

Mini Legends Active Start - Lesson 1

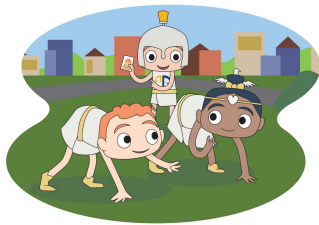
Participants practice various locomotor movement skills by moving like different animals in general space and in a relay formation.

OVERVIEW

DURATION	30 mins
AGES	4 - 6
MILES RATING	0.97
STAGE(S) OF ATHLETIC DEVELOPMENT	Active Start (Age 0-6)
SKILL LEVEL	Beginner, Intermediate, Advanced
DEVELOPMENT FOCUS	Fundamental Movement Skills Locomotor: Galloping, Hopping, Jumping, Running, Skipping, Walking
SPORT(S)	Multisport
EQUIPMENT	Animal Cards, Cones, Music, Poly Spots
ENVIRONMENT	Field, Gym

- A (K-2)-1: I can do many locomotor movements while moving like different animals.
- D (K-2)-3: I can listen and follow directions while participating.
- Observe participants during class while using the criteria on the *LEAP Daily Mark*.
- At the end of the lesson, provide each participant with the *Listening Skills Self-Assessment*.





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ATHLETICS ALBERTA SAFETY GUIDELINES

Equipment

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

Attire

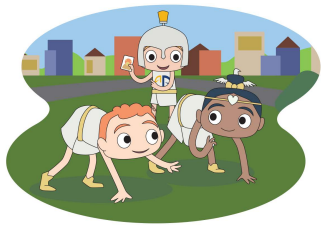
1. Appropriate athletic footwear, i.e. running shoes, must be worn at all times and shoelaces tied and secure.
2. Appropriate athletic clothing, i.e. t-shirts, shorts, or sweat pants, must be worn at all times. When religious requirements create a safety concern the activity must be modified.
3. Jewelry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

Environment

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

Activity

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



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INTRODUCTION

- Before the activity, introduce the unit by telling the group that they will be starting a new unit where they will be participating in many activities that improve their travelling or locomotor skills and sending and receiving or throwing-type skills.
- Ask, “What are some ways we can move and travel with our bodies from one place to another?” Examples include: walk, run, gallop, jump, hop, skip, crawl, slide, leap, etc.). Refer to these as “locomotor movements”.
- This lesson will focus on participation in many different locomotor movements that lead up to and practice the many movements that are involved in the skill of running.

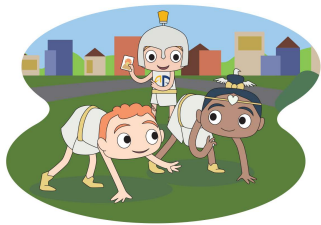
👁️ Comments/Teaching Tips

- As participants are taking part in the animal activities, observe and provide suggestions to the movements; e.g., during the crab walk, participants should be moving on hands and feet with fingers pointing toward their heels as this is the safest method and most natural way to fall if they were to lose their balance.

👁️ Safety

- Remind participants to move in a controlled manner in the space and to avoid collisions.
- Participants must keep their eyes looking in the direction they are traveling.





Mini Legends Active Start - Lesson 1

Participants practice various locomotor movement skills by moving like different animals in general space and in a relay formation.

WARM-UP

5 mins

Animal Safari

Animal Cards, Music, Poly Spots

5 mins

Setup

- To set up the activity, scatter poly-spot markers or cones around the playing area and place one animal picture card under each poly-spot marker or cone, so it cannot be easily seen without lifting up the poly-spot or cone.

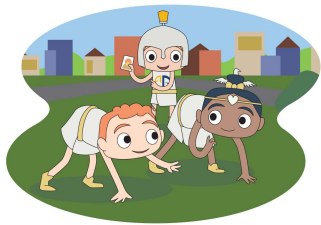
Safety

- Remind participants to move in a controlled manner in the space and to avoid collisions.
- Participants must keep their eyes looking in the direction they are traveling.

Instructions

- Invite participants to stand beside an animal picture card and lift up the poly-spot or cone to see which animal it is and place the spot back down on top of the card.
- Once they hear the auditory start signal, such as music playing, a hand-clap, or a whistle blow, they are to move throughout the playing area like the animal they uncovered.
- On another signal, such as, music stopping or "Freeze!" participants stop and hold a balance as their animal.
- When the start signal is heard, they move to reveal a different animal card and move again.
- After 3-4 times, change the start signal to, "On your Mark...Set...Go!"





Mini Legends Active Start - Lesson 1

Participants practice various locomotor movement skills by moving like different animals in general space and in a relay formation.

SKILL LESSONS & ACTIVITIES

5 mins

■ Animal Relay

📄 Animal Cards, Cones, Poly Spots

🕒 5 mins

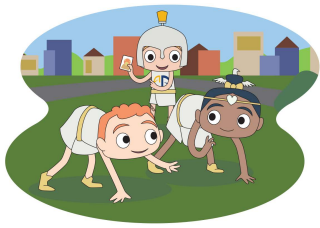
🔧 Setup

- Divide participants into groups of 3-4 and invite them to stand one behind the other at one end of the playing area.
- Scatter the animal cards that were used in the warm-up activity at the opposite end.

Instructions

- Inform participants that they will be using a variety of locomotor movements, including animal movements to travel from one side and back to the other with the objective of this activity being to collect as many animal cards as possible while listening to and looking for the auditory and visual signals.
- Call out a locomotor movement; e.g., gallop, and use a visual signal, such as an arm going down to start the relay.
- Once a participant gets to the other side, they pick up one animal card and travels back to their group moving like the animal they picked up.
- When a participant gets back from retrieving one animal card, he or she high fives the next participant in line, then places the card on their poly-spot marker, and moves to the back of the line.
- After a minute, use another signal to stop the activity and call out another locomotor movement, such as walk or skip.
- Participants can also be challenged to perform a different locomotor movement of their choice to the other side.
- After the activity, ask participants to identify ways that we used in the lesson today to start or stop the activities.
- Continue the discussion by asking what the difference is between an auditory and visual signal.





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COOL-DOWN

5 mins

■ Slow Sloth

 Animal Cards

 5 mins

Instructions

- Hold up these five animal cards (cheetah, antelope, ostrich, human, and sloth) and as a class, invite participants to rank the animals from fastest to slowest. Note: The order from fastest to slowest is; cheetah, antelope, ostrich, human, and sloth.
- Ask the class who would be the fastest person they know (could be a friend, parent, etc.).
- Invite participants to show you how they can move like a sloth to line up at the door.

Fundamental Movements Skills Explored

- Non-locomotor/Stability: turn, twist, balance, dodge, bend, land, stretch, lift, sit, stand, crouch, squat, lean, kneel, push, pull.
- Locomotor: walk, march, run, hop, jump, leap, gallop, slide, tiptoe, crawl, skip.





Mini Legends Active Start - Lesson 10

Participants practice throwing, jumping, dribbling, and striking in various stations.

OVERVIEW

DURATION	30 mins
AGES	4 - 6
MILES RATING	2.10
STAGE(S) OF ATHLETIC DEVELOPMENT	Active Start (Age 0-6)
SKILL LEVEL	Advanced, Expert
DEVELOPMENT FOCUS	Fundamental Movement Skills Body: Balance Locomotor: Hopping, Jumping, Leaping, Skipping Object Control & Manipulation: Striking (with hands), Targeting, Throwing
SPORT(S)	Multisport
EQUIPMENT	Balls, Beanbags, Benches, Cones, Frisbee, Hoops
ENVIRONMENT	Field, Gym

- A (K-2)-13: I can perform many running, jumping and throwing-type activities in a variety of environments using various equipment.
- D (K-2)-1, 3, 7, 8: I can show effort, move safely, challenge myself and make appropriate movement choices.





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ATHLETICS ALBERTA SAFETY GUIDELINES

Equipment

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5. If extra safety equipment is required, i.e. helmets, safety goggles, etc, be sure they are worn in the proper way intended for use. For example, goggles on the face not head, chin straps secured, etc.
6. Ensure all balls are properly inflated.

Attire

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

Environment

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Activity

1. Be aware of any medical conditions your participants may have and the protocols in place to deal with any situations that may arise.
2. Supervisors should always be facing the participants so all activity can be seen and safety hazards addressed in a timely manner.
3. Ensure all activities are developmentally appropriate. i.e. a 6 year old should not be shooting free throws at a 10 foot high net with an adult sized ball.
4. Teach proper progressions of skills from basic to more advanced.
5. A participant should be challenged by choice. If they do not feel comfortable performing a certain skill give them alternatives so they can still participate but at their own comfort level.
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9. Participants must be aware of their general and personal space at all times, and look where they are moving to ensure the safety of themselves, others and the facility.
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Mini Legends Active Start - Lesson 10

Participants practice throwing, jumping, dribbling, and striking in various stations.

INTRODUCTION

- In this culminating lesson, participants will be taking part in a Physical Literacy **MLP** Day!
- These activities can be planned for indoors, out or a combination of both. Facilities and spaces can be used such as, gymnasiums, hallways, empty classrooms, community halls, school fields, athletic parks, or other activity spaces.
- Prior to the **MLP** Day, participants can be placed in groups, who they will travel to each station with. One participant (“Team Leader”) in each group can be tasked with holding the clipboard with their group member’s names to ensure everyone stays together and with the order of stations that they are moving to.
- Consider hosting a “Team Leader” meeting to talk about duties.
- Decide upon a stop and start signal for groups to move from one station to the next.
- Volunteers are needed at each station to explain the activity and assist with organization.

****IMPORTANT** considerations, at a glance, for planning a successful **MLP Physical Literacy Day**.

- make plans for different seasons or inclement weather
- set-up the teams and rotations
- clarify instructions
- book a photographer
- assign a cleanup crew
- involve students in planning
- recruit responsible students as volunteers (high school leadership students, parents, staff members, and members of the community (police, politicians, fire fighters, etc.))
- assign group leaders and ensure proper supervision is in place
- sign out all equipment (label and number)
- adapt equipment and/or provide modifications
- line the fields (if needed)
- Plan and order (or make) awards
- promote the day – take pictures, post charts with results and winners, make pre-event announcements, come up with slogans
- safety considerations include: gym floors should be clean and dry, walls should be free of obstructions, enough protective gear must be available for all participants, check fields for broken glass, holes, etc., inspect equipment.



Mini Legends Active Start - Lesson 10

Participants practice throwing, jumping, dribbling, and striking in various stations.

WARM-UP

5 mins

■ Team Organization

🏠 Balls, Beanbags, Cones, Frisbee, Hoops, Nets

🕒 5 mins

- Invite all participants to gather together for initial organization; ie. find their groups and wait for the next instruction.
- Send groups to their first station and upon hearing the start signal, they can begin.
- Once the stop signal is heard, they clean up the station and head to the next one.
- Some ideas of stations can be found in the activity called, **MLP Physical Literacy Day**.





Mini Legends Active Start - Lesson 10


Participants practice throwing, jumping, dribbling, and striking in various stations.

SKILL LESSONS & ACTIVITIES

20 mins

Mini Legends Physical Literacy Day!

 Balls, Beanbags, Buckets, Cones, Frisbee, Hoops

 20 mins

Setup

- Setup an appropriate number of stations to have 3-6 participants per station and complete your planned activity time.
- It is not necessary to have students at all stations.
- Ten stations work well with 10 minutes allotted at each station.

Safety

- Review basic safety guidelines with all students before the start of the day, including a signal to stop all activity and signal to rotate stations.
- Highlight safety considerations for each activity as required.
- Ensure an adequate number of instructors to supervise all stations and are all aware of the Emergency Action Plan for the facility

1 Target Throw

- Participants stand behind a line and throw three soft objects, one at a time, towards the target and attempt to knock it over or throw it through.
- Target ideas include: bean bag or ball on top of a cone, hoop hanging on a basketball net or with a rope hanging on a soccer post.

2 Standing Long Jump

- Participants stand on a line and jump as far as possible.
- The jump length is recorded from the heel of their back foot.
- Groups can combine their total distance for a team total score.





Mini Legends Active Start - Lesson 10

Participants practice throwing, jumping, dribbling, and striking in various stations.

3 Over and Under Relay

- Teams line up one behind the other facing the same way with a basket of objects on the ground at the front.
- The team member at the front picks up an object from the basket and passes it over their head, then the next person passes it between their legs.
- This continues in the over/under pattern until it reaches the back.
- Once it is at the back, it is placed in an empty basket.
- The front person then grabs another object and does the same.
- When the front basket is empty, the last person carries the full basket to the front and starts the activity again with them now being the new front person.
- Continue until the time permits and count how many times the basket gets brought to the front.

4 Bean Bag Toss

- Participants stand behind a line and toss three bean bags, one at a time, towards the targets.
- Targets can include, buckets, hoops, crates or baskets.

5 Obstacle Course

- Participants complete the obstacle course and get back in line for as many turns as possible in the time.
- Obstacle course ideas include: walk across a bench, hurdles or cones to leap over, crab walk to a line, hops the spots, skip to the cone and run to the end.

6 Refreshment Station

- At this refreshment station, teams have a chance to grab a juice, water, and a healthy snack.
- This is also a great opportunity for groups to create a team cheer and get their team picture taken.

7 Soccer Relay

- The first person on each team dribbles the soccer ball while weaving through a line of cones and back.
- The next person takes a turn.
- Consider adding a shoot and score element where participants weave through the cones then attempt to score on the net and return back to the group.



Mini Legends Active Start - Lesson 10

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8 Beach Ball Volleyball

- Teams work together to keep the beach ball in the air while counting the number of consecutive strikes in a row.
- If the ball touches the ground, the group starts the counting over.

9 Discus/Foam Frisbee Throw

- Using a Frisbee (foam or plastic), participants throw the Frisbee as far as possible.
- Record the distance of each throw.
- Groups can combine their total distance for a team total score.

10 Team Long Jump

- From behind the start line, the first team member does a standing long jump as far as possible.
- The second team member starts from where the first team member has landed.
- The pattern continues until everyone on the team has jumped.





Mini Legends Active Start - Lesson 10

Participants practice throwing, jumping, dribbling, and striking in various stations.

COOL-DOWN

Fundamental Movements Skills Explored

- Non-locomotor/Stability: turn, twist, balance, dodge, bend, stretch, lift, sit, stand, crouch, squat, lean, kneel.
- Locomotor: walk, march, run, hop, jump, skip, leap.
- Object Manipulative: catch, collect, roll, throw (overhand, underhand and sidearm), kick, strike.





Mini Legends Fundamentals - Lesson 3

Participants practice jumping and taking off with one and two feet. They also explore leaping as a group.

OVERVIEW

DURATION	30 mins
AGES	7 - 9
MILES RATING	0.88
STAGE(S) OF ATHLETIC DEVELOPMENT	FUNdamentals (Age 6-9)
SKILL LEVEL	Intermediate, Advanced
DEVELOPMENT FOCUS	Fundamental Movement Skills Locomotor: Jumping, Leaping
SPORT(S)	Multisport
EQUIPMENT	Balls, Hoops, Music, Poly Spots, Skipping Rope
ENVIRONMENT	Gym

- A (3-4)-1 & 3: I can consistently and confidently perform simple locomotor and non-locomotor movements.
- C (3-4)-5: I can participate cooperatively in group activities.
- Observe participants during class while using the criteria on the *LEAPP Daily Mark*.
- During the lesson, assess participants on their ability to cooperate by using the *Cooperation Teacher Checklist*.





Mini Legends Fundamentals - Lesson 3

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ATHLETICS ALBERTA SAFETY GUIDELINES

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Attire

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Mini Legends Fundamentals - Lesson 3

Participants practice jumping and taking off with one and two feet. They also explore leaping as a group.

INTRODUCTION

- This will provide opportunities for participants to practice many locomotor skills, including running.

👁️ **Comments/Teaching Tips**

- Encourage participants to play offense and defense.
- Possibly introduce new rules and strategies throughout the Pirate Invasion activity that allows individual team members to move to another team's "ship" after 10 seconds of being stationary.

👁️ **Safety**

- Remind participants to move in a controlled manner in the space and to avoid collisions





Mini Legends Fundamentals - Lesson 3

Participants practice jumping and taking off with one and two feet. They also explore leaping as a group.

WARM-UP

5 mins

■ Rock, Paper, Scissors Blitz

📐 Cones

🕒 5 mins

🔑 Setup

- Place 4-5 locomotor movements on cones around the perimeter of the activity space.
- Divide participants evenly among the cones.
- On a signal to go, participants challenge someone at their cone to a rock, paper, scissors “battle”.
- If someone wins the challenge, that participant moves counter-clockwise to the next cone.
- If a participant loses the challenge, they stay at that cone and challenge someone else.
- After three losses in a row, they automatically move to the next cone.
- To add more “athletics” elements, invite students to run on the spot or march with high knees while waiting to do a RPS challenge with someone.





Mini Legends Fundamentals - Lesson 3

Participants practice jumping and taking off with one and two feet. They also explore leaping as a group.

SKILL LESSONS & ACTIVITIES

5 mins

■ Pirate Invasion

Beanbags, Hoops

5 mins

🔧 Setup

- There are 4 levels to this activity!
- First, divide the area into “ships” (4 quadrants) and separate participants (“pirates”) into 4 groups.
- Level I - Assign each group a “ship” and provide them with one hoop and four “treasures” (bean bags). Be sure each team has only one color of “treasures”. On the signal to go, “pirates” enter the other “ships” and take one “treasure” at a time, bring it back to their “ship”, then place it in their hoop.
- Level II – Provide each group with a 2nd hoop (“capture area”). On go, “pirates” continue to take “treasures” from others, but can now be tagged when they are in another “ship”. If tagged, they go to that team’s “capture area” and wait till a teammate saves them (high-fives). In this case, they both get a “free pass” back.
- Level III – “Pirates” only collect one “treasure” from each group (all four colors).
- Level IV – Each team receives a “jewel”. “Pirates” collect one “treasure” from each group, plus all four “jewels”.





Mini Legends Fundamentals - Lesson 3

Participants practice jumping and taking off with one and two feet. They also explore leaping as a group.

COOL-DOWN

5 mins

■ Over and Under

 Balls

 5 mins

Setup

- Divide the participants into groups of 5-6 and invite them to stand in a line one behind the other on a sideline facing the opposite sideline.
- Provide each group with an object to pass.
- On the signal to go, the first participant in each line passes the object overhead to the next participant in line, who passes the object under their legs.
- The over/under pattern continues until the object is at the back of the line.
- The participant at the back of the line travels with the object to the front, thus moving the group closer to the opposite sideline.
- This continues seeing how many times the groups can travel from one sideline to the other until the time is up.

Fundamental Movement Skills Explored

- Non-locomotor/Stability: turn, twist, balance, dodge, bend, land, stretch, lift, sit, stand, crouch, squat, lean, kneel, push, pull.
- Locomotor: walk, march, run, hop, jump, leap, gallop, slide, tiptoe, crawl, skip.

