or add a second ball.

## Learning Tip:

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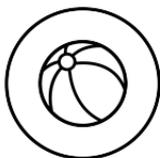
Have students count together or sing a letter of the alphabet with each pass.

# ROLLING AND TRAPPING



## Materials:

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ball

## Directions:

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Have students sit facing each other or in a circle with legs stretched wide and feet touching. Let them practice rolling the ball back and forth and catching it or stopping it with their hands.

### Skill Building Tip:

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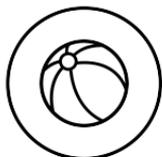
As the ball is rolled, have students call out something that fits the theme of the day or week, such as animals, colors or fruits and vegetables. Students can also call out the name of the classmate they are passing the ball to.

# BOWLING



## Materials:

.....



ball



cones



rope

## Directions:

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Create a lane from ropes or sticks. Stack cones at the end of the lane. Have your students roll the ball towards the cones to try to knock them down.

## Social Interaction Tip:

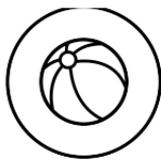
.....

Let your students plan a bowling “party.” Make a poster with the name of your very own bowling alley! Set up one or two lanes and keep score. Invite other classes to play.

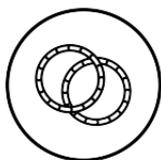
# SHOOT TO SCORE BASKETBALL



## Materials:



ball



hoop or basket

## Directions:

Hold a basket or hoop while your students stand in a circle around you. Choose a number, then ask your students to pass the ball around the circle that many times. Let the student who ends up with the ball toss it into the basket or hoop for a point.

### Teamwork Tip:

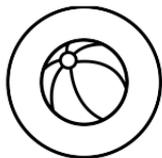
Keep score by giving your class one point for every basket they make.

# ONE-HANDED UNDERHAND TOSS



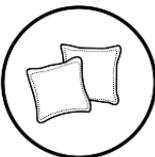
## Materials:

.....

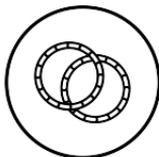


ball

OR



bean bag



hoop or basket

## Directions:

.....

Have students stand facing each other. Encourage one student in each pair to bend their knees and hold the ball with one hand. Ask them to look at their partner's hands as they toss the ball underhand to each other.

Progress by having students toss the ball into a basket, through a hoop or over another object.

## Everyday Healthy Play:

.....

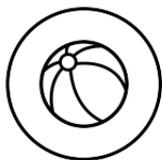
Teach students how to identify healthy foods using food-shaped bean bags or bean bags with photos of food taped to them. Let children toss the bean bags into a "healthy" hoop or basket and an "unhealthy" hoop or basket.

# TWO-HANDED UNDERHAND TOSS



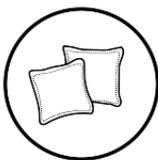
## Materials:

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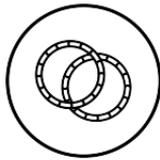


ball

OR



bean bag



basket or hoop

## Directions:

.....

Have students stand facing each other. Encourage one student in each pair to bend their knees and hold the ball with two hands. Ask them to look at their partner's hands as they toss the ball underhand to each other.

Progress by having students toss the ball into a basket, through a hoop or over another object.

## Learning Tip:

.....

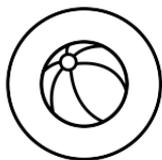
Let students solve a problem or identify a letter, number, color, or word before tossing the ball.

# ONE-HANDED OVERHAND TOSS



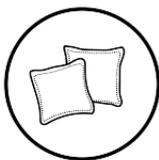
## Materials:

.....



ball

OR



bean bag

## Directions:

.....

Have students stand with one foot in front of the other, with feet as wide as their hips. Encourage them to hold a ball or bean bag in one hand, bringing one arm back and forward overhead to throw.

## Skill Building Tip:

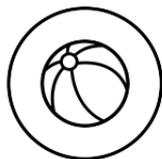
.....

Teach students new concepts by using verbal cues such as “elbow up” when holding the ball overhead and “step and throw” when tossing the ball.

# TWO-HANDED OVERHAND TOSS

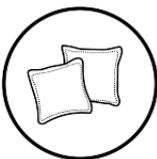


## Materials:

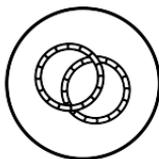


ball

OR



bean bag



hoop or basket

## Directions:

Have students stand with one foot in front of the other, with feet as wide as their hips. Encourage them to rock back and forward while raising arms overhead. While rocking forward, have your students bring their arms overhead to throw the ball.

Progress by having students toss the ball into a basket, through a hoop or over another object.

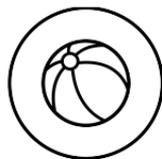
## Learning Tip:

Teach students new concepts by using verbal cues such as “ball up” when holding the ball overhead, “step and throw” when tossing the ball, “in” when the ball reaches the basket or hoop and “out” when the ball misses the basket or hoop.

# TARGET PRACTICE

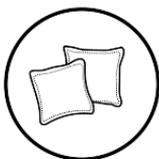


## Materials:



ball

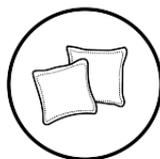
OR



bean bag



tape



floor markers

## Directions:

Tape pictures to the wall, then place floor markers on the ground. Have students stay on floor markers while tossing balls or bean bags at the pictures.

After the game, ask your students if they were able to stay on the floor markers the whole time. If not, ask them how they will stay on the floor markers the next time they play.

## Learning Tip:

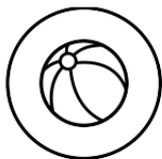
Choose targets or pictures that correspond to a classroom theme, a favorite cartoon character or animal, shapes, colors, or concepts they are learning at school.

# TRAIN TUNNEL



## Materials:

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ball

## Directions:

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Line up students, one in front of the other, with their legs separated to form a “tunnel.” Let the students at the end of the line roll a ball through the tunnel, pretending it is a train.

## Self-Regulation Tip:

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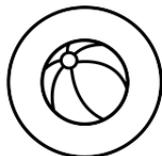
Before you begin, choose a start signal such as a clap, bell, sign or flag. When the ball stops, students line up in front of the child who picks up the ball. Have the student holding the ball wait for the signal before rolling the ball through the tunnel.

# BEGINNING VOLLEYBALL



## Materials:

.....



ball

OR



balloon



rope

## Directions:

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Place a rope or a low net on the floor. Have children stand on opposite sides of it and tap the ball to each other with open hands.

### Teamwork Tip:

.....

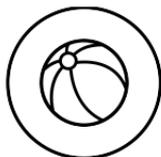
Count out loud as students tap the ball. Keep track of how many times they can tap the ball over the rope or net without letting it drop.

# BEGINNING TENNIS OR SOFTBALL



## Materials:

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ball



cone



bat

OR



paddle

## Directions:

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Place a ball on a cone. One at a time, let students hold a paddle or bat and stand sideways facing the ball. Encourage students to strike the ball with the paddle or bat.

## Autonomy Tip:

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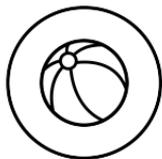
Using floor markers, create “bases” for students to run around after they hit the ball. Lead students on a walk around the bases. Let them point out the boundaries for the game. Encourage students to count and keep score of their “runs.”

# BEGINNING FLOORBALL OR GOLF



## Materials:

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ball

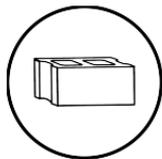


dowel



cones

OR



blocks

## Directions:

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Place a ball on the ground. One at a time, let each student hold a stick in both hands with thumbs pointing down. Encourage them to stand sideways facing the ball and strike the ball with the stick.

Set up a goal using blocks or cones. Let students take turns shooting at the goal and playing goalie.

## Perseverance Tip:

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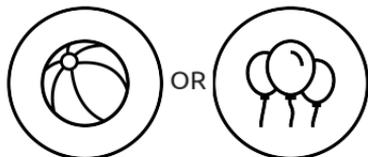
Have students count how many strokes it takes them to get the ball to the goal.

# BALL TAP



## Materials:

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ball

balloon

## Directions:

.....

Tap a ball into the air towards your students. Let them tap it back to you with an open hand.

## More Ways to Play:

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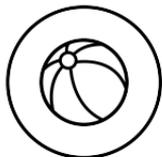
Work as a team. Count how many times you can tap the ball back and forth before it touches the ground.

# HANDBALL



## Materials:

.....



ball



cone

## Directions:

.....

Place a ball on a cone. Let students hit the ball with fists or open hands.

### Skill Building Tip:

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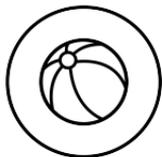
Encourage students to keep their eyes on the ball. Give positive reinforcement when children look and hit.

# PASSING PRACTICE



## Materials:

.....



ball

## Directions:

.....

Have students stand in a circle. Let them kick the ball to each other. Remind students to kick with the inside of their kicking foot. Make sure to keep the ball inside the circle!

### Positive Communication Tip:

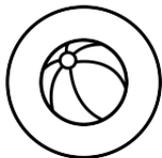
.....

Ask students to call out each other's names as they kick the ball to each other. You can also challenge them to observe something about a classmate, such as a color they are wearing.

# PINBALL



## Materials:



ball



cones



ropes

OR



balance beam

## Directions:

Create a frame using ropes or balance beams. Place block or cones inside of the frame to make obstacles. Have students stand on either side of the frame and kick the ball to each other, letting the frame and obstacles change the direction of the ball.

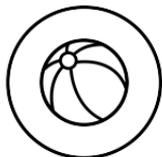
### Autonomy Tip:

Let children work together to build the frame and set up obstacles. Marking the placement of the obstacles with tape on the ground can help students reset the activity.

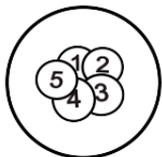
# GIVE AND GO



## Materials:



ball



floor markers

OR



cones

## Directions:

Set up a goal by placing two floor markers or blocks on the ground. Ask one student to kick a ball to another student, who will kick the moving ball between the markers to score a goal.

### Social Interaction Tip:

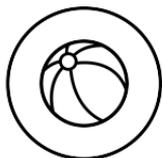
Have each kicker compliment the classmate passing the ball. Ask the rest of the class to cheer for the kicker.

# STATIONARY BALL KICK

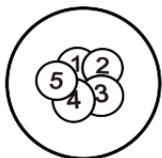


## Materials:

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ball



floor markers

OR



cones

## Directions:

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Place a ball on the ground. Have your students stand behind it. One at a time, let each student kick the ball to you with the inside of their preferred foot.

### Self-Efficacy Tip:

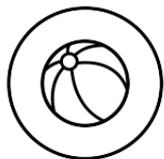
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Let students choose a skill to work on. Encourage them to either kick for distance by kicking past various markers or kick the ball between two cones to score a goal. Ask, *"How did it feel when you made a goal? How did it feel when you missed?"*

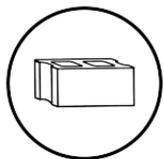
# CONE DRIBBLE



## Materials:



ball



blocks

OR



cones

## Directions:

Place cones or blocks on the floor. Let students kick the ball around your classroom or play space while trying not to hit the cones or blocks.

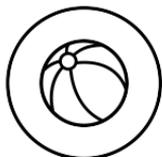
### Self-Regulation Tip:

Students can take turns dribbling or several children can dribble at the same time. Have children wait for a start signal or for the child in front of them to pass a specific marker before beginning. This will ensure safety and help students develop body space management.

# THREE-PIN BOWLING



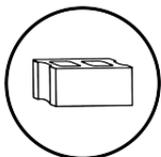
## Materials:



ball



ropes



blocks

OR



cones

## Directions:

Make a bowling lane from ropes. Stack blocks or cones at the end of the lane. Let students kick the ball down the lane to try to knock them over.

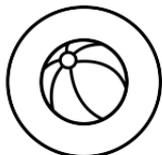
### Teamwork Tip:

Have children work in pairs and take turns knocking over and resetting the pins, and collecting the ball for their teammate. Provide visual cues, such as tape on the ground, to indicate where the pins go to help children set up. Help students develop relationship skills by letting them invite a classmate to play.

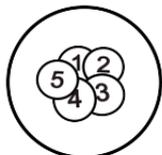
# PENALTY KICK



## Materials:



ball



floor markers

OR



cones

## Directions:

Place a ball on the ground. One at a time, let each student run up to the ball and then, using the inside of their foot, kick it towards you or between two floor markers to score a goal.

### Teamwork Tip:

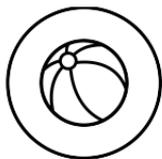
Let students work in pairs and take turns being the kicker and the goalie. Ask them, *“Which position did you most like playing? How did it feel to switch and give your partner a turn?”*

# STAND, ROLL, AND TRAP



## Materials:

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ball

## Directions:

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Ask your students to stand in a circle and roll a ball to each other. Have children stop or trap the ball with the bottom of one foot.

### Group Play Tip:

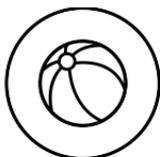
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Let students play in one or more small groups. If playing in a unified classroom, group students with different skill levels together so that they can learn about collaboration and teamwork.

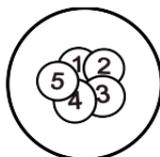
# ONE-ON-ONE



## Materials:



ball



floor markers

OR



cones

## Directions:

Create a goal from two floor markers. While running towards the goal, let two students kick to pass a ball to each other three times. After the third pass, let the student with the ball shoot at the goal.

### Positive Communication Tip:

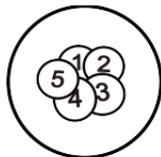
Review how to give compliments. Let your students compliment each other as they pass to one another.

# SKIPPING



## Materials:

.....



floor markers

## Directions:

.....

Place floor markers on the ground in a straight line. Have each student step onto one marker, then hop with that foot. As the hopping foot lands, have students hop onto the next marker with the other foot. Continue until they reach the end.

## Collaboration Tip:

.....

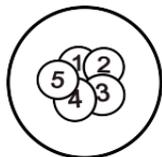
As a class, let children choose a start signal such as a clap or a bell. Make sure they wait for it to begin!

# GALLOPING



## Materials:

.....



floor markers

## Directions:

.....

Place floor markers on the ground in a straight line. Have each student leap onto the markers with their preferred foot, then bring their back foot to rest on the marker.

## Learning Tip:

.....

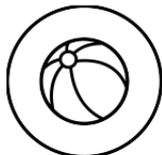
Give students time to practice and chances to start over so they can learn about perseverance and build self-confidence.

# PUNTING



## Materials:

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ball

## Directions:

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Have students balance on one foot with their kicking leg in front and arms out to the sides. Ask them to swing their kicking leg back and forward. Then, have them hold a ball in both hands, and drop it while their kicking leg is back, and swing their kicking leg forward to kick the ball.

### Skill Building Tip:

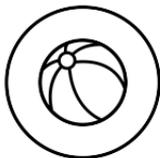
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Ask older students or students with a higher skill level to model this activity to teach teamwork, collaboration and unity.

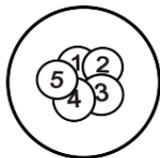
# TWO-ON-ONE



## Materials:



ball



floor markers

OR



cones

## Directions:

Place two floor markers on the ground to form a goal. Have one student stand between them to block the goal. Have two more students stand facing the goal.

On a clap, whistle or other signal, let one child kick the ball (pass) to another child, who kicks the ball to shoot towards the goal.

### Autonomy Tip:

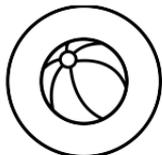
Let students rotate positions so that they each get to practice passing, shooting and being goalie. Ask them which positions they like best.

# DRIBBLE



## Materials:

.....



ball

## Directions:

.....

Help students bounce a ball with two hands, touching the ball, but not catching it.

## Self-Management Tip:

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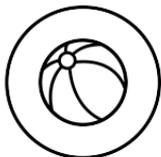
Ask your student to tell you when they feel ready to get less help, use a smaller ball or use only one hand. Let them progress at their own pace.

# PASS AND SHOOT

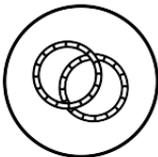


## Materials:

.....



ball



hoop or basket

## Directions:

.....

Have students stand in a circle with one student holding a ball. Place a basket or hoop in the middle of the circle.

Have students throw, bounce-to-pass or pass the ball to each other. After the third pass, let the student holding the ball shoot at the hoop.

## Teamwork Tip:

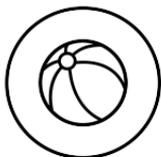
.....

Have students practice being team players by giving them each other high fives after each shot at the hoop.

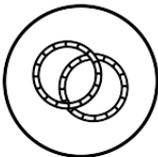
# DRIBBLE AND SHOOT



## Materials:



ball



hoop or basket

## Directions:

Have students stand in a line in front of a hoop. One at a time, let them dribble three times then shoot at the hoop. After a student shoots, have them pick up the ball and pass it to the next person.

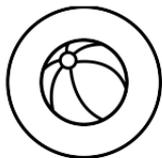
## Collaboration Tip:

Have students who are waiting to play count the dribbles and cheer for their classmates.

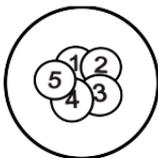
# RUN THE BASES



## Materials:



ball



floor markers



block or cone



stick or bat

## Directions:

Set up bases using floor markers. Balance a ball on a cone on home base.

Have one student stand on each base. Let the student on the home base hit the ball with a stick or a bat, then run the bases. Let the other children pass the ball around the bases.

Give each student a turn on each base.

### Responsibility Tip:

Ask students to point out the boundaries for the game and show you which position they are playing.