









MOVE to Play ACTIVITY RESOURCE

This resource contains games and activities to deliver during an physical activity recreation or community program for children ages 6-12 to build Fundamental Movement Skills

The activities are organized by six key fundamental movement skills and include the activity equipment, instructions, variations, and sample teaching points or questions for understanding (represented by a Q).

Contents

	Run	Page 2
	Jump/Hop	Page 3
	Balance	Page 4
	Throw	Page 5
	Catch	Page 6
	Kick	Page 7
	Appendix A: Teaching Cues	Page 8
	Appendix B: Skill Modifications	Page 12

For more activities and resources and to learn how to deliver games for Fundamental Movement Skills in the recreation setting:

- Take the MOVE to Play Training
- Participate in the MOVE to Play Mentorship
- View recommended resources and MOVE Fundamental Movement Skills Manual with over 150 games

Contact viaSport.ca or your local [Regional Alliance Sport Centre](#) for more information on resources and workshops.

KALEIDOSCOPE	EQUIPMENT: Pinnies	TEACHING POINTS
<p>Give each player a different colour pinnie. The leader announces which colour is “it” and that colour attempts to tag players of other colours. If tagged, players sit frozen until unfrozen (tagged) by a player of their same colour. The leader can periodically switch which colour is “it”. If too many people are frozen, call “Jail Break,” to unfreeze everyone.</p> <p>Progressions: Change the locomotor skill (i.e., run, hop, gallop, skip) or frozen actions, i.e., stand on one foot, make a bridge, etc</p>		<p>Q: How did you tag or avoid being tagged?</p> <ul style="list-style-type: none"> - Run Fast (how?) - Change Directions - Dodge, Fake
FLAG TAG	EQUIPMENT: Pinnies	TEACHING POINTS
<p>1) Everybody's It: Everybody tucks a pinnie (flag) in their waistband and tries to tag others by their flag. If tagged, that player gets their flag back and sits frozen until the person who tagged them is tagged, and they can continue to play.</p> <p>2) Accumulation: Instead of giving the flag back, players collect as many as they can. If a player's flag is taken, they continue to steal flags instead of being frozen.</p> <p>3) Swarm: 1-2 players wear their pinnies and are the only ones who can steal flags. If taken, that player wears their pinnies and also becomes a tagger until everyone is caught.</p>		<p>Q: How did you tag or avoid being tagged?</p> <ul style="list-style-type: none"> - Run Fast (how?) - Change Directions - Dodge, Fake
CRANES AND CROW	EQUIPMENT: Pinnies (optional) Bean bags	TEACHING POINTS
<p>Divide players into crows and cranes. Teams stand in a line facing each other, about 5m apart, each with an endzone 10-15m behind them. The leader calls a name and that team runs to their endzone while the others chase. If tagged, they join the other team.</p> <p>Progressions: 1) Starting low: Players start in different positions (standing, lying, sitting, etc.) to accelerate from 2) Bean Bag Grab: Place bean bags in the endzones. The called team runs past their opponents to the opposite endzone, grabs a bean bag and return without getting caught. 4) Capture the Flag: Make a centre line and place bean bags in a hoop in each endzone. Players can run at any time to steal a bean bag. If they cross the other teams' half, they can be tagged and go to the other team's jail. They can be freed by a teammate who comes to tag them. The object is to collect all bean bags.</p>		<p>Q: How do you run fast?</p> <p>Q: How do you accelerate from low?</p> <p>Q: How do you tag or avoid being tagged?</p> <p>Q: How did you get a bean bag?</p>
PIRATE SHIP	EQUIPMENT: Pinnies, Cones, Balls	TEACHING POINTS
<p>Make four teams of a different color and divide the playing field into four quadrants, one team in each. Each team has two hula hoops: one with four treasures of their colour (balls or small objects) and one as a jail. Players try to steal treasure from other ships one piece at a time. Once they enter another ship, they can be tagged and brought to that ship's jail. Their teammates can free them by tagging them and get a free walk back.</p> <p>Progressions: 1) Steal as many treasures in a given time 2) Steal one of each color. 3) Pokemon 4 Corners: Assign each team a pokemon. The object is to collect one Pokeball of each colour, or to “Catch ‘em All”</p>		<p>Q: How do you run fast</p> <p>Q: What strategies did you use to get the ball? To defend your space?</p> <ul style="list-style-type: none"> - Dodge, sneak - Use a distraction - Communicate roles ie. offense and defence

LEAP FROG TAG	EQUIPMENT: Pinnies (taggers)	TEACHING POINTS
<p>Similar to Freeze Tag: assign 1-3 taggers - if a player is tagged they crouch in a ball, "frozen" until another player leap-frogs over them and yells "ribbit". Yell "jail break" if too many frozen for them to become unfrozen.</p> <p>Progressions: Players, and or, taggers must move using a leap frog jump, or hop. Add lily pads (poly spots) as safe zones. Players are allowed on them for a count of 3.</p>		<p>Q: How did you tag or avoid being tagged?</p> <p>Q: How did you tag?</p> <ul style="list-style-type: none"> - Jump fast - Change directions - Dodge, fake
JUMPOING STATUES/RED LIGHT – GREEN LIGHT	EQUIPMENT: Music (optional)	TEACHING POINTS
<p>Players race across a playing field via jumping on 2 feet, or hopping on 1 foot, while music is playing. When the music stops, they freeze. If they are moving, they are sent back to the start and start again. Repeat lengths of field to extend the game.</p> <p>Modification: Red Light—Green Light. If no music is available, players can play red light, green light. They race to the other side while following the commands of Green is go, and Red is Stop. If they perform an opposite action they must go back to the start.</p>		<p>Q: How did you get across quickest?</p> <ul style="list-style-type: none"> - Little fast jumps? - Big far jumps? <p>Q: How do you jump far? Fast?</p> <p>Q: How do we land?</p>
LILY PADS	EQUIPMENT: Hoops, spots, cones, bean bags	TEACHING POINTS
<p>One side is the river bank with several flies (i.e., bean bags), the other is the burrow, where the players (frogs) start. Scatter poly spots/hoops in the middle (the river) as lily pads, close enough for players to jump from. Divide players into teams in the burrow. One at a time, teammates races to the river bank, jumping (2 feet) on the lily pads, grab one fly and return it to the burrow.</p> <p>Progressions: 1) Points: Assign points to each item; 2) Hopping: Jump 2 feet in hoops, and hop 1 foot on poly spots (or certain colors) 3) Rainbow road: Only jump on certain colours or patterns 4) Mind field: Jump to a leader's secret pattern to get to the other side. One teammate jumps to one spot, if right, they keep going, if wrong they go back and the next teammate tries.</p>		<p>Q: What is a jump/hop? Jump 2 feet, hop 1 foot</p> <p>Q: How do we jump?</p> <p>Q: How do we hop?</p>
FROGS AND TOADS	EQUIPMENT: Hoops, bean bags/balls	TEACHING POINTS
<p>Place several small objects (flies) on one end of the playing field (the river bank) and players, who are frogs and toads, line up at the other end (their burrow). Frogs can jump with 2 feet, and toads can hop with 1.</p> <p>Progressions: 1) Race: Everyone race as frogs to grab a bean bag and come back, then toads. Pause in between to explain how to jump or hop. 2) Tag: Add a tagger (fish). Half the players start as frogs, and half as toads. The object is to get all of the bean bags (1 at a time) back to the burrow without getting tagged. If tagged, they put back the fly and switch from a frog to a toad Modification: Add hula hoops as lily pads. Players can rest here for a count of 3</p>		<p>Q: What is a jump/hop? Jump 2 feet, hop 1 foot</p> <p>Q: How do we jump?</p> <p>Q: How do we hop?</p> <p>Q: What strategies did you used to get a bean bag? To tag?</p>

SPIDERS AND SCORPIONS	EQUIPMENT: -	TEACHING POINTS
<p>Assign players as spiders or scorpions. Spiders move on all fours with belly up. Scorpions move on all fours with belly down.</p> <p>The scorpions are the taggers and spiders are the fleers. If tagged, the spiders must balance with one foot in the air until all spiders are caught or they are unfrozen by another spider.</p> <p>Progressions: 1) Spiders must balance with one foot and one hand in the air. 2) Crab Soccer: Soccer by moving in the position of a crab (or scorpions) rather than running.</p>		<p>Q: How can you keep your balance?</p> <ul style="list-style-type: none"> - position legs and arms wide apart (big base) - lift opposite hand and leg <p>Q: How can you move quickly?</p>
STORK FREEZE TAG	EQUIPMENT: -	TEACHING POINTS
<p>1 or 2 players are the taggers and chase the other players. If caught, they are “frozen” balancing on one foot in a stork stance. They can be unfrozen if another player tags them.</p>		<p>Q: How did you tag? Or avoid being tagged?</p> <p>Q: How did you hold your balance as a stork?</p>
SPACE JAM	EQUIPMENT: Hula hoops, music	TEACHING POINTS
<p>Scatter hula hoops or pylon spots and play music. When the music stops, players find a hoop or spot as their own and the leader can call a number which is the number of body parts they can make a shape with on the spot</p> <p>Progressions: 1) Use a different locomotive movement than just walking or running general space (i.e., jump, skip, crawl, gallop) 2) Remove half of the spots so that players have to partner up on a spot, and balance with the number of body parts called.</p>		<p>Q: When are you in general space?</p> <ul style="list-style-type: none"> - Moving around hoops <p>Q: When are you in personal space?</p> <ul style="list-style-type: none"> - In a hoop; like in a bubble. Explain how we need to respect other's personal space
BEAN BAG TAKE AND BEAN BAG SLIDE	EQUIPMENT: Bean bags	TEACHING POINTS
<p>Bean Bag Take: Players plank across from one another in partners with a bean bag in the middle of each pair. On go, players race to grab the bean bag first with one hand, while still in plank.</p> <p>Bean Bag Slide: In a team, players line up in planks side by side with a bean bag at the start. Using the outside hand, the first person slides the bean bag under their shoulders to the next player, who then passes it down. After sliding it, they get up and run to the end of the line and position in plank again until the bean bag gets to them, like a waterfall plank. The team is finished when they cross a finish line.</p> <p>Modifications: Players can either be divided into teams and race, or they can be one big team and try to beat their times.</p>		<p>Q: How do you maintain balance in a plank?</p>

THROW

Elbow up - Wind up
Step with opposite foot
Hand to the sky, slap the thigh (follow through)





CLEAR THE YARD	EQUIPMENT: Soft objects e.g. bean bags, balls	TEACHING POINTS
<p>Scatter objects (junk) on two halves of a playing field with one team per half. Players try to remove all of the junk out of their yard by throwing it to the other side while the other team does the same thing. At the end of the game, players count their objects</p> <p>Progressions: 1) <u>Meteorite Ball</u>: The same as above, but over a net to encourage overhand throwing. 2) <u>Any form of Dodge Ball</u>: Now focusing on a moving target.</p>		<p>Q: Where should you throw? - Far, corners</p> <p>Q: What can you do to get the junk back? - Spread out, take zones</p>
TARGET THROWING	EQUIPMENT: Hoops, cones, bean bags	TEACHING POINTS
<p>Bean Bag Bingo: Divide into teams and give each 3 hoops set up as bingo worth 1, 2, 3 points. One at a time, teammates throw the bean bag in the hoop. Count points by either 1) Team score: how many points after X throws or 2) Team Race: First to get X points. Progression: Place hoops on the wall for overhand throw</p> <p>Make it - take it: Scatter cones around a centre hoop at various distances and line up teams outside. One at a time, teammates run to a cone and throw a bean bag in the hoop from there and bring their bean bag back to their team. If successful, they bring the cone back. Progressions: 1) Assign points to color cones. 2) Place hoop on wall for overhand</p>		<p>Q: What type of throw did you use for the low hoops or high? - Over or underhand</p> <p>Q: How do you throw?</p>
SPACE INVADERS	EQUIPMENT: pins/cones, bean bags or balls	TEACHING POINTS
<p>Scatter space ships (cones with Frisbees on top, or pins) in an area. From outside the area, in teams of two or 3, they attempt to knock all the space ships down.</p> <p>Progressions: <u>Battle Ship</u>: Give each team four pins or triangle cones to mark out 4 corners of a ship. The object is to sink the 4 corners of the other ships by throwing bean bags from their own ship. Progressions: 1) Add defense 2) place ships farther apart 3) add hoops/rocks, that players can go (jump or run) to throw from. <u>Skittles</u>: Each player gets a pin and a bean bag and can stand anywhere in the area. They try to knock down other pins with their bean bag while defending their own. If their pin is knocked down, they can continue to knock down other pins. Progression: Divide the court in two, with one team per side. Scatter pins on their side and try to knock down their opponents pins by staying on their side. 2) Players can cross sides, but if tagged, go back to their own side.</p>		<p>Q: What type of throw did you use?</p> <p>Q: How do you throw?</p> <p>Q: What strategies did you use to knock down the other pins? To defend your pins?</p>
HIT AND RUN	EQUIPMENT: Balls	TEACHING POINTS
<p>In pairs, one runs away while the other has a ball and tries to chase and tag their partner by throwing a ball at them. If hit, they switch.</p> <p>Progressions: 1) <u>Mushroom Ball</u>: Players can throw at anyone. If hit, they sit until a) the person who hit them is hit and then re-join, or b) they retrieve a ball that comes near them and hit someone, or c) they retrieve a ball and successfully pass it to 3 other mushrooms and all four stand up. 2) <u>Crackerball</u>: Players can throw at anyone, if hit they stand outside of the playing field and throw balls at the remaining players from the side. 3) <u>Goblet</u>: Players run from end to end while two players on the side throw balls at them. If hit, they join the outside as throwers.</p>		<p>Q: How did you get hit?</p> <p>Q: How did you avoid being hit?</p> <p>Q: What type of throw did you use?</p> <p>Q: How did you throw?</p>




STEAL THE BALL	EQUIPMENT: Hoops, balls	TEACHING POINTS
<p>Make a square with a hoop on each corner and one in the middle containing several soccer- or dodge-balls in it. Divide the players into four teams with one team at each hoop. Players try to collect as many soccer balls as they can by racing to the middle and dribbling the ball back to the hoop. Then they can collect from either the middle hoop or steal from others. They are not allowed to defend their hoop and can only take one ball at a time. Modification: Coconuts - This can be done by just running, and using bean bags (called Coconuts) and the hoops as trees.</p>		<p>Q: What strategies did you to collect balls?</p> <p>Q: Which hoop did you steal from?</p> <p>Q: How do you dribble the ball?</p>
CASTLES	EQUIPMENT: Balls	TEACHING POINTS
<p>Like skittles, each player has a cone and spreads out in an area. Scatter balls within the area and the object is to try to knock down other players cones while defending their own. If their cone gets knocked down, they can continue to knock down people's cones but from outside of the playing area.</p> <p>Progressions: Divide players into two teams. Add more balls and make two courts with one team per side. They try to knock down their opponents pins from their side of the court. 2) They can cross to the other side, but if tagged, go back to their own side.</p>		<p>Q: How do you kick?</p> <p>Q: How do you defend your pin whilst knocking down others?</p>
DEMOLITION	EQUIPMENT: Cones, balls	TEACHING POINTS
<p>Set up several pyramid towers made from cones (or simply scatter cones) in a playing field. Make two teams and line them up on the sidelines. Players kick balls from the sidelines to try to knock down as many cones as they can.</p> <p>Progressions: place a bench, or another object in front of the pyramids that players must kick over to reach the pyramid.</p>		<p>Q: How did you kick?</p> <p>Q: What pyramids did you aim for?</p>
SUPER KICKBALL	EQUIPMENT: Balls, bases (cones, poly spots)	TEACHING POINTS
<p>Mark an end line and a line 5-10m away. Half of the players are kickers and line up on an end line with a ball. The other half are fielders and start in the field. The kickers kick the balls into the field and then run back and forth between the two lines (each time scoring a point) until the fielders get all the balls back to the end line. Then the teams switch.</p> <p>Triple Kickball: In groups of 3 or 4, one person is a kicker and the rest are fielders. Set-up a mini triangle-shaped base for each group with one home plate and two plates in the field (like an up side down pyramid). The kicker kicks 3 balls into the field and then runs around the three bases as many times as he or she can until the fielders return all the balls to home base.</p> <p>Kickball: Like baseball, except players kick a ball instead of bat. Players can start by kicking a stationary ball and progress to a pitcher rolling them the ball.</p>		<p>Q: How do you kick the ball?</p> <p>Q: Where should you kick the ball?</p> <p>Q: Where should you stand as a fielder? How can you get the ball in the fastest?</p>

TOUCH DOWNS	EQUIPMENT: Hoops, cones, small objects	TEACHING POINTS
Scatter hoops with multiple objects in each in a playing area and mark two endzones. In pairs, partners line up with a ball behind an endzone. The partner with the ball stays behind the cone while the other runs to stand in a hula hoop with an object in it to receive a pass from the partner. If the pass is successful, the player brings back both the ball and one item (touch down). If not, they simply bring back the ball and the other player goes. Play continues until all items are obtained by partner groups. Modification: Assign points to the different items.		<p>Q: How did you catch?</p> <p>Q: How do you show you are ready to catch?</p> <p>Q: How do let someone know you are passing to them?</p>
PROTECT THE PRESIDENT	EQUIPMENT: Ball	TEACHING POINTS
<p>In a circle, one player stands in the middle as the president and another as a protector who protects the president. Players can not move with the ball, or from the circle, but pass a ball around trying to hit the president. If hit, the President returns to the circle, the protector becomes the president and the person who hit them becomes the protector.</p> <p>Progressions: 1) Add a second ball 2) Make more smaller circles for more participation 3) Guard the Pin: Replace the president with a smaller target, a pin. 4) Team Swarm: In smaller groups, and no protector, everyone is allowed to run around in a small space, (scatter, not in circle) and try to hit the president. They aren't allowed to move with the ball, only pass it to the teammate. If hit, the person who hit them becomes the president.</p>		<p>Q: How can you hit the president? -Quick passes, fakes</p> <p>Q: How do you show you are ready to catch?</p> <p>Q: How do you catch?</p>
MAT BALL	EQUIPMENT: Balls, Pinnies (optional)	TEACHING POINTS
<p>Divide players onto two half courts with a middle line and endzone on each.</p> <p>Progressions 1) Team Switch: Place half of the team on the endzone in the opposite court. Teammates throw a ball to those in the endzone, and if they catch it, they switch. The goal is to switch the whole team. 2) Team Move: Place one player in the endzone, players can throw to those in the endzone, and if successful, they join them there until all players are in the endzone. 3) Defense: Start with no defense and then add.</p>		<p>Q: How did you catch?</p> <p>Q: What strategies did you use to get open? Pass? Defend?</p>
CAN'T TOUCH THIS	EQUIPMENT: Pinnies, balls	TEACHING POINTS
<p>1) Team Pass: In small groups, teams move a ball from end to end by passing it —they can't move with the ball and everyone must touch the ball once.</p> <p>Progression: 2) Endzone Invasion: Add defense. Each team starts at their respective side. One team starts with the ball and tries to get it to the other endzone for a point while the defense tries to intercept it. If intercepted, it is a turnover. 3) Target: Instead of just getting to the endzone, add a pin in a hoop in the endzone that players must hit.</p> <p>4) Net Ball: instead of an endzone, place two hockey nets back to back in the middle and assign one to each team. Players cannot pas over the net. Everyone must touch the ball once before they can score. Option: Players can take three steps before passing.</p>		<p>Q: How did you catch?</p> <p>Q: What strategies did you use to get open? Pass? Defend?</p>

APPENDIX A: Teaching Cues and Questions for Understanding


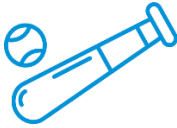


Note: these cues and questions are examples. They may be adjusted to ask questions about specific skills or strategies used in the activity.

SKILL CUES		QUESTIONS FOR UNDERSTANDING
Run 	<ul style="list-style-type: none"> Big arms, Big legs Move arms hip to hip, or cheek to cheek Bend elbows; move arms back and forth, not crossing the body Move Legs: Toe up, knee up; Run on the balls of the feet Move arms and legs in opposition Accelerate by starting low and gradually standing up like an airplane 	<p>Q: How do you move your arms and legs when you are running fast (sprinting)? Or slow (jogging)</p> <p>Q: When would you use sprinting?</p> <p>Q: When would you use jogging?</p> <p>Q: How do you start quickly?</p>
Jump/Hop 	<p>Jumping:</p> <ul style="list-style-type: none"> Jump from two feet, land on 2 feet Big arm swing, big knee bend Swing both arms back and then forward Soft landing – land with bent knees like sitting in a chair <p>Hopping:</p> <ul style="list-style-type: none"> Hop from one foot and land on the same foot Push swinging leg back Move arms in opposition 	<p>Q: What is a jump vs a hop?</p> <p>Q: How do we jump: what do we do with our arms? With our legs?</p> <p>Q: How do we hop on one foot? What do we do with our back foot?</p> <p>Q: How do we jump/hop for speed? For distance?</p> <p>Q: How do we land?</p>
Balance 	<ul style="list-style-type: none"> Head up and eyes forward Arms out wide Focus on a point to help with concentration Walk toe to heel or heel to toe Slow movements 	<p>Q: How can you keep your balance?</p> <p>Q: When was it easiest to balance? Hardest?</p> <p>Q: How did you balance on one foot? On two?</p> <p>Q: What did you do with your arms?</p> <p>Q: Where did you look?</p>
Throw 	<p>Underhand Throw:</p> <ul style="list-style-type: none"> Stand facing the target Step with non-throwing foot Bring throwing arm back Point to where you are throwing Follow through <p>Over hand throwing</p> <ul style="list-style-type: none"> Stand side ways Make a power stance (legs wide) Step non-throwing foot forward Lead with throwing elbow – elbow up Non-throwing arm point to where throwing – or level 2, starts next to throwing hand (like a pitcher) Release ball low or high based on target Follow through to your target 	<p>Q: What type of throw did you use for low targets? For high targets? Near/far? Moving/stationary?</p> <p>Q: How do you throw?</p> <p>Q: Which foot do you step with?</p> <p>Q: Which direction should you face?</p> <p>Q: What strategies did you use to aim?</p>

Catch/Pass 	Catch: <ul style="list-style-type: none"> Show target with hands Keep target up (diamond shape) for high throws; low target (basket) for lower throws Follow the ball (look) Communicate with partner Make eye contact with partner Pass: <ul style="list-style-type: none"> Two-hand pass Push pass from chest Or bounce pass – bounce half to three quarters of the way to your partner Look to where you are passing Communicate with your partner Make eye contact with your partner 	Q: How do you catch? Q: How do you show you are ready to catch? Q: How do let someone know you want the ball? or passing to them? Q: What kind of target did you use? Q: What kind of target did you use if the ball is high? Low? Q: What kind of pass did you use?
Kick 	<ul style="list-style-type: none"> Step forward with non-kicking leg Plant non-kicking foot Balance on planted foot Swing kicking leg back Kick with shoe laces Follow through 	Q: How do you kick? vs pass? Q: Where do you plant your non-kicking foot? Q: Which part of your foot should you kick with? Q: What do you do with your non-kicking foot?
Wheeling 	<ul style="list-style-type: none"> D-stroke: hands start at the top of the wheel (12 o'clock) and push them to extend arms at 3 o'clock. Then bring arms back and up, like a D-shape Can move forward, backward or alternating wheels with two hands or one Sitting forward on chair Turn by pushing forward on the opposite side you want to turn; or pulling backwards on the side you want to turn 	Q: How do you keep your balance? Q: How should move your arms? Q: How to do you turn right? Left? Q: How can you move fast? Q: How can you move with control?

WHEEL CHAIR CONSIDERATIONS – SAFETY AND ADAPTATIONS

- Place objects to pick up on a higher platform for easier to reach (e.g., on a bench or stage)
- If participants have to pass a line of cones, use lines instead of cones so that wheelchair users do not need to roll over or around them.
- If participants are less efficient in wheeling quickly, allow for chances to get tagged in a chase/flee game, or hit in dodge ball.
- Let participants know that the wheelchair is an extension of the player's body – do not grab or push the chair.
- Use relays or modify games so that participants travel in a lane.
- If a game involves dribbling the ball, wheelchair users can carry the ball. If there are a limited number of steps to take, then you can limit the number of pushes a wheelchair user can make.
- If varying the locomotor FMS of a game, e.g., from running, jumping, or hopping you could alternate the types of wheeling FMS the participants are using. They can use two handed wheeling, one hand alternating wheeling (left than right hand), or use one hand and alternate wheels (e.g., only use right hand and push right wheel then left).

SKILL CUES		QUESTIONS FOR UNDERSTANDING
Territory/Invasion Games		
 <ul style="list-style-type: none"> ▪ Look for open spaces ▪ Guard a player or a zone ▪ Spread out – use all areas of the field ▪ Communicate with your teammates 		<p>Q: How did you defend your space?</p> <p>Q: What strategies did you use on offense? to get the ball? Etc.</p> <p>Q: How did you work with your teammates?</p>
Striking/Fielding		
 <ul style="list-style-type: none"> ▪ Strike the ball away from where you are running ▪ Use a ready stance (stay low, balls of the feet) when fielding ▪ Pass to your teammates to return the ball to home ▪ Spread out from your teammates to cover the outfield 		<p>Q: Where should you stand in the outfield?</p> <p>Q: How do you show you are ready?</p> <p>Q: Where should you strike the ball?</p> <p>Q: When should you run?</p> <p>Q: When do you pass to your teammates?</p>
Net Wall Games		
 <ul style="list-style-type: none"> ▪ Aim to move to the middle of the court when receiving the ball (on defense) ▪ Move back if you are expecting a hard hit from your opponent, or up if you expect a soft hit ▪ Communicate with your teammates ▪ Share the court with your teammates ▪ Stay in a ready position (arms out, balls of feet, slightly bent legs) 		<p>Q: Where did you stand on defense? On offense?</p> <p>Q: Where did you aim to place the ball in your opponents' court?</p> <p>Q: Why should you stay near the middle of the court? When should you move?</p> <p>Q: How did you work with your teammates to cover the court?</p>
Chase/Flee Games		
 <ul style="list-style-type: none"> ▪ Run fast ▪ Change directions ▪ Dodge ▪ Fake ▪ Create or look for a distraction ▪ Look for an open space 		<p>Q: How did you tagged?</p> <p>Q: How did you avoid a tagger?</p>

APPENDIX B: Example Skill Modifications

EASIER ADAPTATIONS & PROGRESSIONS	HARDER ADAPTATIONS & PROGRESSIONS	VARIATIONS
Chase/ Fleeing Games		
<ul style="list-style-type: none"> ▪ Decrease the number of taggers ▪ Increase the size of the playing space ▪ Provide safety zones ▪ Choose a slower locomotor FMS skill for the taggers (e.g., taggers jump while fleers run) 	<ul style="list-style-type: none"> ▪ Increase number of taggers ▪ Choose a faster locomotor skill for taggers (i.e., taggers run while fleers jump) ▪ Decrease the size of the playing space 	<ul style="list-style-type: none"> ▪ Change the locomotor FMS for everyone
Throwing/Target Games		
<ul style="list-style-type: none"> ▪ Bigger targets ▪ Stationary targets ▪ Shorter throwing distance ▪ Larger balls to hit targets ▪ Smaller balls to throw far 	<ul style="list-style-type: none"> ▪ Smaller Targets ▪ Moving targets ▪ Longer throwing distance ▪ Smaller ball to hit target 	<ul style="list-style-type: none"> ▪ Place targets at various distances, heights (on the floor, wall, or on a bench) and of varying shapes
Catching Games		
<ul style="list-style-type: none"> ▪ Larger objects to catch ▪ Slower moving objects (e.g., scarfs, beach ball, balloon) ▪ Shorter distance to pass/catch ▪ Stationary sender and receiver 	<ul style="list-style-type: none"> ▪ Smaller objects ▪ Faster moving targets (e.g., dodge ball, tennis ball, bean bag) ▪ Longer distance to pass catch ▪ Moving sender and receiver 	<ul style="list-style-type: none"> ▪ Various size balls to catch ▪ Change the type of pass: i.e., chest/push, pass, bounce pass, or overhand pass
Competition Pressure – General Games		
<ul style="list-style-type: none"> ▪ No, or limited, competition ▪ Staggered start for running, or running in different directions ▪ Throwing at targets in different directions 	Create competition pressure with: <ul style="list-style-type: none"> ▪ Time to complete task ▪ Race/Speed ▪ Point accumulation ▪ Competition ▪ Peer (watching) 	Vary the competition types: <ul style="list-style-type: none"> ▪ How long it takes to complete the task ▪ How many points can be achieved in a time frame ▪ How long it takes to get a number of points