



**Government of the Republic of Trinidad and Tobago**  
**Ministry of Education**

# **Equipment Utilisation Manual**



**For Primary Schools**

## **ACKNOWLEDGEMENT**

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## **INTRODUCTION:**

The Ministry of Education recognizes its responsibility for the holistic development of the child. It therefore seeks to create an environment where academic achievement, inclusive of Physical Education and Physical Activities, shall be encouraged. Students who engage in Physical Education develop the knowledge, skills, understanding, and motivation to seek health and physical competence through lifelong involvement in physical activity.

The main purpose of Physical Education is to guide children in the process of becoming physically active for the rest of their lives. Children's health is becoming more and more of a concern to our sense of national well-being, especially in the quest to reduce obesity and other non-communicable diseases. Physical Education is recognised for improving physical and mental health. Children need to develop skills, gain self-confidence, and experience enjoyment during physical activities.

The healthy school initiative aims to create an awareness of the value and importance of physical activities to the overall health and well-being of individuals. The health of a nation is of paramount importance towards its growth and development, and wellness is a key component in enriching the vision of the nation of Trinidad & Tobago.

## **PURPOSE OF THE MANUAL**

This manual will serve as a guide for the use of the equipment distributed to Primary Schools as part of the Healthy School Initiative. The document consists of a variety of physical activities suitable for students at various levels in primary school. The activities included will create a level of enthusiasm amongst the students and thereby encourage them to participate in regular physical activities for life. The ultimate aim is to contribute towards the overall health and well-being of the participants.

Many activities included in this resource can be played as games. Games can be very motivating for students and, if used appropriately, can aid students in learning fundamental motor skills.

## **VALUE OUTCOMES:**

- Will function at their best with a strong sense of commitment to their interests and activities.
- Academically balanced to be productive.
- Physically fit, mentally alert, well nourished, and psychologically sound.
- Active in exercise, sports, games, and recreation.

## **GENERAL OBJECTIVES:**

- Develop movement concepts through the utilisation of skills in problem-solving situations.
- Develop and maintain appropriate levels of fitness through purposeful physical activities.
- Enhance fundamental manipulative abilities.
- Encourage students to participate in a range of physical activities for life.

**LIST OF EQUIPMENT SUPPLIED**

NO.	DESCRIPTION OF EQUIPMENT
<b>LOT 1 – Balls (Foam)</b>	
1.1	Small Coloured Foam Balls
1.2	Medium Coloured Foam Balls
1.3	Large Coloured Foam Balls
<b>LOT 2 – Balls (Skill)</b>	
2.1	Small Skill Balls
2.2	Medium Skill Balls
2.3	Large Skill Balls
<b>LOT 3 – Balls (Tennis)</b>	
3.1	Low Compression Red Tennis Balls
3.2	Low Compression Orange Tennis Balls
3.3	Low Compression Green Tennis Balls
<b>LOT 4 – Support equipment</b>	
4.1	Hoops (Small)
4.2	Hoops (Medium)
4.3	Hoops (Large)
4.4	Standard size Multi-domes (to keep hoops upright)
4.5	Small Cones
4.6	Medium Cones
4.7	Large Cones
4.8	Plastic Disc Markers – 7.5” diameter X 2” high

<b>NO.</b>	<b>DESCRIPTION OF EQUIPMENT</b>
4.9	Foam Pool Noodles, 58” long X 2.75” diameter
	<b>LOT 5 – Physical Skills Equipment</b>
5.1	Agility Ladders – 4 metres long with 10 rungs
5.2	Jump Ropes - short
5.3	Jump Ropes - medium
5.4	Jump Ropes - long
5.5	9” speed hurdles or adjustable
5.6	Assorted vinyl bean bags
5.7	Non-slip rubber spot marker
5.8	Stackable Steps
	<b>LOT 6 – Sports equipment</b>
6.1	Kiddi Cricket set with 2 bats, 1 ball, 1 set of stumps with bails and carry bag (Standard size)
6.2	Plastic Tennis Paddles
6.3	Portable poles with hoops for netball/basketball (pairs)
6.4	Portable multi-sport net set (Width: 3M) with height-adjustable poles (Height: 1-1.5M; anti-corrosive metal); with carry bag
6.5	Football Goals – 4’wide X 3’ high, powder coated steel
	<b>LOT 7 – Track and Field equipment</b>
7.1	Shot Put (3kg)
7.2	Discus (1kg)
7.3	Javelin (500g)
7.4	Aluminum Relay Batons – 8 per set
	<b>LOT 8 - Gymnastics Equipment</b>

NO.	DESCRIPTION OF EQUIPMENT
8	Gymnastics Mats - foldable- (4'W x 8'L)
	<b>LOT 9 - Storage and Flooring</b>
9.1	Equipment Bags - mesh ball bags
9.2	Stackable Equipment Storage Bins (3' L x 2'W)
9.3	Lockable Storage Carts (4'L x 2'W X 3'H)
9.4	High-Density Rubber Flooring interlocking mats (24"x 24") (4sqft)
	<b>LOT 10 - First Aid Equipment</b>
10.1	100-person First Aid Kits

## **USE OF EQUIPMENT POLICY**

The following policy regarding the use of the equipment supplied should be adhered to by all schools:

### **Purpose of this Policy**

To ensure that students undertake Physical Education and Physical Activities safely and encourage physical activity and movement during free time.

### **POLICY:**

***Principals and teachers must ensure that guidelines are met and that:***

1. At the start of the school year, all teachers are made aware of the medical background of their students and their physical limitations
2. Standard precautions and safety measures must be put in place to minimise any potential risk to students
3. All items of equipment are safe, regularly inspected, repaired, and maintained
4. Records of inspections, maintenance, and repairs are kept at the school
5. Teachers have the recommended qualifications and experience in physical education, and supervising and teaching specialist areas such as gymnastics
6. Hazards and risks are identified and controlled following risk management processes
7. Supervising teachers have first aid training, or at least **ONE** (1) member of staff is certified in first aid training
8. A fully stocked first aid kit is readily available and near the activity area
9. An emergency plan is clearly highlighted and brought to the attention of all students and teachers. This plan should include specialist medical aid, such as a nearby health care facility or national emergency numbers

10. Students are informed at the start of the school year about appropriate change room behaviour if applicable, and this should be reinforced as needed
11. Before teaching any skill, the teacher must outline the possible risks in the activity and demonstrate ways to minimize these, and set rules and procedures for safe play
12. A record of equipment issued to and returned by members of staff and students should be kept
13. The Ministry of Education reserves the right to enquire, inspect, and request records of equipment supplied to schools
14. The equipment should ONLY be used for the purpose intended
15. The equipment remains the property of the Ministry of Education and should not be rented/issued to others for personal/private use
16. Unauthorized removal of the equipment supplied to the schools should not be encouraged
17. Equipment to be used conforms to the appropriate size and weight for the students involved
18. Each school should ensure that adequate supervision is provided for students during the use of the equipment supplied
19. Students are encouraged to respect and care for the equipment
20. Any modifications made to these guidelines must raise the level of safety and not lower it.

## CARE AND STORAGE OF EQUIPMENT

The *effective* delivery of Physical Education at all levels requires the use of some equipment to develop and refine skills. In Physical Education, equipment represents the “instructional supplies” that the teacher uses to achieve stated objectives. Limited or no equipment would diminish the effectiveness and quality of the Physical Education programme. It can also lead to boredom and discourage participation in the activities.

Consequently, it is essential to maintain an inventory of existing supplies for several reasons, chief among them to inform what equipment is available and, as a result, what equipment is needed for the effective delivery of the Physical Education programme. Adequate, appropriate, and safe equipment is a principal element of any programme to ensure children gain the maximum benefit from engagement in Physical Education. Since Physical Education equipment can be expensive, in short supply, and easily lost or worn, proper care must be taken to ensure the maximum life of the equipment and to derive the greatest benefit. ***Informing students of the rules and responsibilities relating to equipment use is absolutely critical in the life span of the equipment. This is especially true when the equipment is being used outside of supervised Physical Education classes. Students must be aware of the intended use of the equipment and how to care for it.***

***The following are some simple, generic tips for care and storage of Physical Education equipment:***

1. Ensure that all equipment is collected after every session and make a note if anything is missing. Be aware of the playing area when using equipment. If you are playing near school fences where balls can easily get lost, make sure students hit or throw the ball away from bushes or other areas where retrieval is difficult.
2. Place all small items in labelled containers. Labels should be legible and large for ease of reading by all teachers who access the equipment.
3. Larger items should be stacked where possible and placed in designated areas after use. Equipment should be inspected periodically to ensure there are no visible signs of damage.
4. Larger balls should either be placed in a ball-carrying bag or on a rack. Please ensure no one sits on the balls and keep them away from sharp objects. Balls should be under appropriate pressure for use (all balls must be properly inflated).
5. Access to storage rooms should be limited to teachers only. One person should have overall responsibility for the equipment inventory, ideally the principal. Inventory should be updated termly.

6. Maintain a proper storage environment where equipment is easily accessible. Inability to easily access equipment can not only waste contact time but can discourage Physical Education altogether.
7. Equipment that is used often should be separate from items used occasionally. Specialized sport/physical education equipment should be kept separate from everyday physical activity/recess/lunchtime equipment. Ideally, there should be a separation between recess/lunch time equipment and Physical Education equipment.
8. Develop routines before, during, and after Physical Education classes for gathering, using, and replacing equipment in the storage room. Assigning students to assist in this regard can boost self-confidence and encourage responsibility, whilst at the same time assisting the teacher.
9. Students should be encouraged to use equipment during their free time with some level of supervision.
10. When using equipment that is not described in this manual, care must be taken to ensure they are in good working condition, that it is safe for use, and developmentally appropriate for the users.
11. Ensure all equipment is used for designated purposes and not misused/abused.
12. *Sanitizing equipment is recommended before use.*

<b>EQUIPMENT</b>	<b>RECOMMENDED CARE AND STORAGE</b>
<b>Balls</b>	<ul style="list-style-type: none"> <li>• Place balls on a rack or in a ball-carrying bag.</li> <li>• Place balls of a similar type together (sort balls) and avoid mixing balls.</li> <li>• Inflatable balls should be inflated to the appropriate pressure and avoid sitting on them.</li> <li>• Keep away from sharp objects.</li> <li>• Clean/wash regularly.</li> </ul>
<b>Hoops</b>	<ul style="list-style-type: none"> <li>• Store neatly flat on the ground to maintain its shape.</li> <li>• If placed on a rack, ensure it isn't under any strain that can alter its shape.</li> <li>• Clean regularly with a damp cloth.</li> </ul>
<b>Cones</b>	<ul style="list-style-type: none"> <li>• Sort and stack cones neatly to save space and keep count.</li> <li>• Avoid placing anything heavy on cones and absolutely no standing, running or jumping on cones.</li> <li>• Clean regularly with a damp cloth.</li> </ul>
<b>Plastic Disc Markers</b>	<ul style="list-style-type: none"> <li>• Sort and stack markers neatly to save space and keep count.</li> <li>• Avoid placing anything heavy on markers and absolutely no standing, running or jumping on markers.</li> <li>• Clean regularly with a damp cloth.</li> </ul>
<b>Foam Pool Noodles</b>	<ul style="list-style-type: none"> <li>• Avoid folding noodles that will leave creases and damage the noodles.</li> <li>• Store flat on the ground or on a rack and avoid placing anything heavy on it.</li> <li>• Clean regularly with a damp cloth.</li> </ul>
<b>Agility Ladders</b>	<ul style="list-style-type: none"> <li>• Fold ladders to store. Avoid tangling and twisting the ladders in storage.</li> <li>• Clean regularly with a damp cloth.</li> </ul>

<b>EQUIPMENT</b>	<b>RECOMMENDED CARE AND STORAGE</b>
<b>Jump Ropes</b>	<ul style="list-style-type: none"> <li>• Skipping ropes can be hung on a rack.</li> <li>• Ensure they are not tangled when storing.</li> <li>• Avoid using skipping ropes for purposes not intended.</li> <li>• Clean according to type.</li> </ul>
<b>Speed Hurdles</b>	<ul style="list-style-type: none"> <li>• Sort and stack hurdles neatly to save space and keep count.</li> <li>• Avoid placing anything heavy on hurdles and absolutely no standing, running, or jumping on hurdles.</li> <li>• Clean regularly with a damp cloth.</li> </ul>
<b>Bean Bags</b>	<ul style="list-style-type: none"> <li>• Store in a bag in a clean, dry place.</li> <li>• Clean as necessary with a damp cloth.</li> </ul>
<b>Stackable Steps</b>	<ul style="list-style-type: none"> <li>• Stack steps after use. This saves space and facilitates easy counting.</li> <li>• Clean as necessary with a damp cloth.</li> </ul>
<b>Kiddy Cricket Set</b>	<ul style="list-style-type: none"> <li>• Store in carry case provided.</li> <li>• Clean as necessary with a damp cloth.</li> </ul>
<b>Plastic Tennis Paddles</b>	<ul style="list-style-type: none"> <li>• Store in a plastic container in a dry place.</li> <li>• Clean as necessary with a damp cloth.</li> </ul>
<b>Portable Poles with Hoops for Netball/ Basketball</b>	<ul style="list-style-type: none"> <li>• Keep in a dry place, if possible, when not in use.</li> <li>• Inspect regularly for any safety concerns.</li> <li>• Only adults are allowed to move this equipment.</li> </ul>
<b>Football Goals</b>	<ul style="list-style-type: none"> <li>• Keep in a dry place, if possible, when not in use.</li> <li>• Inspect regularly for any safety concerns.</li> <li>• Clean as necessary with a damp cloth.</li> </ul>
<b>Shot Put, Discus, Javelin</b>	<ul style="list-style-type: none"> <li>• Keep in a dry place.</li> <li>• Shot put can be placed on the ground on a piece of cardboard.</li> <li>• Discus can be placed in a container and sealed.</li> </ul>

<b>EQUIPMENT</b>	<b>RECOMMENDED CARE AND STORAGE</b>
	<ul style="list-style-type: none"> <li>• Javelin can be place in flat or standing position out of the way of children. Avoid placing any weight on the javelin. Care should be taken to avoid damaging the tip of javelin.</li> <li>• Clean as necessary with a damp cloth.</li> </ul>
<b>Aluminium Relay Batons</b>	<ul style="list-style-type: none"> <li>• Keep in box in a dry place.</li> <li>• Clean as necessary with a damp cloth.</li> </ul>
<b>Gymnastics Mat</b>	<ul style="list-style-type: none"> <li>• Fold and store neatly in a dry place.</li> <li>• Clean as necessary with a damp cloth.</li> </ul>
<b>High Density Rubber Flooring</b>	<ul style="list-style-type: none"> <li>• Install in a clean, dry area. Ensure the area is flat.</li> <li>• Avoid using sharp objects or shoes that can damage the flooring.</li> <li>• Clean as necessary with a damp cloth.</li> </ul>
<b>First Aid Kit</b>	<ul style="list-style-type: none"> <li>• Keep in a dry place.</li> <li>• Ensure the kit is accessible but out of the reach of children.</li> <li>• Ensure kit is properly stocked at all times.</li> </ul>

## **SAFETY GUIDELINES:**

Teachers are responsible for ensuring the safety of their students. When organizing students to engage in the activities included in the manual, teachers are to ensure that the students practise safety measures. To assist teachers in the process, safety tips have been included in the descriptions of some of the activities. Other safety advice to consider includes:

- Discuss and emphasize safety practices and precautions with students when introducing a new activity.
- Always provide proper supervision of activities.
- Ensure adequate warm – up to prepare students for physical activity.
- When dividing the class into groups, aim to create groups of equal ability.
- Watch for students becoming tired and adjust or change activities as needed.
- Organize activity areas so there is ample space between students, groups, and obstacles (fences, poles, nets, bins, walls, etc.).
- Pay careful attention to the suitability of the activity surface. Wet grass, wet concrete, sandy surfaces, cracked pavement, and polished floors can be very dangerous to use for activities that involve students moving and changing direction quickly.
- Encourage students to wear appropriate clothing for the activity. Appropriate footwear also helps prevent accidents.
- Be careful to select equipment that is appropriate for students' abilities.
- Encourage students to drink regularly to prevent dehydration.
- Encourage students to follow sun protection practices.
- The wearing of jewellery is strictly prohibited during physical activity.

## ACTIVITY PRECAUTIONS

The following table provides additional safety measures for a few activities and equipment on the approved list:

<b>Equipment/Activity</b>	<b>Recommendation</b>
<b>Balls for catching, throwing, striking, and for specialized areas such as netball, football, and cricket</b>	<p>Use larger balls for Infants.</p> <p>Juniors and Seniors can use low compression balls based on skill level.</p> <p>Always ensure students are looking at the ball and encourage calling of names before throwing/passing to peers.</p> <p>The receiver must be prepared for the ball before it is thrown/passed.</p> <p>Students should understand the dangers of propelling balls at other students, especially to the face and eyes, if they are unaware.</p> <p>The striker must only swing on command, and all strikers must be striking in the same direction.</p>
<b>Hoops</b>	<p>Ensure that when using hoops, students do not step or jump on them, as this can cause injury.</p> <p>Maintain proper form when using hoops.</p> <p>Ensure that your body is well covered, preferably with fitted clothing, to prevent the hoop from rubbing against your waist.</p>

## **INTEGRATING SPECIAL EDUCATIONAL NEEDS CHILDREN IN PHYSICAL ACTIVITIES**

In order to be healthy and to form positive life-long habits, children benefit from physical activities. This is especially true for children with special needs for many of the usual reasons. Physical activity engages large muscle groups, provides social interaction, and teaches teamwork and healthy competition, among other things.

Children who have special needs may have diminished strength, tone, and coordination, which require a greater amount of physical activity. It therefore becomes absolutely crucial that they are engaged in physical activities to develop these areas. Additional benefits of participation in physical activities by students with Special Education Needs include increased self-esteem and self-efficacy, increased competency in gross motor skills, helps to control obesity and reduces risk of lifestyle diseases, improves and develops social skills, and promotes an active lifestyle.

Including and integrating students with Special Education Needs in regular Physical Education classes can sometimes be challenging. Parents may be apprehensive about allowing their children to participate in Physical Education classes out of fear of injury to their child and the uncertainty of the teacher's ability to properly integrate their children. Teachers may also feel less confident when working with students with Special Education Needs in physical activity settings, particularly when they have had little or no relevant training. Other students may also feel less compelled to participate as they normally would out of fear of causing injury to their peers. Although these concerns are valid, teachers simply need to understand the nature of the students with Special Education Needs, determine their abilities and strengths, and design and develop plans to integrate them into their Physical Education classes. Some children may require adapted physical education equipment, whilst many others may just require support and encouragement to regularly participate in physical activity. For many of these children, their special education needs may in no way affect their participation in physical activity, and thus the teacher can use this as a medium to improve performance in other areas through integration, motivation, and rewards.

***Some strategies that can be used to make physical activities more accessible to Children with Special Educational Needs (SEN)***

- Ensure that the teacher knows about the special education needs of the child and the associated methods of treating them. It is worthwhile and recommended that the class teacher has a whole-class discussion informing students of the importance of integration and their role in making all students feel confident and achieve success in classes.
- Select activities that capture the interest of a child with Special Educational Needs as frequently as possible, bearing in mind alignment with the school's curriculum.
- The selected activities must be within the capabilities of a child with Special Educational Needs to build confidence and self-esteem. Success in these activities is crucial for SEN children.
- Modify the equipment if needed. In many cases, this is quite simple to do, but there is commercial adapted equipment available.
- A suitable environment should be provided for play. This includes proper lighting, proper surface area, proper markings, etc.
- Ensure progression from simple to complex is adhered to. This will increase the chances of success and build confidence to go on to more complex skills.
- Involvement of various body parts is also important. Select activities that will use the body parts of the SEN child that are functional.
- Modify the rules of the activities where necessary. For example, include a rule where every child must touch the ball before a goal can be scored. This ensures that the SEN child has an opportunity to be part of the play.
- Extra care should be taken to avoid any injuries when SEN children are involved.
- Adjust the size of the playing area to meet specific needs.
- Slow down moving objects, e.g., changing throwing style to underhand.
- Provide additional rest periods if needed.
- Consult with parents and the Student Support Services Division.
- Be cautious when selecting teams or groups to allow the SEN child to be selected and not left for last.

## **HEALTHY LIFESTYLE PRACTICES FOR STUDENTS:**

Students should be encouraged to:

- Drink adequate water each day to be healthy, e.g., approximately six (6) glasses.
- Eat a healthy breakfast each day.
- Consume fruits and vegetables as healthy snacks.
- Set personal goals to move more and sit less.
- Set individual goals to exercise and stretch each day.

## **SIMPLE STRATEGIES TO PROMOTE PHYSICAL ACTIVITY**

**Purposeful Instruction – Make explicit connections between physical, cognitive and affective domains for students through simple questioning throughout the class or as a consolidation activity at the end of the class.**

- **Promote Physical Activity as a Positive Experience** – Teachers should consider how the notion of physical activity is presented during the PE class. Students should be encouraged to explore activities from which they can derive fun and excitement. This should promote a positive, healthy experience that will motivate students to participate regularly in Physical Education.
- **Maximize Participation** – Plan and use activities that will maximize active participation by students. Get rid of elimination games. Implement small, sided games such as 3 vs 3 or 4 vs. 4. This will maximize opportunities for increased movement competence, confidence, and enjoyment.

## **FUNDAMENTAL MOTOR SKILLS**

### **HULA HOOP GAMES:**



**Fig. 1**

### **Thread the Hula!**

1. Players will form a circle while holding hands with the hula hoop hanging on one of the players' arms.
2. They will start the game by passing the hula hoop around the circle without letting go of their hands.
3. They can achieve this by running the hoop down their arm, ducking their head in, and then stepping through to pass it on to the next player.
4. Enjoy this hula hoop teambuilding activity with two or more competing teams to make it a hilarious competitive challenge where the first team to run the hoop through their entire circle wins.

### **Hula Hoop Flip Ball**

1. All you need is one hula hoop and one tennis ball per team of 2.
2. Next, line the teams up at a starting point.
3. Instruct each player that they have to roll the tennis ball into the hula hoop. If it stops inside the hula hoop, then flip the hula one time.
4. If the ball does not stop inside the hula, then the player who tossed it picks it up and tosses it back to their teammate.
5. This hula hoop flip game ends once a team reaches a preset finish line.

# HULA HOOP FLIP BALL



All you need is one hula hoop per team of 2 and one tennis ball



Instruct each player that they have to roll the tennis ball into the hula hoop

If the ball does not stop inside the hula, then the player who tossed it picks it up and tosses



Next, line the teams at a starting point



If the ball does not stop inside the hula, then the player who tossed it picks it up and tosses it back to their teammate

## **Hoop Aerobics**

Focus: Aerobic warm-up stretches

Equipment: One hoop for every player; suitable music; CD or tape player

### **ORGANIZATION:**

- Have every player get a hoop, find a home, and sit in the hoop. Suggestions follow.

### **DESCRIPTION OF ACTIVITY:**

1. Leave your hoop. Can you leap over ten (10) different hoops and return to sitting in your own hoop? Who can be the quickest?
2. Visit ten (10) hoops, place your right hand and left foot in each; then return home.
3. Hopping on one foot only, land in a hoop; change your hopping foot and hop into another hoop. Continue until you have visited eight hoops; then hop back to your home.
4. Crag-Walk (on hands and feet, facing upward) to six different hoops, sitting down in each one. Return home and curl up on your own.
5. Jump in and out of your hoop as you move around it. Jump to another hoop and repeat, jumping in the opposite direction around the hoop; then jump home.
6. Pick up your hoop with both hands, stand, and stretch upward with it. Then lower it so that you are now inside of it, holding the hoop at waist level. Run once around the **play area**; as you pass me (teacher), place your hoop over my hands and sit in the middle of the play area.

**Variations:** - Vary the number of repetitions according to the fitness level of the class.

- Repeat using different locomotor movements: skipping, sliding, walking, galloping.

## **Fill the Hoop**

**Students:** Pairs.

**Equipment:** 5 bean bags and 1 hoop per pair.

**Area:** Large open space.

**Activity:** Taking turns, each student throws a bean bag to land in a hoop, which is positioned a set distance away.

**Variations:**

- Students have 5 throws and count the number of times the bean bags land in the hoop.
- Students compete against other pairs.
- Students establish a personal best for the greatest number of successive throws that land in the hoop

**Eight Awesome Hoop Physical Activities**

<https://www.youtube.com/watch?v=PwKczA0zQUU>

**Three Simple Hoop Activities for PE**

<https://www.youtube.com/watch?v=j7vYhWTM27M>

**ELF Express Physical Education Games (Cooperation)**

<https://www.youtube.com/watch?v=SqNsRgkbVvg>

**10 Hula Hoop Games and Activities**

<https://www.youtube.com/watch?v=1uM7rk6INpw>

**8 Awesome Hoop Phys Ed Activities**

<https://www.youtube.com/watch?v=PwKczA0zQUU&t=90s>

**A Cooperative Hula Hoop Activity**

<https://www.youtube.com/watch?v=6xIKdAktePs>

## POOL NOODLE GAMES

### Standing Pool Noodle Game

(<https://www.youtube.com/watch?v=NZZsYwckJ30>)



Fig. 2

1. Divide students into groups of three (3) or four (4).
2. Give each student a foam pool noodle.
3. Students are to form different shapes (triangle, Square, Rectangle) while holding the noodle in an upright position (Fig. 2)
4. On signal, students are to release the noodle and grab the next noodle before it falls to the ground.
5. Anyone who drops his noodle must sit out.
6. Students can alter the size of the triangle to increase/decrease the level of difficulty.

**Fun Activities Using Foam Noodles**

<https://www.youtube.com/watch?v=GwzH-gpKOPw>

**Water Noodle Activities for Physical Education**

[https://www.youtube.com/watch?v=1c\\_7BczTVBA](https://www.youtube.com/watch?v=1c_7BczTVBA)

**More Water Noodle Activities for Physical Education**

<https://www.youtube.com/watch?v=PZCR-mMevt0>

**Best Noodle Games for Kids**

<https://www.youtube.com/watch?v=rc7laKwpmtA>


**10 Fun Noodle Games & Activities**




<https://www.youtube.com/watch?v=YPZpu0ax2k4>

## BEAN BAG GAMES

**Quick relay race ideas**

# 'Throw bean bags in the hoop'



**Setup** each team needs...  2  1/player  1


1. Put the bean bags in a hoop in front of the team
2. Then put a cone ahead with a hoop 2-3 meters in front of it

**Gameplay**

1. Run to the 1st hoop and pick up a bean bag
2. Then run to the next cone and try to throw it into the hoop
  - > you get 3 chances/throws to get it in
  - > you must throw from the cone, not nearer
3. Run back and high-5 the next player in your team to go

**"I want to see you"**

- Point to your target with non-throwing hand, and...
- > Underarm - step and swing your arm to throw
- > Overarm - step and throw the ball over your head



grades K-3 Prime Coaching  
The Rapid Relay Races PE sport skills pack

Fig 3



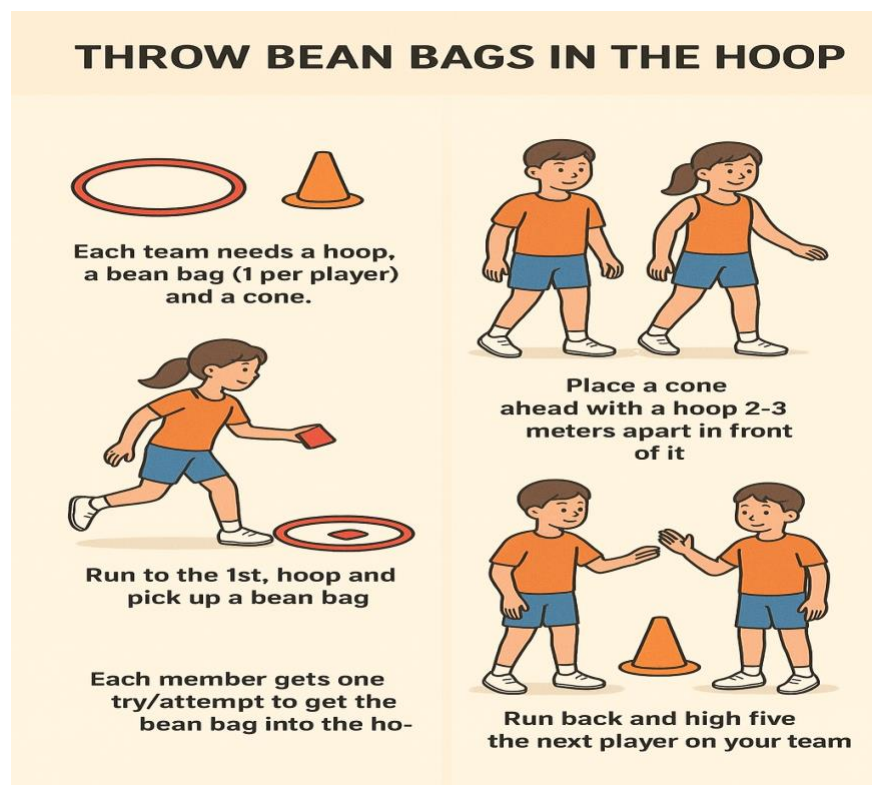
## **Throw Bean Bags in the Hoop**

### **SET UP:**

1. Each team needs a hoop, a bean bag (1 per player), and a cone.
2. Put the bean bags in a hoop in front of the team.
3. Place a cone ahead with a hoop 2-3 meters apart in front of it.

### **GAME PLAY:**

1. Run to the 1<sup>st</sup> hoop and pick up a bean bag.
2. Run to the cone and try to throw the bean bag into the hoop.
3. Each member gets one try/attempt to get the bean bag into the hoop.
4. The players must throw from the cone, not nearer.
5. Run back and high-five the next player on your team.



## **Bean Bag Drop**

**Students:** Pairs.

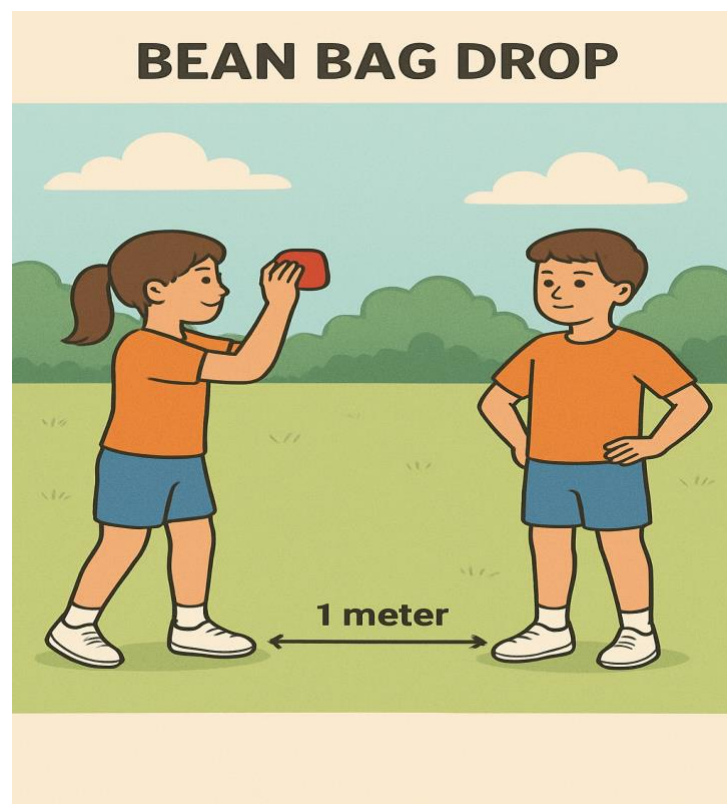
**Equipment:** 1 bean bag or soft toy per pair.

**Area:** Large open space.

**Activity:** Partners face each other 1 metre apart. One (1) student holds a bean bag in each hand at about eye level. The other partner has his hands on his hips. The bag is dropped and must be caught by the partner before it touches the ground.

**Variations:**

- The partner drops 2 different coloured bean bags and nominates which should be caught.
- Vary the height from which the bean bag is dropped.
- The partner drops 2 bean bags. The student catches only 1 nominated by the partner or both (1 in each hand).
- The partner stands behind a catcher on a bench and drops a bean bag from above the catcher's head to fall in front of his face. With hands on his hips, the catcher looks forward and catches the bean bag as it comes into view.



## **Bean Bag Scramble**

**Students:** Whole class.

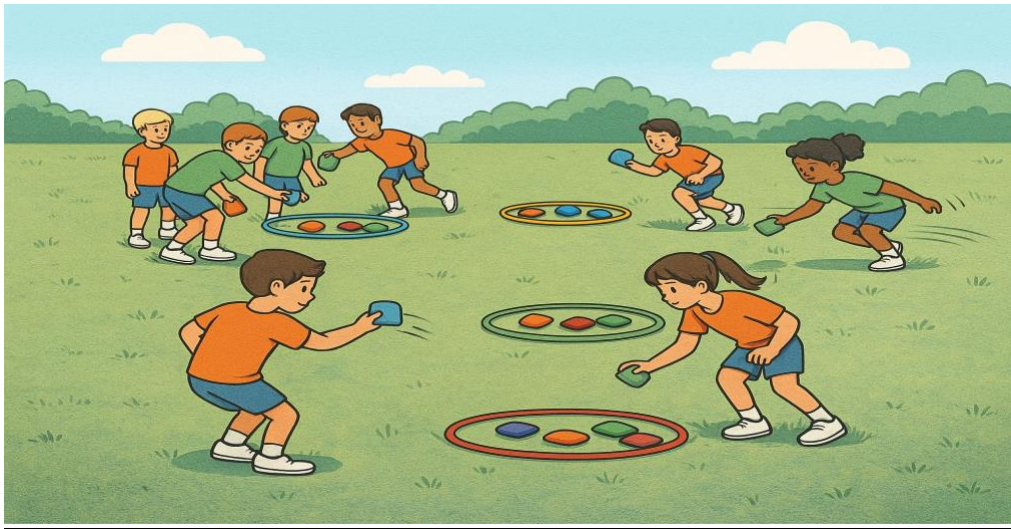
**Equipment:** 1 hoop and 4 bean bags per 4 students.

**Area:** Grassed surface open space.

**Activity:** The hoops are randomly scattered, with four bean bags placed in each hoop. A maximum of 4 students stand near each hoop. On a signal, students collect bean bags from other hoops and place them in their own hoop. Students cannot collect more than 1 bean bag at a time nor protect the bean bags in their hoop. Allow the activity to run for a set time, then reposition the bean bags and repeat.

**Variations:**

- Vary the distance between hoops.
- Skip between hoops.



## Hot Potato

**Students:** Groups of 4–6.

**Equipment:** 1 ball or bean bag per group.

**Area:** Large open space.

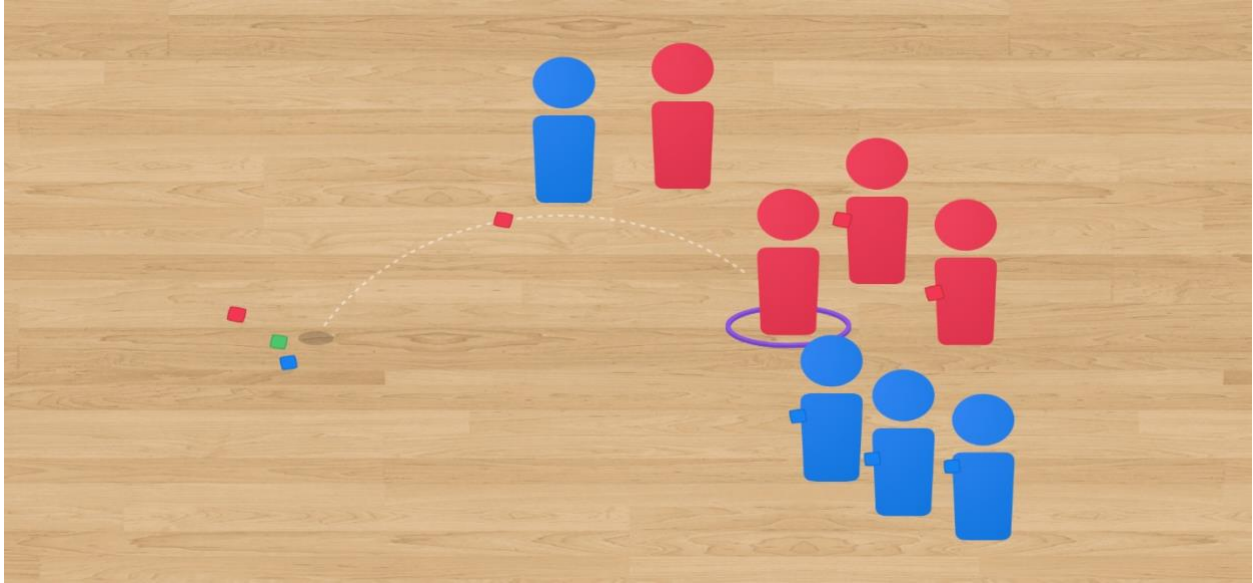
**Activity:** All the students line up, side by side, close together. A leader has the ball/bean bag and passes it with a small underarm throw to the next student in the group, who passes it on. When it reaches the last student, he passes it back up the line. Upon receiving the ball/bean bag again, the leader runs around the group with the ball/bean bag and then gives it to the new leader, who starts again. The first leader moves to the end of the line. The activity continues until all students have returned to their original places.

- Variations:**
- When running around the group, the leader can move in several ways (e.g., skip, hop, jump, etc.).
  - When running around the group, the leader may bounce the ball, dribble it with the feet, hit it with a bat, etc.



**Bean Bag Bocce – Physical Education Games**

Beanbag Bocce - Physical Education Game (Target)



**AGILITY LADDER DRILLS:**

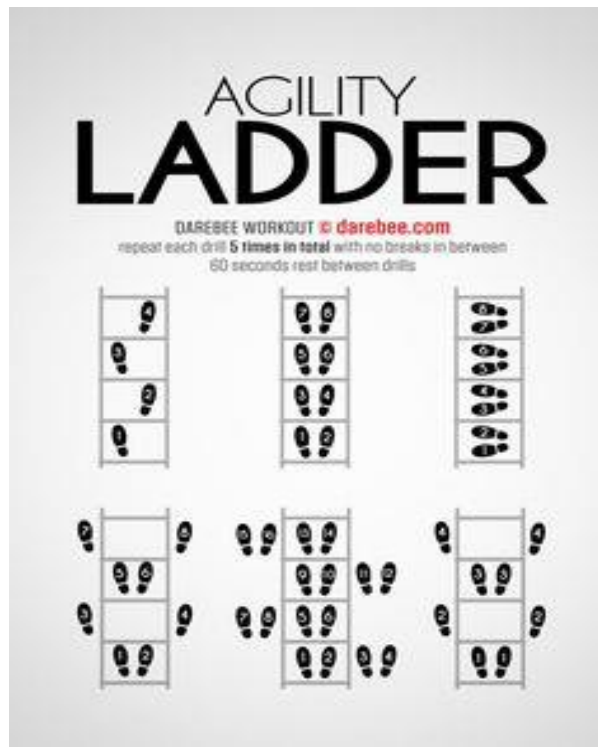


Fig. 4

<https://www.youtube.com/watch?v=ZLNYijRpYUY>

<https://www.youtube.com/shorts/FYTv2pLTzG>

## FOAM BALL ACTIVITIES

### **Ball Games and Activities to Use in the Classroom**

#### **Beach Ball Circles**

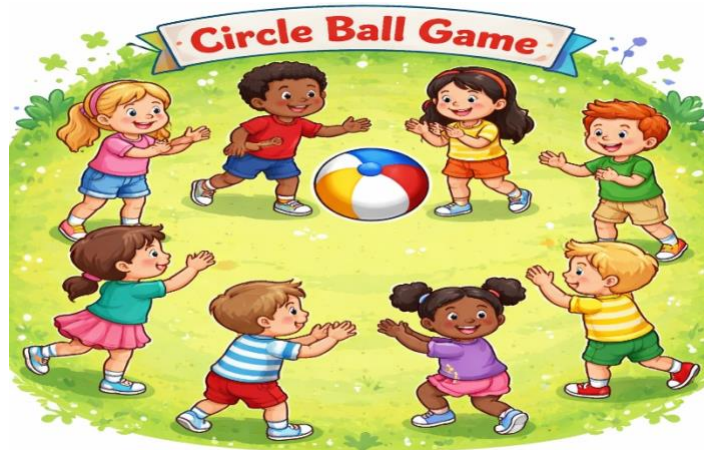
Use this simple ball tracking activity to complement your literacy lesson and encourage your students to pay attention. It is ideal to use when brainstorming parts of a sentence, such as different verbs, adjectives, or nouns.

#### **How to do it for Infant Level:**

1. Arrange your students into a seated circle.
2. Start the game by calling out a verb.
3. Roll or pass the ball to another student.
4. Encourage the receiver of the ball to call out another verb before rolling or passing the ball to the next person.
5. Continue until all students have had a go.

#### **How to do it for Juniors and Seniors:**

1. Do a stand and throw version of the above.
2. If the ball is dropped, encourage the students to respond positively and to continue to play.
3. Challenge the students by using a smaller ball.



## **Catch Tag**

**Students:** Whole class.

**Equipment:** A soft foam ball per student, 1 colour band or bib, and 1 bean bag per tagger.

**Area:** Large open space.

**Activity:** A designated number of taggers have a colour band and a bean bag. Other students spread out in the area and run around, each with a ball. Taggers aim an underarm throw at students' legs. If hit, the tagged students throw and catch to themselves several times (throws must be above the head), depending on what colour the tagger wears (e.g., red = 4 throws, blue = 5 throws, green = 6 throws, etc.). When throws are completed, the student is free to run again.

**Variations:**

- Change the value of the colour bands.
- Increase the size of the area.
- Students have a different type of ball, with varying numbers allocated to them. When tagged, they throw their ball according to that number (e.g., a football = 4 throws, a tennis ball = 3 throws etc.).



## Circle Kick Ball

**Students:** 2 groups of 6–20.

**Equipment:** 1 soft/foam ball per 2 groups.

**Area:** Large open space.

**Activity:** 1 group stands so that the students create one half of a circle, and the other group completes the other half of the circle. All students stand 1 metre apart. Students attempt to kick the ball below knee height through the other group's half circle. A student from each group is allowed to retrieve the ball if it has stopped in their half. Students may stop the ball with any part of their body. Each group starts with 20 points and loses 1 point every time the ball passes through their half-circle.

**Variations:**

- Use 4 groups where each group is assigned a quarter circle rather than a half circle circle.
- Students form a square.



## BASKETBALL HOOP



Be the hippest teacher on the block and go the extra mile.

1. Set up a basketball hoop in a corner of your classroom. Clear the corner of breakable items and use a soft foam ball.
2. Mark two crosses on the floor at different distances from the hoop (coloured tape is good for this).
3. Explain the scoring system. For example, two points for getting the ball into the net from the red cross and three from the blue cross.
4. When you catch students being amazing, give them a chance to lay up.
5. If the ball goes in, award points towards a whole-class reward.
6. If the ball does not go in, make sure that the whole class praises the effort in the spirit of team play.
7. Support less confident students by giving them the choice of taking a shot at the end of the lesson, free of spectators. Alternatively, give the students the choice of a different reward.
8. Top tip – secure the bottom of the net with a rubber band to stop it bouncing on its descent.

## HACKY SACK TRIANGLES



This is a fun Math warm up ball game that is ideal to use when learning multiplication facts.

1. Ask three students to stand in a triangular arrangement and to recall multiplication facts while passing a small ball to each other.
2. To add an extra twist, encourage the students to change direction or recall the multiplication facts in descending order.

## FREEZE!



This is a great way to introduce a new topic and new vocabulary. Arrange the students in a circle.

1. Place Word Wall flashcards in the middle of the circle.
2. Ask the students to pass the ball around the circle.
3. Eyes remain closed, and a short time is allowed for students to pass the ball around before shouting, "*Freeze.*"
4. The student who is holding the ball when you call '*freeze*' takes a flashcard from the pile and reads it aloud.
5. Support less abled students by encouraging them to link arms and work with the person sitting to their left.

## TENNIS GAMES

### Ball Transport

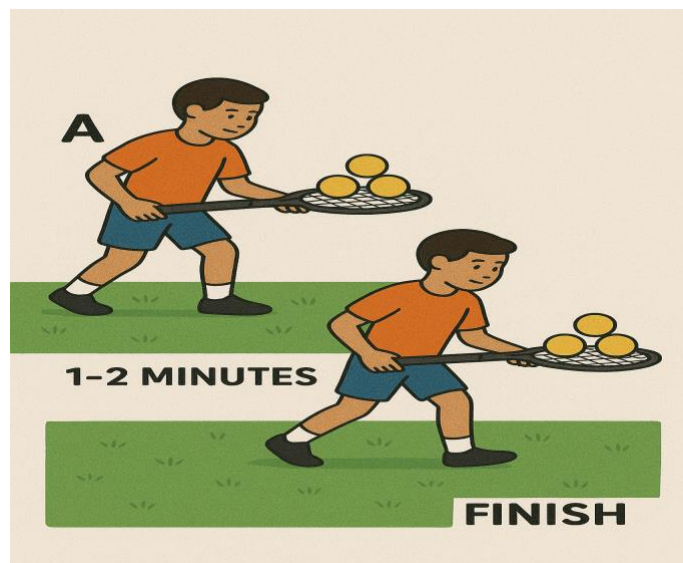
- Time:** Approx. 3 min., or extend the game
- Recommended Age:** Approx. from 10, or adapt the level of difficulty
- Size of Group:** Playable with a few teammates
- Time for Preparation:** None
- Material:** Tennis ball, Tennis racket

### **Game Description**

1. All you need for this game is a large number of tennis balls and a racket for each student.
2. The objective is to balance as many balls as possible on the racket. There are two versions you could play. A) The player has 1 – 2 minutes to balance the balls on his racket without them dropping, or b) He has to transport as many balls as possible from A to B. In this case only the balls that are still on the racket at the finishing line count.
3. Every participant receives the same number of balls for fairness. You can play more than just one round. This game promotes skills and coordination.

### **Judging**

The winner is the player who loses the fewest balls or transports the most balls from one point to another.



## **Sandwich**

- Time:** Approx. 3 min., or extend the game
- Recommended Age:** Approx. from 10, or adapt the level of difficulty
- Size of Group:** Playable with a few teammates
- Time for Preparation:** None
- Material:** Tennis ball, tennis racket

### **Game Description**

1. Mark a start and finishing line and divide the group into two teams.
2. Half of each team remains at the start, while the other half goes to the finishing line.
3. The first runner receives two rackets and a tennis ball.
4. Each participant is required to place a tennis ball between the two rackets and gets the ball as quickly as possible to the finishing line.
5. As soon as he is there, he passes the rackets and the ball on to the next player.
6. If he loses the ball, he has to return to the start and begin all over again. This playful competition promotes skills and coordination.

### **Option**

A possible alternative is that the competitors start in pairs, and each runner must hold a racket. In this case, the challenge is the good cooperation between the two runners.

### **Judging**

The winner is the team that finishes the relay first.



## Circle Throw

**Students:** Groups of 3–5.

**Equipment:** 4 tennis balls per student and chalk per group.

**Area:** Large open space.

**Activity:** Draw concentric chalk circles on the ground/floor and designate values for each circle. Students aim to land a ball (i.e., first bounce) on the circle of the target for maximum points. The tallied score is called out.

**Variation:** - Vary the distance and size of circles.



## JUMP ROPE ACTIVITIES

### Jump Rope Math

**Best Group Size:** 1 to 6 kids

**Ropes Needed:** This can be done either with a regular jump rope for one or two kids, or use a longer double dutch jump rope to involve more children.

**Instructions:**

- VARIATION #1 - Give a Math equation to solve, like  $2 + 5$ . The jumper repeats the Math equation and then jumps the answer (in this case, he would jump 7 times). Use more complicated equations to practise Math and jumping skills.
- VARIATION #2 - This variation involves three or more kids using a long double-dutch rope. On each end of the rope is a "turner," and in the middle is the "jumper." The two turners each yell out a number. The jumper combines the numbers (either multiplies, adds, or subtracts depending on the rules you decide to use) and jumps the answer.

Turn this game into a competition with multiple kids by making it an "elimination" game. For example, if you have six kids, two are turners, and four are jumpers. The jumpers form a line and take turns jumping. If someone jumps the wrong number or makes a mistake while jumping, he is eliminated. The last jumper remaining is the winner.



## **"Cat and Mouse"**

**Best Group Size:** 4 per group, with as many groups as you need (say for a PE class)

**Ropes Needed:** One long double-dutch jump rope per group.

**Instructions:** Children get into groups of four with one long rope for each group. Two children turn the long double-dutch rope, and two play the game. This is a "chasing" game that is the jump rope version of tag. One player is the "cat", and the other is the "mouse."

- Pick several jumps that each player must complete. A suitable number to start with is three.
- The "turners" start spinning the jump rope.
- The mouse enters the spinning jump rope from one side, completes the three jumps, and exits on the other side.
- As soon as the mouse leaves the jump rope, the "cat" enters the jump rope and does the three jumps.
- While the "cat" is jumping, the "mouse" runs around one of the turners to the side where both jumpers originally entered the spinning rope.
- As soon as the "cat" completes the 3 jumps, the "mouse" can re-enter the jump rope, and the cat runs around the turners trying to "catch" the mouse before he/she re-enters the jump rope.
- The goal of the game is for the "cat" to catch the "mouse" by tagging the mouse. The cat can also "catch" the mouse if the mouse makes a mistake while jumping. The cat has to tag the mouse outside of the jump rope. This usually occurs while the "mouse" is waiting to enter the jump rope.

**Note:** When the game is in full flow, the cat and mouse should be running in a figure 8 around the turners.

## The Whirlwind Challenge

**Best Group Size:** 6 or more kids

**Ropes Needed:** One long double-dutch jump rope.

**Instructions:** This game features a long jump rope turned by two people.

- Form a line of game participants. The goal of the game is to be the "last one jumping".
- The jump rope turners start turning the rope at a slow to medium pace. Once the first participant jumps through the rope, someone needs to jump through the rope every time it turns. (This means as soon as the person in front jumps through, the next person in line should be prepared to jump through.)
- You get out of the game if the rope hits your foot or if the rope turns in front of you with no one in it.
- Make sure you have a practice rope to the side, so when participants get out, they have a rope to continue to play with while waiting for the game to end.
- When it gets down to the last three people, make sure the rope is slowed down so the kids have a chance to run around it.

## Jump Rope Water Splash

**Best Group Size:** 5 or more

**Ropes Needed:** One long double-dutch jump rope

**Instructions:** Each child is given a plastic cup full of water. One at a time, the children jump into the spinning jump rope, trying not to spill any of their water.

- The first time, they each jump three times and then jump out.
- See who has the most water left in their cup.
- If everyone has lots of water left in their cups, go another round but increase the number of jumps (five times).

Whoever has the most water at the end of the round wins. This is a great game to play outside on a hot day!

## **Follow Me**

**Best Group Size:** 8 or more

**Ropes Needed:** One long double-dutch jump rope

**Instructions:** You need one long rope and a group of children. Set up with two turners, one at each end of the rope. Jumpers form one line to enter the rope near one of the turners.

- The first jumper enters the rope, jumps once, and exits on the diagonal, going around the turner to form a new line next to the turner on the opposite side.
- As the first jumper is exiting the rope, the next jumper in line must enter and jump the rope once in a follow-the-leader fashion, taking his or her place behind the first jumper in the new line that is forming. This continues until all the jumpers are in the new line.
- As the last jumper is exiting the rope, the “leader” must enter the rope and repeat the process, making a figure eight.
- This is an elimination game. The idea of the game is to follow the leader without missing. If a jumper misses or clips the rope while jumping or entering the rope, he is eliminated. See who can last the longest!
- As the line gets shorter and shorter, the jumping gets faster. The last three jumpers are the winners.

**Key Point:** Remember, one person jumps in, and one person jumps out with every turn of the rope. This is a quick, fun game, with kids entering and exiting the rope at all times.

## **Group Rope Jumping**

**Time:** 10-15 minutes

**Recommended Age:** From 6

**Size of Group:** All

**Time for Preparation:** Less

**Material:** Rope approximately 6m long

**Game Description:** - Swing a 6-meter-long rope between two people or alternatively.  
- One after the other, students are to enter and jump over the rope.

### **Option**

Rather than jumping in succession, all students can jump together. However, in this case, it is recommended for the team leader to swing the rope correctly.

### **Judging**

How many candidates manage to jump together? How many jumps can be counted in total? For example, if 5 persons jump simultaneously and for 3 rounds, they come up with 15 jumps.

## **Classical Rope Jumping**

**Time:** 10-15 minutes

**Recommended Age:** From 6

**Size of Group:** All

**Time for Preparation:** Less

**Material:** Skipping Rope

### **Game Description**

Everyone is familiar with the classic rope-jumping game. It can be used as a station activity. Each participant must complete as many jumps as possible within one minute. The total number of jumps made by all team members is then added together.

### **Judging**

The candidate or the team with the most jumps wins.

## In the River on the Bank

**Students:** Small groups.

**Equipment:** 2 long ropes per group.

**Area:** Large open space.

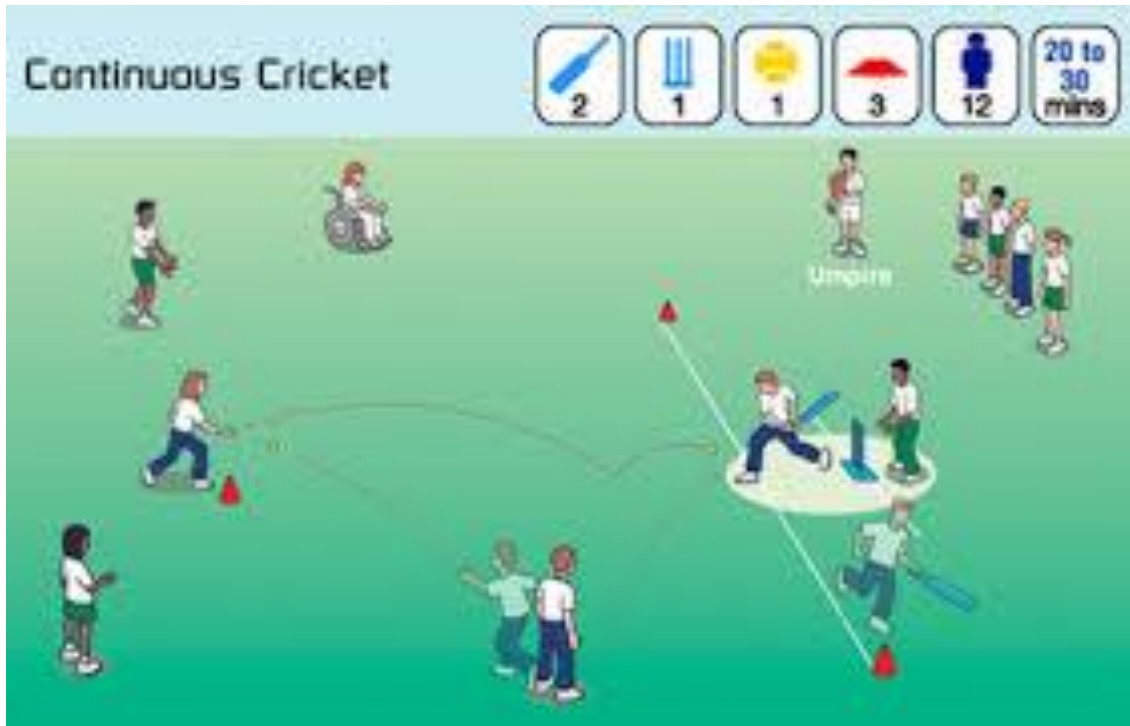
**Activity:** Students line up behind a rope. The other rope is placed parallel to the first rope. On the call “In the river,” students take a big leap into the ‘river.’ On the call “On the bank,” students take a big leap out of the river, or, depending on where they are, from one ‘bank’ to the other.

**Variation:** - Increase river width by moving the ropes further apart.



## CRICKET ACTIVITIES

### Continuous Cricket



**Students:** 2 groups.

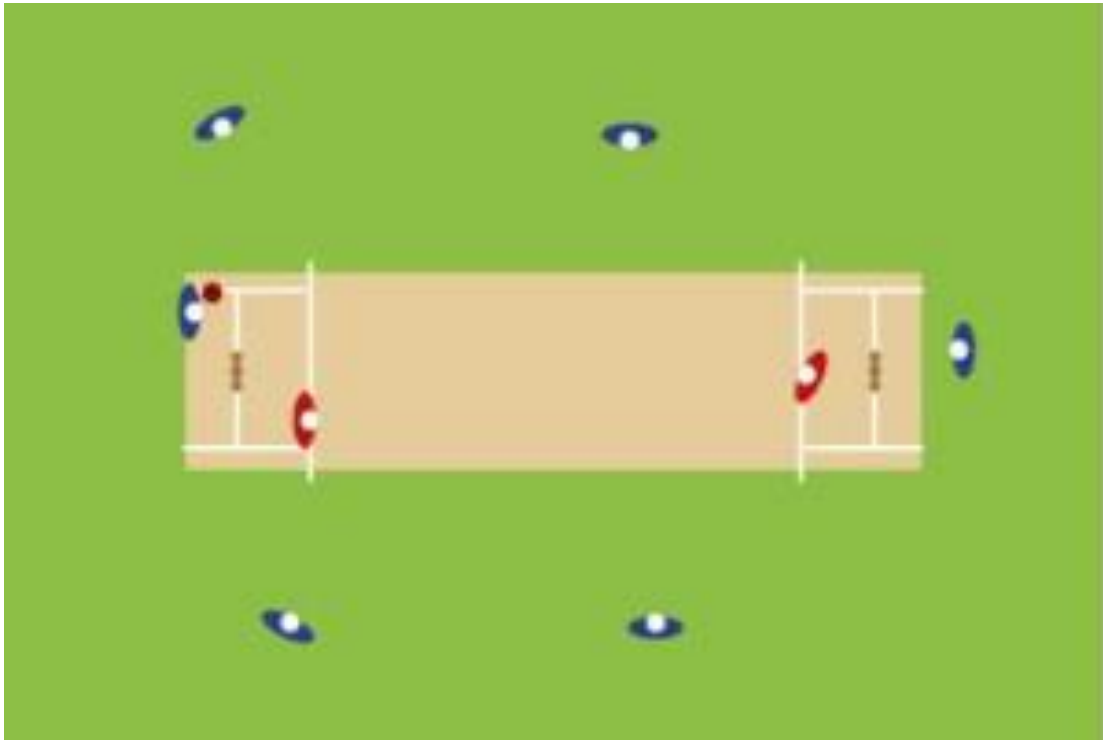
**Equipment:** 2 cricket stumps (or substitute), 1 bat, and 1 tennis ball per 2 groups.

**Area:** Large open space.

**Activity:** Set out the activity as shown

- Each team bats for a set period of time (e.g., eight minutes)
- Bowler bowls underarm from a minimum of 10 metres
- Each bowler has six deliveries before being replaced
- Batter must run whether the ball is hit and may run more than once
- The batter must run around a cone (two are provided, one on each side, to cater for left- and right-handers)
- Fielders throw the ball underarm, as quickly as possible, back to the bowler, who bowls when ready
- The batter is out when bowled, caught, or hit wicket, and the next batter moves in quickly to take his place
- A batter who is not out after facing six balls must change with the next batter
- The team with the most runs wins
- Batters take turns to umpire and keep score

## Kwik Cricket



**Students:** Divide students into pairs

**Area:** Large open space.

**Activity:** Set out the activity as shown

- Divide students into pairs
- Pair one-two batters (who start with 20 runs)
- Pair two bowlers and one wicket keeper
- Pair three-two on/leg-side fielders
- Pair four-two offside fielders and so on.
- Batting team receives 12 balls
- If a bowled ball passes outside either cone to the left or right of the wicket, a 'wide' is called - the batters receive one run and an extra ball is bowled
- Pairs rotate to new roles after 12 good balls (wides do not count)
- No boundaries. Batters lose three runs each time they are bowled, caught, run out, or hit wicket
- Winners will be the pair with the most runs after every pair has batted

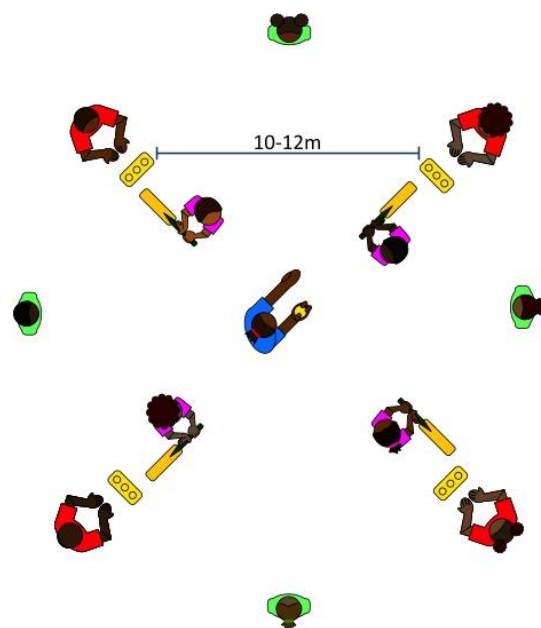
## Diamond Cricket

**Students:** 2 groups.

**Equipment:** 2 cricket stumps (or substitute), bats, cones, balls

**Area:** Large open space.

- Activity:**
- Class is divided into two teams
  - One team bats whilst the other team fields
  - Each team has a designated bowler (teacher can perform this role)
  - Four wickets are set up in the shape of a diamond about 10-12m away from each other (*see diagram*). There is a wicket-keeper at each wicket
  - One batter per wicket
  - Bowler bowls underarm to the designated batter
  - On hitting the ball, all batters run in an anticlockwise direction to the next wicket or as many wickets as they can get before the ball is returned. Each of these completed runs will be counted towards the total.
  - Batter can be dismissed caught, bowled, hit-wicket or run out. As soon as one person is dismissed, another batter comes in until everyone gets a go.
  - The team with the most runs at the end is declared the winner.
  - For safety, only the bowler is allowed in the diamond.
  - For a greater challenge, the bowler could underarm throw to any of the 4 wickets so, every batter must be ready to face.



## **Batting 2**

### **EQUIPMENT/RESOURCES**

- Stumps
- Batting tees
- Cones
- Balls
- Bats

### **TIMING 45 mins**

- 5 mins - Warm Up
- 10 mins – Batting Development (if required)
- 20-30 mins – Batting Game Lords or How Many Can I get?

### **DEVELOPMENT ACTIVITY**

#### ***Batting Practice***

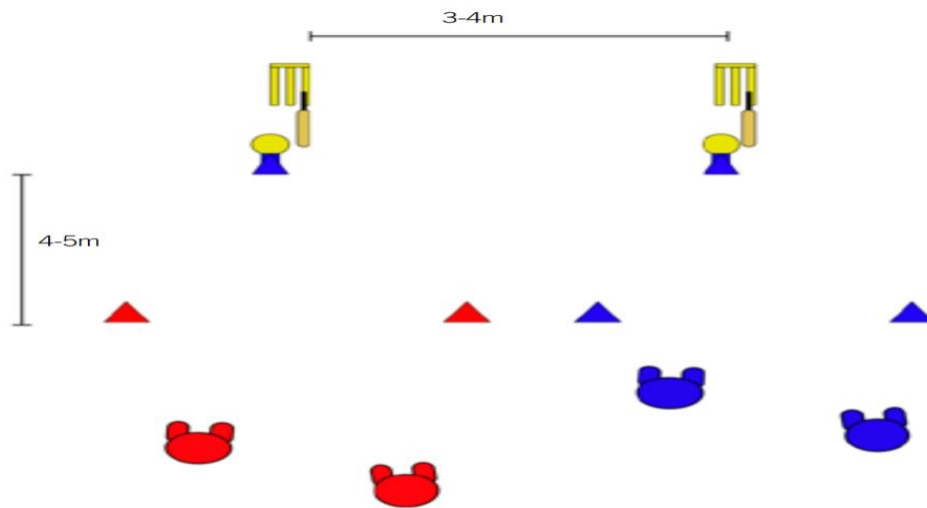
- Split into small groups.
- Within each group, one player bats whilst the others field.
- Batter hits ball from a tee, looking to hit the ball through a set of cones 4-5m in front of him.
- Fielders stop the ball and return to the batter, who has a set number of goes before switching round.
- Can progress to a bobble feed (underarm throw) for more advanced players
- Can be progressed into a game. 5 goes per player in rotation. How many times can the team hit the ball through their cones? Set a time limit of 5-10 minutes, and you have a winner. Promotes teamwork, although not necessarily hitting the ball hard.

#### ***Coaching Points***

1. Grip – hands together with right hand below left (Right-handers)
2. Watch the ball
3. Step forward and next to the ball to create a base (WHY? Create power.)
4. Swing bat vertically (WHY? Increases chance of hitting the ball when it is low)

5. Hit it hard and along the ground (WHY? Means you cannot be caught)

**DEVELOPMENTAL ACTIVITY**



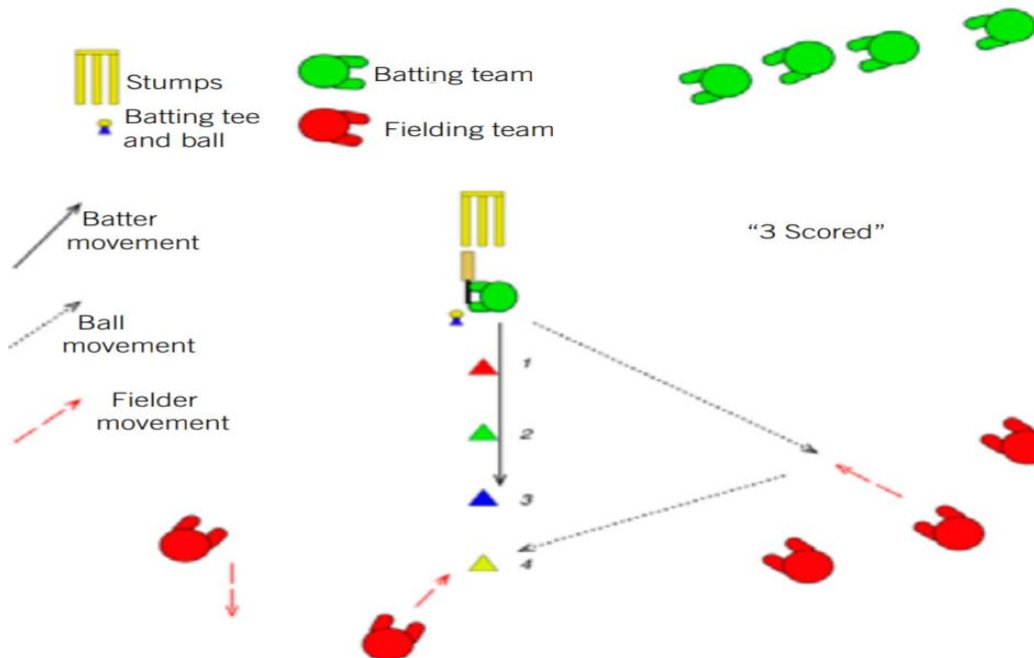
## A Batting and Fielding Game

### ORGANISATION

- Split the group into two teams. One will bat first, the other will field first.
- First batter hits the ball from the tee and then decides whether he can get to the first, second, third, or fourth cone and starts running.

The fielding team retrieves the ball and gets it to the cone to which they believe the batter is running. If the batter gets to the cone first, then they score that number of runs. If the fielders get the ball there first, no runs are scored. EG. If the batter runs to the third cone and gets there before the fielding team gets the ball there, then 3 runs are scored. EG. If the batter attempts to get to cone 2 and the fielders get the ball there first, then no runs are scored. EG. If the batter runs to cone 3 and the fielders get the ball to cone 4 then the batter cannot run any further, and 3 runs are scored.

- Batter returns to the team, and the next player comes out.
- Once they have all batted, teams change over.
- The team with the highest score wins.



**KIDS STEP AEROBICS:**

<https://www.youtube.com/watch?v=ial4J4nmgCo>

**MINI HURDLE DRILLS FOR KIDS:**

<https://www.youtube.com/watch?v=aQwKvO4yCG4>

<https://www.youtube.com/shorts/MW5ZIC9KAFA>

## GLOSSARY OF TERMS

<b>Adapted Physical Education</b>	This is a modified Physical Education programme designed to meet the individualised gross motor needs of differently abled students.
<b>Aerobics</b>	Aerobic exercise is a form of exercise that increases the amount of oxygen in the blood.
<b>Agility</b>	Ability to move quickly and easily.
<b>Brainstorming</b>	A group problem-solving technique that involves the spontaneous contribution of ideas from all members.
<b>Complex Skills</b>	They include complicated movements that require high levels of coordination and control.
<b>Coordination</b>	The organization of different elements of a complex body or activity to enable them to work together effectively.
<b>Dehydration</b>	Excessive loss of water from the body.
<b>Elimination Game</b>	An elimination game is a game that decides which team or player will take part in the next stage of a particular competition.
<b>Fitness</b>	This is the ability to perform daily tasks and activities without experiencing fatigue and still have energy in case of an emergency.
<b>Fundamental Motor Skills</b>	Fundamental Motor Skills (FMS) is a specific set of gross motor skills that involve different body parts. These skills are the building blocks for more complex skills that children will learn throughout their lives to competently participate in games, sports and recreational activities.
<b>Gross Motor Skills</b>	Gross motor skills are the abilities required to control the large muscles of the body for walking, running, sitting, crawling, and other activities.

<b>Locomotor Skills</b>	A locomotor skill is a physical action that propels an individual from one place to another. This may mean moving forward, backward, or even upwards using certain skills.
<b>Manipulative Skills</b>	Manipulative skills involve moving or using an object with the hands or feet to achieve a goal or complete a task.
<b>Obesity</b>	The state of being well above one's normal weight.
<b>Progression</b>	The process of developing or moving gradually towards a more advanced state.
<b>Self-Confidence</b>	A feeling of trust in one's abilities, qualities, and judgment.
<b>Self-Efficacy</b>	Belief in one's capabilities to produce designated levels of performance that exercise influence over events that affect their lives.
<b>Self-Esteem</b>	Self-esteem describes a person's overall sense of self-worth or personal value.
<b>Warm-Up</b>	A programme of gradually increasing activity to raise muscle temperature and heart rate in preparation for more strenuous exercise

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