

# **LOW ORGANIZATIONAL GAMES**

# **AND**

# **SPORT-SPECIFIC MODIFIED &**

# **ADAPTED ACTIVITIES**

**Resource Handbook for Camps and School Programs**

## **Acknowledgements**

Thank you to my fellow colleagues and friends (Nemanja Jovanovic, Nicole Kozlova, Mehran Sh, to name a few) for their contribution, making this resource handbook a success.

## **Background**

*Low Organizational Games (LOGs) are excellent activities you can use as warm-ups, introductory games to your sport, as well as use them during down time to keep your campers occupied. In the physical education setting, and early childhood education, LOGs are used to teach children physical literacy. Physical literacy is defined as acquiring competence in fundamental movement skills, having good insight in sports, being competent and confident in a variety of sporting contexts and environments that benefit the healthy development of the whole person (PHE Canada, 2016).*

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## Ice breaker games

**\*These games and activities can be played during down time (i.e. breaks, lunch) and or incorporated into your camp curriculum as L.O.Gs. Great for facilitating social interaction and developing team work between students.**

### **Atoms to atoms (all ages)**

Have everyone run around (or walk, hop, skip etc.) and then call out a number (e.g 3), individuals will need to form a group of that number as fast as possible. Remaining kids will have to share with the whole group instead of just a smaller group, their name and one thing about themselves. Introduce yourself, and share within your group with regards to the following question(s) (make up some fun ones!):

- 1) If you could have any super power, what would you like to have? Why?
- 2) Favorite super hero?
- 3) If you could live anywhere on the planet, and take everything that you love with you, where would you choose to be?
- 4) What favorite colour would you want to be, and how does being that colour make you feel?
- 5) Favorite food?
- 6) If you could be in the movie of your choice, what movie would you choose and what character would you play?
- 7) Etc.

Atoms to atoms could also be used as a warm-up activity in your sport specifics. For example have kids dribbling around your playing area and yell out a number for them to group into as fast as possible.

### **Speed Dating (ages 6 and up)**

Split group into two lines, sit kids on the lines facing each other. In ONE minute (coach is keeping time), pairs need to introduced themselves, and tell two to three facts about themselves. If they can't think of anything the coach can have two to three default things for them such as favorite color, or one weird thing they can do. After each minute is up, one line will move one spot over and the person at the end of the line will come to the beginning of the line. After a few rounds, coach will test to see how many names each kid remembers and how many facts they remember about each camper.

### **Two truths, one lie (ages 6 and up)**

For this game, someone tells the group 3 things about themselves, two of which are true, and one is a lie. The rest of the group will try and figure out which one is the lie. The person can tell these "facts" in any order they want (i.e. lie, truth, truth, or truth, lie, truth etc.). The person will reveal which the lie after everyone has finished guessing. Those who guessed correctly are eligible to be the next person to tell 3 "facts" about themselves.

### **Rock, Paper, Scissor, CHEER! (All ages)**

Everyone starts off walking around, when you meet someone, introduce yourself, and then play rock paper scissor. The loser forms a line behind winner and chants winner's name. Eventually there will be two long lines and the game ends with the last rock, paper, scissor battle between the leaders of those two lines.

### **Mingle, Mingle, Mingle**

Everyone mingles around until the instructor calls out instructions (i.e. get into groups with person who have the same birthday month as you). This game allows players to realize the similarities and differences they have with others in which they can bond over.

### **Human Shape (great with larger groups) – Contributed by Nemanja Jovanovic**

\*this game encourages students to work together, thus developing team work and social interactions between students.

Divide students up into multiple groups or if there aren't enough students to form teams, then play as a whole group. The instructor will call out a shape (or letter, number etc.), and the students as a group have to form that exact shape (or letter, number etc.) with only their bodies. \*everyone MUST be part of this final product. First team to accomplish will be reward a point.

### **Hot Lava (will need mats or hula hoops for this game)**

Divide students up into teams. Each team will have two hula hoops/mats used as stepping stones. Everyone starts on one side of the field/court standing in or on their stepping stones. Their goal is to reach the other end of the court/field using the stepping stones (each team has two). If in the process of getting across to the other side, a limb or any part of the body touches the ground (hot lava) you will not be allowed to use that part of the body. If both your feet touch the lava, you will be eliminated from actively participating in the challenge. You can however still participate by verbally instructing your teammates. First team to the other side, or team with the most members remaining in the game wins.

Progression/modifications:

- ✓ Blindfold a member on each team
- ✓ One team member loses ability to use one off their legs right off the bat
- ✓ Complete the challenge in silence

## **Low energy activities (Ages 4-6)**

### **The Banana Song (Ages 4-6)**

Sing along with actions! Beginning with, "Peel banana, peel, peel, banana (x2)", Chop banana, chop, chop, banana (x2), squish banana, squish, squish, banana (x2), eat banana, eat, eat, banana (x2), GO BANANAs, GO, GO, BANANAs (x2)!

### **Eggs and Bacon (Duck, duck, goose, drip, drip, drop – water activity) – ages 4 and up**

Similar to "Duck, Duck, goose," sitting in a circle, have one person walking on the outside tapping peoples head gently saying either egg, or bacon. If your head is tapped on bacon, you have to get up from your seat, run opposite of the person who tapped you. When you come face to face with the person who tapped you, you both have to get down on your bums and cycle (riding a bike motion) with your feet in the air towards each other saying "sizzle, sizzle, sizzle," then get back up and try to get in the open seat.

\*This game may take a few tries before the kids get the hand of it, be patient and walk them through it. On a hot day, you can play drip, drip, drop with a sponge, using the same concept, on a "Drop", you squeeze the water from the sponge onto a camper and they will have to get up and run.

### **Elephant Ball (all ages)**

This game is played in a circle, with one ball. Kids will form an elephant trunk with their arms together (like how you would bump volleyball). Objective is to hit the ball in between another player's feet. If someone scored between your feet, you lose one arm, once you lose both arms, you are eliminated, and the circle will close up the gap. A coach can start a side game if there are enough players eliminated.

Modifications/adaptations: depending on your group of campers, if they are skilled enough, you can add a second or even third ball in the game.

Equipment: beach volleyball, soft ball, dodgeball

### **Flinch/Toy solider (all ages)**

One person is in the center of the circle with a ball (dodgeball or something soft). Their objective is to fake toss the ball to the people standing in the circle to try and get them to "flinch". If they flinch, they are to crouch and sit. Last person standing replaces the person in the middle.

### **Darling I love you (all ages)**

- ✓ In a circle one person in the middle must approach someone in the circle and say, "darling, if you love me would you please, please smile?" If they successfully make the person smile or laugh, they trade places.

### **Down, down, down (Australian game) – all ages**

You start off with a tennis ball (or a larger ball) and throw the ball continuously back and forth (in a circle) until somebody drops the ball when someone drops the ball you say "Down on one knee" then say the same person drops it a second time then you say "Down on two knees" then if the same person drops the ball again you say "Down on your bum," then tum, and then you're out but remember you have to stay in the position you're in to catch the ball and throw the ball.

Modifications/adaptations:

- ✓ Can only use dominant hand to throw and catch
- ✓ Can only use non-dominant hand to throw and catch

### **Human Knot (all ages)**

Everyone reaches across and grabs another person's hand without seeing whose hand is grabbed. The goal is to untangle all the arms to return to a circle without letting go.

### **Guess the Leader**

A detective is chosen and leaves the group. A leader is chosen among the group. The leader then begins a pattern (i.e. stomping their feet) and keeps changing the pattern while everyone follows. The detective has 3 tries to guess who the leader is, if they cannot by their third try then the leader wins.

### **Cat and Mouse parachute (ages 4-6)**

Choose one cat and one mouse. Cat will have their eyes closed until the instructor gives them the green card to open their eyes. Mouse will go under the parachute and hide, moving around on his/her knees, while the other kids holding the parachute are making waves close to the ground. The Cat will then climb on top of the parachute on his/her knees and attempt to catch the mouse that is moving underneath the parachute.

Other activities:

- ❖ Follow the leader
- ❖ Simon Says
- ❖ Heads up 7 up

## Low energy activities (Ages 6 up)

### Rock Paper Scissor Evolution (ages 6 and up)

Rock paper scissors with same category (egg, chicken, dinosaur, or ultimate being). Everyone starts off as egg, and plays rock paper scissors, Winner evolves and becomes chicken, and plays other chicken. Winner of chicken evolves into dinosaur, and winner of dinosaur becomes ultimate being. Loser of match de-evolves one level down. Game ends when one or more become ultimate being.

### Mafia (ages 8 and up)

One person volunteers or is chose to be the narrator, or director, of the game. Everyone else sits in a circle as townspeople. The narrator tells the towns people to go to sleep and everyone closes their eyes. They then announce that one tap will stand for mafia and two taps will stand for angel. The narrator quietly walks around the circle and chooses two people for the jobs of mafia and angel, giving them the appropriate number of taps to let them know. The narrator then says out loud "Mafia Wake Up". The mafia opens their eyes. The narrator says "Choose someone to kill" and the mafia points at who they choose to kill. The narrator then tells the mafia to go back to sleep and the mafia closes their eyes. The narrator then says for the angel to wake up and to choose someone to save. The angel points at who they choose to save and then goes back to sleep. The narrator then tells the townspeople to all "wake up". If they mafia and angel chose different people then the narrator announces who the mafia chose somewhat like:

"It was a very very sad night, when 'lindsey' died"

Some groups play it that the narrator gets to make up a funny, elaborate story on how the person died.

\*If the mafia and angel choose the same person then the narrator announces that no one died.

When someone does die they get the chance to guess who killed them, if they guess correctly then the game is over and the mafia loses. If they guess wrong, then another round starts.

### Where the wild wind blows (ages 6 and up) – can also be used as an ice breaker

One person starts in the middle. They start by saying "the wind blows to those..." you can use what colour clothing you're wearing, or anything that applies to you (could be your favorite food). If the person in the middle says anything that applies to those sitting around in the circle, they will have to get up and move to a new spot. The spot cannot be right next to them. Last person to find a seat will be the new person in the middle.

### **Ninja (ages 8 and up)**

In a circle, objective is to get the person beside you out by touching their arms with yours on your turn. Movement must be in one motion, and you must remain in the exact position you stop at. If you manage to touch the person before they dodge, they will lose that arm and they will have to place it behind their back. Once you lose all both arms you are eliminated from the game.

### **Spud (all ages)**

Number everyone off (e.g. 1-11 kids), and have one person start in the middle with the ball. That person is to toss the ball up in the air and call out a number from 1-11 (except their own number). Once the ball is tossed in the air, everyone else is allow to run away (within the boundary) from the middle. Person whose number got called is to catch the ball and call STOP! Once STOP is called, everyone stops where they are. Person with the ball has 3 steps they can take to get close to any target. If their target is hit, that target gets a letter (S). IF that target gets hit again in another round, they get a second letter (U), so not this target has SP. If they get all four letters that spell SPUD, they have to show off their best dance move to everyone. Targets are allowed to dodge but their feet must be stationary.

### **Giants, Wizards, Elves**

Giants beat Wizards, Wizards beat Elves, Elves beat Giants. Divide players up into two teams. In each group they will decide as a group what they want to be. Once decided, both teams will meet in the center line and chant "GIANTS, WIZARDS, ELVES," then make the action. The team that wins must chase and tag the losing team. If you get tagged you then join the other team. Goal – be the team with all the people on it.

### **Squirt (can do name version if used as an ice breaker activity)**

In a circle, chose one person to stand in the middle. They are the squirt master. If they point at anyone in the circle, the person who they point at must duck, and the two people beside the person who ducked must shoot each other and yell squirt (or the other person's name). First to do so is safe. Loser sits down. This process repeats until there are two players left. The squirt master will tell a story with a magic word. The two players will stand back to back and walk forward listening for the magic word, and once they hear it, they must turn around and shoot the other person. First to shoot wins and is to be the next squirt master.



## **Moderate to High energy activities (ages 4-6)**

### **“What time is it Tricky Wolf” (ages 4-6)**

Have one person as the wolf on one end of the court/field (with boundaries) with their back facing the sheep, and the sheep on the other end of the court. The sheep will ask the wolf “What time is it Mr. Wolf”, and the wolf will reply with a time (example, 2 o'clock). The time the wolf says is the amount of steps the sheep need to take towards the wolf. If any sheep surpass the line the wolf is on before the wolf calls LUNCH TIME, they are safe and will not be eaten. Anyone behind the wolf when the wolf calls lunch time are all fair targets for the wolf. In order to be safe, sheep have to run back towards the starting line before the wolf catches them.

Modifications/adaptations:

- ✓ Hopping on two feet (Both wolf and sheep)
- ✓ Hopping on one leg (Both wolf and sheep)
- ✓ Bear crawling (Both wolf and sheep)
- ✓ Making it SPORT specific (so add basketball, soccer ball, etc.)

### **Red light, Yellow light, Green light (ages 4-6)**

One person is the traffic guard, and calls out the colours of the light. Green is go, and they can go as fast as they can. Yellow is slow, and red is stop. If anyone moves when red light is called, they have to go back to the starting line. First to cross the line the traffic guard is at wins. Or if you do not want to put any emphasis on winning, tell the kids the objective is to pass the line, and have the rest who reached the line cheer on the others.

Modification/adaptations:

- ✓ Walking
- ✓ Walking backwards
- ✓ Crab walking
- ✓ Dancing
- ✓ Hopping
- ✓ Making it SPORT SPECIFIC (adding soccer ball or basketball into the game ETC.

### **Dragon's Tail (ages 4 and up)**

Form two groups or more (depending on your camp size), and stand in a line placing hands on shoulder on person in front of you. Each group has a head of the dragon (person at the front), and a dragons tail (last person in the line). Objective of each group is to capture the dragons tail (person at the end will have a pinnie tucked in their shorts).

Modifications/adaptations:

- ✓ Have the dragon's tail close their eyes
- ✓ Have 2 or more people close their eyes (does not apply to head of the dragon)

**Octopus (all ages)**

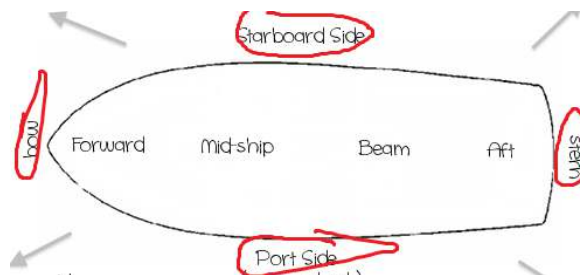
Everyone lines up on one end of the court/field except for two people who are "it." When the Octopi yell "OCTOPUS" everyone who is lined up on one end of the field/court will have to run across to the other end line. If they are tagged before reaching the end line they become seaweed. As n seaweed they are still in the game, posing as obstacles, and tagging kids passing by. Seaweed are allowed one pivot foot, but cannot run and tag others, they must stay stationary wherever they were caught.

**Shipyards**

Identify the PORT, STARBOARD, BOW, and STERN (may use side and baselines of court or field). The Captain will yell out one of the terms, for example – PORT. All the kids (Who are Sailors) will have then to run to the PORT side of the ship. The challenges are: kids have to remember where the sides are correctly. If they are young kids, instructors can assist by pointing to the correct direction they have to run.

Progressions: once the kids are familiar with the parts of the ship, you can then add in ACTIONS after calling out a part of the ship. For example – BOW! Everyone runs to Bow, and then the instructor will say scrub the deck and everyone gets down doing just that. Increase the difficulty by increasing the speed at which you call out a direction and action.

- 1) Scrub the Deck – Kids get down on all fours and pretend like they are scrubbing the deck
- 2) Boat is sinking! – Kids have to lay on their backs and put one leg up in the air (resembling a sinking ship)
- 3) Captain's daughter – Kids will criss-cross their feet and bow like a lady
- 4) Man overboard! – Kids will lay on their backs and log roll once



### **Pirates and Townsmen**

Start with a story (little kids LOVE stories). Once upon a time there was a town called “\_\_\_\_\_”. This town had a lot of money, food, and treasures. The most prized possession was the City’s KEY. This key was magical and brought life to the City, however one very dark evening, the pirates came and raided the City, taking with them all food, money, treasures, but most importantly, the KEY to the City.

The Townsmen (Campers) need to work together to get back all the resources and the KEY in order to save their beloved City.

The instructors will all participate as the pirates with pinnies (resources and KEYs to the City) tucked to the side of their pants/shorts. There will be 4 different colours of pinnies (i.e. Red, blue, green, yellow), Pick ONE colour for the City’s key (there will be two keys), food (x3 red pinnies), money (x 3 green pinnies), and treasures (x3 yellow pinnies). For each colour of pinnie you will need to colour code a treasure box for those pinnies.

The objective of the game is for the campers to capture all the resources and KEYs and putting them in their right boxes in order to save their City.

Safety tips: Instructors will spread out and divide up the pinnies so campers do not all crowd one instructor. Also space out the treasure boxes.

## Moderate to High energy activities (ages 6 up)

### Octopus (all ages)

Everyone lines up on one end of the court/field except for two people who are "it." When the Octopi yell "OCTOPUS" everyone who is lined up on one end of the field/court will have to run across to the other end line. If they are tagged before reaching the end line they become seaweed. As n seaweed they are still in the game, posing as obstacles, and tagging kids passing by. Seaweed are allowed one pivot foot, but cannot run and tag others, they must stay stationary wherever they were caught.

### Snap, Crackle, Pop

In groups of three, one person will be snap, one person will be crackle, and the last person will be pop. In your grp, line up behind each other in a circle. In the center, there are objects placed for groups to grab. Instructor will call out one of the names, whichever name gets called they need to run around on the outside and back to their grp. Players need to crawl under their team mates legs to grab the object (one object per grp) from the center. Team that does not get an object gets minus 1 point. Team with the most minuses, at the end of game (few rounds or however long you want to play) loses.

Modification/adaptations:

- ✓ If crawling is too harsh on knees, have kids in the pair form a tee-pee with their arms, and their teammate crouch under the tee-pee.

### Tail Tag (all ages)

Everyone has a tail (pinnie) tucked to their side. Objective is to collect as many tails as you can in 1 minute. Generally person with the most tails win.

\*Note: Tail tag can be used as a minds-on/progression game to teaching kids about "shielding" the ball, replace the pinnies for balls.

Twists:

- ✓ Person with the most tails have to show off their best dance move
- ✓ Anyone with less than 2 tails will be awarded 10 jumping jacks (or other physical exercises)
  - Personalize it to your specific camp!

Modifications/adaptations:

- ✓ For ages 4 – 6, the coaches will have a bunch of tails and will have the kids chase and capture the flags

### **Cat and mouse**

Have campers pair up and link arms. Have two people volunteer to be a cat and a mouse. Cat will be chasing mouse. Only way mouse can be safe is if they run away and link arms with a pair. Person on the far end of that pair will have to leave the pair and run away from cat as they have now become the mouse. If cat catches mouse before they link arms with someone, they switch roles. Play until you feel like stopping the game.

Modification/adaptations:

- ✓ Laying down side-by side
- ✓ Add another set of cat and mouse or multiple sets

Variation of the game:

- ✓ Make a circle, and appoint one person to be cat, and one to be mouse. Mouse starts inside the circle and cat starts on the outside. The objective of the game is for the cat to catch mouse. Each time mouse runs between two people, that gate is now closed (the two people will close the gate by linking arms). The goal of the mouse is to try and escape cat by trapping the cat inside or outside the circle.

### **Everybody is "IT" tag**

Set a boundary for this game (everyone must stay inside this boundary). Everyone is for themselves, however they may form alliances. The objective of the game is to tag others and be the last person standing. If you are tagged, you will sit down, but MAKE sure they know who got them out because if that person gets tagged by someone else, they sit down, and whoever that person tagged earlier are now back in the game again. If two individuals tag each other at the same time, the winner will be determined with a game of ROCK PAPER SCISSOR (Once). Winner plays on, loser sits down. Game terminates once there is ONE clear winner or when time expires (you can set the time).

### **Chuck the Chicken**

Divide into two teams, one team starts with the chicken (or object), on whistle they can chuck the chicken away from the other team. Other team needs to retrieve the object and form a line in their grp to pass the object in a pattern of over their head and under their head until the last person gets it, they can then chuck the object. While the team is doing the over/under passes, the team that first chucked the chicken are huddled up with one person running circles around them. Count the times the person circled their team (instructors can keep track for the campers). Game can go on and on or capped at 4 rounds or a time limit.

### **Line tag**

Select two to be "it". Everyone including those "it" can only play stepping on the lines of the court. If campers fall off line they also become it. If they are caught they also become it. IF a camper is tagged when the "it" person was off a line, they are safe. Campers are allowed to hop line to line. Game ends with person last to be tagged.

Modification/adaptations:

- ✓ Add road blocks: those tagged become road block wherever they were tagged. If someone is running on a line and hits a roadblock they cannot pass and must turn around and find a different route

### **Capture the Flag**

Divide up campers into two teams (pinni verse non-pinni). Outline on area where the flags are held (should be identical on both ends of the court/field). Each team starts at their end of the court, once the whistle blows (initiating the game), players can then try and invade their opponent's territory. Once you cross center line into your opponent's territory, you can be tagged. Once tagged you are frozen, and must stand where you were caught. By putting your hand up you can let your teammates know you are frozen. In order to get unfrozen, either instructor calls "Jail break" or if your teammate comes and touches you to unfreeze you. If unfrozen, you get a free walk back – YOU CANNOT try and get a flag until you have crossed back to your side first.

Other rules:

- You can only take one flag at once
- Cannot transfer flag to another teammate (Once you pick up a flag, you are responsible for bringing it back to your territory).
- Only allowed 5 seconds max. in the zone (where flags are kept)

Variation, modifications, and adaptations:

- ✓ Add a jail cell – if players are caught they go to jail, and are freed when a teammate runs through the jail
- ✓ 4 Corner Capture the Flag
  - Four teams instead of two, every team for themselves initially
  - Playing area is divided into 4 quadrants with the middle intersection as a "no-man's land" safe zone
  - Each team has their zone containing the flags (8 flags x 4 teams = total 32 flags), once all are flags are gone, your quadrant gets shut down, and you are free to join another team.
  - Game terminates when there is one team remaining who will be the victors.

## Dodgeball

Divide campers into teams of two. Dodgeballs are lined up down the center of the court. Objective is to hit players on the opposite team to get them out. You must hit players shoulder and below in order to get them out.

Ways to get out:

- ✓ If you are hit shoulder and below by a ball
- ✓ If you try to catch a ball and drop it
- ✓ If someone on the other team catches a ball you threw
- ✓ If a ball hits one of your teammates and deflects off you as well

Variations to the game:

- ✓ Doctor dodgeball:
  - On each team there is a "Doctor" that is chosen by the team. The identity of the doctor remains anonymous to the other team
  - The doctor has the ability to revive players on their team if they have been hit, all they have to do is touch their teammate that is sitting down wherever they were hit
  - Once the doctor is hit, they are out of the game and no one can be revived
  - Game ends when one team has successfully gotten everyone eliminated
- ✓ Jail break
  - If you are hit, you go to jail at the end zone of your opponent's side
  - In order to get back into the game, you will need to obtain a ball that is either thrown to you by your teammates or a ball is rolled into the jail zone, and then try and hit someone out from behind
  - Once you hit someone you get a free walk back to your side
  - Game ends when one team has successfully gotten everyone out on the other team
- ✓ Survivor dodgeball/hunger games:
  - Everyone for themselves
  - You can only have one ball in your hand at one time
  - You must release the ball entirely for the hit to be considered legal (no touches/tagging people with the ball)
  - If you are hit, make sure to note who got you out, because once that person gets hit, everyone that got out because of that person is now back in the game
  - Game ends when there is one winner or whatever time permits

## Physical literacy – ACTIVE START (ages 0-6)

### *Locomotion and Body Skills*

#### **Animal Walks**

Form a grid (20m x 20m) and have all the players inside. Have players follow the leader (coach) performing various animal walks moving inside the grid.

- ✓ Bear walk (Straight leg)
- ✓ Bunny hop/Kangaroo hop
- ✓ Sprint fast like a cheetah
- ✓ Waddle like a penguin
- ✓ Stand tall (on your tippy toes) like a giraffe
- ✓ Leap like a frog
- ✓ Stand still (on one leg) like stork (hold for 3 secs – increase seconds for progression)
- ✓ Crab walk
- ✓ Turtle walk (knees bent and off the ground)
- ✓ Flap your wings and fly around like bird
- ✓ Log roll (on a mat preferably)
- ✓ Gallop like a horse (next progression would teach kids how to skip)

#### **\*Animal walks can be incorporated into other L.O.Gs**

- ✓ **Obstacle course**
- ✓ **Simon says**
- ✓ **“What time is it Tricky Wolf”, Red light green light, Tag games etc.**

### *Balance and Coordination*

#### **Circuit that includes:**

- ✓ Balance beam (bench or a line on the court/field)
- ✓ Body rolling
- ✓ Dodging
- ✓ Jumping off a height (supervised/proper spotting and assisted by instructor) and **Landing** in a motorcycle position (heel-toe, knees bent, arms out in front)
- ✓ Ready Position
- ✓ Spinning, falling
- ✓ Stretching
- ✓ Stopping
- ✓ Twisting and turning

**Fundamental Movement Skills:** Students are learning the ABCs of movement – Agility, Balance, and Coordination



### *Object Manipulation*

Upper body object manipulation skills:

- ✓ Sending - throwing, rolling (ball), striking (ball, puck, shuttle), punting
- ✓ Receiving – Catching, stopping
- ✓ Travelling with – dribbling (hands, stick)
- ✓ Sending and receiving – Striking (bat, stick, racquet)

Lower body object manipulation skills:

- ✓ Sending – kicking
- ✓ Receiving – stopping, trapping
- ✓ Travelling with – dribbling (feet)

\*Object manipulation skills will be practiced using sport-modified activities

## **Territory/Invasion Adapted Activities**

### **Exploration Activities with Basketball**

\*Purpose of this activity is to get students familiar with the ball by performing various exercises. This also allows instructors to assess the abilities of the students.

Have students spread out facing you (the instructor). Ask students if they can dribble the ball (and have them attempt to) ...

- ✓ With your right hand, with your left hand?
- ✓ While moving forward, backwards, sideways, and diagonally?
- ✓ With one hand and then switch to the other?
- ✓ With your eyes closed?
- ✓ Around your body?
- ✓ With a really high bounce?
- ✓ Close to the floor?
- ✓ Sitting on the ground? Lying down?
- ✓ With your left hand while high-fiving (perform 5) other students? Etc.

**Skills:** dribbling, ball handling

**Equipment:** ball for each student

### **Exploration Activities with Soccer**

\*Purpose of this activity is to get students familiar with the ball by performing various exercises. This also allows instructors to assess the abilities of the students.

Have your students try to...

- ✓ Kick the ball with different parts of your foot – inside foot, outside foot, laces
- ✓ Kick ball at a target – against a wall, at a cone, between two cones, at a net
- ✓ Kick ball in different directions – forward, backwards, diagonally
- ✓ Kick the ball from one foot to the other (Tick Tock)
- ✓ Run and kick at the ball, etc.

**Skills:** kicking

**Equipment:** ball for each student, pylons/targets

### **Dribble freeze (Basketball and Soccer)**

Every student has a ball, when music begins they dribble the ball around a defined playing area, but when the music stops, they have to immediately stop dribbling stopping the ball with their foot on top (\*For basketball, when music stops get into Triple Threat position). Those who dribble or move after the music stops lose a life (everyone has 3 lives). Once you lose all three lives they help instructors catch other kids moving after music stops.

**Guiding questions:** How did you move the ball around? What made it easier or harder to control the ball? What skills are you using?

**Sport specific fundamental skills, tactics/strategies:** dribbling, trapping, stopping, keeping ball close, running on balls of feet, staying low

**Fundamental movement skills:** object manipulation, locomotor (running), balance and coordination

**KEY WORD(S) and PHRASES:** for soccer - "Foot on ball," "Keep ball close"

**Equipment:** music or if no music use your whistle (players will stop dribbling upon hearing whistle), pylons to outline playing area, balls for each child

**Space:** Field, or indoors

### **Numbers (Basketball and Soccer)**

Divide players up into two teams (i.e. 10 kids/2 = 5 on each team). Give each player a number from 1-5. If there is an odd number, give one player two numbers (1 & 5). \*Tip: number kids off on each team based on similar skill levels. Players are lined up on the outside of the playing area (or sitting on their bench, could have them lying down with stomachs on the ground). The instructor will call a number (i.e. 1) or numbers (1 & 4), and then toss the ball into the center of the playing field/court. Whatever number gets called, they will have to place against the numbers on the opposite team. The objective is to score on your opponent's net to gain a point for your team.

**Guiding questions:** What challenges did you face when you were playing 1-on-1? What skills are you using in this game? How can this activity help you develop into a better player?

**Sport specific fundamental skills, tactics/strategies:** dribbling, passing, shooting, decision-making

**Fundamental movement skills:** object manipulation, locomotor (running), balance and coordination

**Equipment:** one ball, pinnies, two nets

**Space:** Field, or indoors

**Progression/modifications:**

- ✓ Start with 1-on-1 games, and then progress to 2v2, 3v3, 4v4 and so on

### **Dribble Knock-Out (Basketball and Soccer)**

Outline a playing area. Each child has a ball and is dribbling inside this area. The objective for the students is to protect their ball by “shielding” it, using the body/shoulder in soccer, and arm in basketball. The instructor is going around trying to tap or knock their student’s ball out. If your ball is knocked out, you must perform 5 jumping jacks before returning back to the game.

**Guiding questions:** What made you successful in this game? Was it easier to control the ball when you’re standing up tall or if you were lower to the ground and getting big with your arms out? How can you use the skills in the game in a real soccer game?

**Sport specific fundamental skills, tactics/strategies:** dribbling, shielding, finding open space, moving away from defender (instructor)

**Fundamental movement skills:** object manipulation, balance and coordination, agility, locomotion

**KEY WORD(S) and PHRASE:** “GET BIG,” “Shield ball with body,” “Arms up”

**Equipment:** soccer balls or basketballs, pylons

**Space:** Outlined playing area (I.e half the field/court, center of the field/court)

**Progressions/modifications:**

- ✓ Change the playing area progressively as game goes on (bigger or smaller to increase or decrease difficulty of the game).
- ✓ Give players 3 lives to start the game, if they lose all 3 they then participate by standing on the outside of the playing area trying to knock out balls (as other players are moving around in the playing area)

### **Bring it Back (Basketball and Soccer) – Contributed by Nem**

All the balls are placed in the center of the circle; the instructors are kicking/tossing the balls out of the circle with a steady pace. The objective of the game is for the players to bring the balls back (predetermined time, e.g. 30secs) by dribbling and stopping the ball inside the circle. They cannot just kick the ball through.

**Guiding questions:** how can you become more successful with this game? In what ways can you help each other on your team be successful? (Perhaps passing? Calling each other’s names, spreading out etc.).

**Sport specific fundamental skills, tactics/strategies:** dribbling, passing, teamwork, communication, covering space/spreading out

**KEY WORD(S) and PHRASE:** “PASS!” “SPREAD OUT”

**Equipment:** soccer balls or basketballs, pylons

**Space:** Outlined playing area (I.e half the field, center of the field, full field)

**Progressions:** players have to make one pass to another teammate before returning the ball back to the circle

**Circle Relay (Soccer) – Contributed by Nicole. K**

Divide players up into even teams. Number the players off so they know who is going next. The first player will dribble the ball to the end zone (around a pylon) and back then grab the second person in line. Players must pass the ball to each other while holding hands the entire time. Once they return from the end zone, the pair will then grab the third person in line and all three will hold hands, and repeat the process. The first team to grab all their players, and finish the relay while staying connected the entire time will win.

**Guiding questions:** how can you become more successful with this game? In what ways can you help each other on your team be successful?

**Sport specific fundamental skills, tactics/strategies:** passing, teamwork, ball control

**KEY WORD(S) and PHRASE:** “Nice and easy”

**Equipment:** soccer balls, pylons

**Space:** Field space (starting line and end zone)

**Progressions/modifications:**

- ✓ Increase the distance in which players have to travel
- ✓ Weaving through multiple pylons
- ✓ Keeping the ball up the entire way (advanced skill)

**“Not in my backyard” (Soccer)**

Two teams scatter on either half of a large playing area (soccer field or court). All the balls start on one end of the field. When whistle blows, the kicking team starts kicking the balls as quickly as possible over the center line. The receiving team kicks the balls back as quickly as possible. Play for a predetermined time (e.g. 2 mins). Count the number of balls on each side. The team with the least amount of balls on their side wins the round.

**Guiding questions:** how can you become more successful with this game? What part of your foot should you kick with? Why do we not want to toe punt the ball? (Can break your toes)

**Sport specific fundamental skills, tactics/strategies:** kicking, object manipulation, kicking ball to open space away from opponents

**KEY WORD(S) and PHRASE:** “Laces,” “Inside of foot”

**Equipment:** many soccer balls

**Space:** Field space

### **Capture the Balls (Basketball and Soccer)**

Similar to capture the flag (see page 14 for description of game), the objective is to capture all the balls, or as many as you can before the time is up. The only difference is, if your opponent is in possession of a ball, you must steal the ball off them in order to freeze them.

#### **Progression/modifications:**

Players are allowed to pass the ball. There are only two situations where you are allowed to pass. One is if you are trying to maintain possession of the ball, and your teammate is also on the opponent's territory, you may pass to them. Players CANNOT pass the ball over the center line. Players must dribble the ball across center line. The second scenario is once they pass center, they can pass to a teammate to put the ball in their net.

**Skills:** dribbling, passing, defense

**Equipment:** balls (10 on each team), pinnies, pylons, nets/area to keep balls

**Space:** field or court

### **Dribble Octopus (Basketball and Soccer)**

Similar to the rules of Octopus (\*see page 14 for description of game), there are two Octopi as "IT" to start. Everyone else has a ball. They must dribble the ball from one end of the court/field to the other end. Only way someone becomes IT as well is if they get their ball stolen, or if the Octopi knocks their ball out of bounds. If the Octopi knocks the ball, and the player manages to regain possession of the ball before it goes out of bounds or before the octopi steals it, then the player continues. Once you lose your ball, you become an Octopi and play defense.

**Skills, tactics/strategies:** dribbling, running, ball control, defense, dribbling low to the ground, trapping players

**Equipment:** ball for each player, pylons to outline boundary if no lines available

**Space:** field or court

### **Red light, Green Light, CRASH (Soccer)**

Players move around in a playing area (outlined by pylons – 20m x 20m) – when coach yells RED LIGHT, players must trap the ball and freeze. If coach yells GREEN LIGHT players go, but on "go speeding", players speed up. When coach yells CRASH, players will dive on their ball.

**Skills:** dribbling, ball control/ball literacy, stopping with control

**Equipment:** ball for each player, pylons for boundary

**Space:** field or court

### **Ultimate Dino Circuit – Contributed by Nicole Kozlova**

Students will have the opportunity to practice their fundamental movement and object manipulation skills in a form of a circuit.

- 1) Meteoroid shower
  - a. Pylons are scattered in an area between the starting point and the end point (net). The ball starts on top or beside the starting pylon, students pretend to be dinosaurs dribbling and weaving around the meteoroids to safety (other side of the meteoroid). At the end they will take a shot on the net.
- 2) Dino hop
  - a. Students have to hop from pylon to pylon until they reach the end and shoot on the net.
- 3) Dino weave
  - a. Students weave in a zig zag and shoot at the end of the last pylon.

**Skills/tactics:** dribbling/lower body object manipulation, locomotion, kicking

**Equipment:** pylons, net, balls

**Space:** field/court

### **Nuts and Squirrels (CSA)**

Teams are divided into 4 groups - each group is given a different colored pinni. All the balls positioned in middle square. On coaches command 1 player from each group collects a ball (nut) from the middle. Player dribbles ball back to their triangle (tree) – next player can go when the ball is stopped in the triangle. When the coach stops the game, the team with the most balls (nuts) in their triangle wins the game.

Progression/modifications:

- ✓ If kids are having trouble dribbling, can start with using hands first
- ✓ One player from each group is allowed to steal a ball from the other team's triangle

### **Volcanoes and Valleys (Soccer and Basketball)**

Randomly place cones around the gym so that half look like volcanoes (point up) and half look like valleys (point down). Divide players into two teams. One team assigned valleys, and one team assigned volcanoes. On the coach's whistle, players run around the gym and flip over as many cones as possible. Valley players want to flip volcanoes (to make valleys). Volcano players want to flip valleys (to make volcanoes). Play for a short period of time (approximately 1 minute) before totaling the volcanoes and valleys. The team with the most wins the round.

**Progression/modifications:**

When players become comfortable with the game, have all players dribble a basketball while flipping cones.

**Equipment:** Cones, balls

### **Temple of doom! (Soccer)**

Kids are divided into two teams (Raiders & Traps). There are treasures (balls) placed at one end of the course. The Raiders start at the opposite end of the treasures. The Traps are positioned on the side of the course (outlined by pylons) with soccer balls. Raiders will have to run through the tomb to the end of the treasure, retrieve one ball at a time and dribble it back to the starting point. Once the raiders enter the tomb, the Traps are free to kick the balls (below the knee) at the Raiders. If a raider is hit with a ball, they will have to return to the starting point. If they have a treasure in their possession while they are hit, they must return the treasure to the tomb. Switch every 2 minutes. Team with the most steals after round 4 wins.

**Skills:** running, jumping, dodging, dribbling (feet), balance and coordination, and kicking

**Equipment:** soccer balls, pylons

### **Hoop Pass (Basketball – ages 7 & up)**

Divide students into two teams. Students can only pass the ball (no dribbling) to move the ball around the court. There will be one (or two) hula hoop(s) on each end of the court. Objective of the game is to score on your opponent's hoop by receiving a pass inside the hoop. \*Players cannot monkey guard hoop, nor can players be inside the hoop for more than 3 seconds at a time. Each successful catch inside the hoop is worth one point.

**Progression/modification:**

- ✓ Add a second hoop to each team (if no hula hoops, use pylons to make a hoop on the ground)
- ✓ Allow two steps
- ✓ Allow dribbling (But cannot dribble into a hoop to score, must receive a pass in the hoop to score)

**Skills, tactics/strategies:** passing and receiving, teamwork, jumping, spatial awareness

**Equipment:** 1 basketball, 2-4 hula hoops, pylons, and pinnies

### **Ball tag (Basketball – ages 7 and up)**

Two students or instructors are "it". The "it" must try and tag everyone else with a ball. When you are in possession of the ball, you cannot move; you must pass the ball off before you can move again. Everyone else without a ball can move freely around in the designated playing area. If you get tagged, you become "it" with the others.

**Progression(s)/modification(s):** make the playing area smaller, and or add in an extra ball

**Skills, strategy/tactics:** running, agility, spatial awareness, teamwork, passing & catching, man-to-man marking

**Equipment:** pinnies, basketball(s), pylons

**Space:** outline a playing area with pylons



### **"Four corner soccer"**

Divide the players into teams of four. Each team sets up a goal at opposite corners of the field. They are given 5 lives each. The objective of the game is to score on other teams to take their lives away, at the same time protect your own goal to stay in the game. If your team is scored on, you lose a life. When all your lives are gone, you then shut down your goal. If your goal is shut down, you may join another team. The last team with their goal remaining wins.

## **Net/Wall Adapted Activities**

### ***Tennis, Badminton, and Squash***

#### **Exploration activities with Tennis**

\*Purpose of this activity is to get students familiar with the ball first, then racquet by performing various exercises. This also allows instructors to assess the abilities of the students.

Have your students try to...

- ✓ Toss the ball in the air and catch it in one bounce (too easy? Catch with no bounce)
- ✓ Catch the ball off the wall (if a wall is available)
- ✓ Walk around while balancing a ball on the racquet's face
- ✓ Bounce the ball on the face of the racquet – fore hand (keep it up as many times as you can in 1 minute)
- ✓ Bounce the ball to the ground and keep bouncing for as many times as you can (hitting ball to the ground)
- ✓ Keep the ball up alternating between forehand and back hand

**Skills:** catching, tossing, sending and receiving a ball, striking with a racquet, hand-eye coordination

**Equipment:** ball for each student, racquet for each student

#### **Exploration activities with Badminton (ages 8 and up)**

\*Purpose of this activity is to get students familiar with the ball first, then racquet by performing various exercises. This also allows instructors to assess the abilities of the students.

Have your students try to...

- ✓ Hit the birdy up using fore hand (keep it up as many times as you can in 1 minute)
- ✓ Hit the bird up using back hand (keep it up as many times as you can in 1 minute)

A compilation of activities and games assembled by Vivian Lau  
2016 - 2017

- ✓ Keep the ball up alternating between forehand and back hand (keep it up as many times as you can in 1 minute)
- ✓ Hit the bird/shuttle as high in the air as possible (Harder – catch the bird with face of racquet)
- ✓ Hit the bird/shuttle as far and long as possible

**Skills:** sending and receiving a bird/shuttle, striking with a racquet, hand-eye coordination

**Equipment:** bird/shuttle for each student, racquet for each student

**Exploration activities with Squash (Ages 8 and up)**

\*Purpose of this activity is to get students familiar with the ball and space first by performing various exercises, when students are comfortable then introduce the racquet. This also allows instructors to assess the abilities of the students.

Have your students try to...

- ✓ Walk around the court while keeping the ball up as many times as possible – FOREHAND, then BACKHAND. Keep the ball up alternating between forehand and back hand
- ✓ Bounce the ball to the ground and keep bouncing for as many times as you can (hitting ball to the ground)
- ✓ Hitting the ball against the wall with one bounce - FOREHAND and BACKHAND (Advanced skill - NO bounce: FOREHAND and BACK HAND)
- ✓ Hitting the ball off two walls

**Skills:** sending and receiving a ball, striking with a racquet, hand-eye coordination

**Equipment:** ball for each student, racquet for each student

**Ball balancing challenge (Tennis)**

Have students start with one ball on their racquet lining up on one end of the tennis net. A couch will be standing on the other end of the net. Players have to walk around the net and each time they pass they are awarded an additional ball. The objective is to collect and balance as many balls as they can in a pre-determined time (1 minute). If a ball or multiple balls fall off, they will have to put away ONE ball and start back at the beginning of the net.

**Skills:** balancing, hand-eye coordination

**Equipment:** a hopper full of tennis balls, racquet for each player, tennis net

### **Skittles (Tennis) – Contributed by Mehran**

Have all the players line up on one side of the tennis court (side line). On signal (when coach yells SKITTLES), players will have to run from one side line to the other attempting to dodge oncoming tennis balls that the coach is throwing. If a ball touches a player, the player becomes a ball thrower.

#### **Progress/modifications:**

- ✓ Have players move with different locomotion skills (i.e. animal walks – see page 16)

**Skills:** running, dodging, agility, coordination

**Equipment:** tennis balls

### **Relay (Tennis, Badminton and Squash)**

Divide players up into teams of 4 or more (even teams out). Allow teams to organize the line-up.

1. Run to the end of the tennis court and high five teammate (sit down when you finish)
2. Run to the end of the tennis court, and spin around (forehead to end of racquet handle) 3 times then run back
3. Balance a ball/shuttle on the racquet to end of court and back
4. Balance a ball/shuttle on the racquet weaving through pylons
5. Bouncing the ball/shuttle (keeping it up) to the end of the court and back
6. Bouncing the ball/shuttle (keeping it up) weaving through pylons

**Skills:** balancing, hand-eye coordination, running, agility

**Equipment:** tennis balls/shuttles, racquets, pylons

### **Hungry, Hungry Hippo (Tennis)**

Divide into teams. Each team needs to number off who will go first. A hopper of balls is placed in the middle of the court. Each team has a hopper (if no hopper, make a circle with pylons to hold balls), where they will put the balls. It is dinner time and the hippos (players) are hungry. When the coach signals its dinner time (Blow whistle), the first person will run to the middle hopper, grab a ball and balance it on their racquet all the way back to their own hopper. The next team member can go once the person in front of them places the ball in their hopper. Team with the most balls when time is up (1 minute) or when balls run out wins.

#### **Progression/modifications:**

- ✓ Have players bounce/keep the ball up all the way back to their hopper

**Skills:** running, balance, coordination

**Equipment:** tennis balls, racquets

### **Jackpot (Tennis and Badminton)**

Players are on the other side of the net. The coach will throw/hit a ball/bird (worth a certain amount of points – i.e. 100) into the air. The players are all challenging each other for the ball. The goal is to accumulate 1000 points, or catch the Jack Pot to win.

**Skills:** hand-eye coordination, spatial awareness, catching

**Equipment:** balls/birds, one racquet (for coach)

### **Over the net (Tennis)**

Instructors will toss balls over the net, right at the students in their volley position. Students will volley the ball over the net in a “punching” movement.

Adaptation – instructors will toss ball and students catch the ball without a racquet.

#### **Progression(s)**

- ✓ Try and hit the ball into a hula hoop
- ✓ Try and hit the ball on less than 2 bounces

**Skills:** Hand-eye coordination, volley, object manipulation, accuracy and aim.

**Equipment:** hula hoops, junior racquets, tennis balls, or gator balls, tennis nets

**Space:** tennis court, gym

### **Speed Shuttle (Badminton)**

Divide the players up into two teams (one on each side of the court). Have players place 15 birds on the back court line). Everyone begins touching the net, when the whistle blows, they have to run to the back court and pick up a bird to throw over the net. The objective is to have the least amount of birds on your side when time is up (pre-determined – 1 minute rounds).

#### **Progression/Modifications:**

- ✓ Must step over the service line with racquet foot when you release the bird
- ✓ Players can only throw one bird at a time using only their dominant racquet hand

**Guiding questions:** what made your team more successful? (i.e. catching bird in the air before it dropped and throwing it back over), where were you throwing the birds? How does this game translate into a real game of badminton? What skills are you using in this activity?

**Skills, strategy/tactics:** running, throwing (over-head swinging motion), catching, bird placement

**Equipment:** 30 shuttles, badminton net

### **Around the World (Badminton – ages 8 and up)**

Divide student two lines (one on each side of the court). One line will start with the shuttle and serve to the other side. Once the shuttle is served, player will have to run around (to their right side) to the other side of the court and join the end of the line. The person receiving the serve will have to keep the rally going – hitting any shot except for smash. If player misses, hits bird into the net or out of bounds, they lose a life. Everyone begins with three lives, and once all three are gone you are eliminated from the game. When there are two players remaining, they will play a singles match. First to get three points will win.

**Guiding questions:** what shots did you use often in this game? Why are you playing those shots?

**Skills, strategy/tactics:** running, overhead swing, striking, placement

**Equipment:** 1 shuttle/bird, racquet for each student

### **Mixed Martial Arts**

\*Please see martial arts curriculum for techniques

#### **“Sensei says”**

Similar to Simon says, students will do the actions if “sensei says” to do it.

- ✓ E.g. Make a fist (palm to the sky, curl fingers into palm, thumb outside on top), Horse stance, Fighting stance, Jab, Cross punch, Push kick etc.
- ✓ Going through the different techniques and skills

#### **Knee touch**

Create a ring (using pylons). All players are sitting outside the ring except for two competitors inside the ring. Players will shake hands and bow to begin the game. Objective is to land a solid touch on your opponent’s knee. Winner is decided at the end of the match (pre-determined time – 30 seconds). Person with most touches win.

**Skills, strategy/tactics:** striking, stance, bouncing, reaction time, baiting your opponent (draw them in and attack)

#### **Obstacle course**

Create an obstacle course that incorporates balance, coordination, agility, and striking

## Sources

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