



Comhairle Contae  
 Fhine Gall  
 Fingal County  
 Council



# SPORTS CONDITIONING RESOURCE MANUAL




Thank you very much for your help:

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It is very easy to overlook the crucial role that sport plays in society. Within a locality, it is often through sporting activities that people get to know each other and communities evolve, gel and develop a sense of identity. For children in particular, participation in sports, of whatever form, is a vital form of play. We are all aware of the problems of obesity and the consequences of sedentary lifestyles in later years. For so many reasons, it is in all our interests to promote sport.

As a Council, we feel that Sports Conditioning can create the platform to allow children to enjoy and sustain a healthy lifestyle. It is, in fact, a very simple way of encouraging young people to enjoy sports and of laying the foundations for an active and socially involved life. Many youngsters excel at sport and need no encouragement to play. There are others, however, who have been allowed to feel that sport is not for them because of a sense of awkwardness or an aversion to outright competitiveness.

The beauty of Sports Conditioning is that it teaches youngsters the basic motor skills that are central to all sports, at an age when they find it easiest to absorb. We have found that it removes the feeling of inadequacy and helps increase confidence and self-esteem by allowing participants, including those with a disability, to develop at their own pace.

The benefits of greater sports participation amongst the young manifest themselves in other crucial ways. It is well established that young people who play and enjoy sport are less inclined to get involved in alcohol and substance abuse, partake in anti-social behaviour or drop out of school at an early age. Even within the three years since piloting Sports Conditioning in Fingal, the reaction has been tremendous. This manual has been produced as a result of the feedback we have received from participating schools who have confirmed that children who have had the benefit of the programme have also performed better academically.

I would like to pay special tribute to Harm Jager and Niall Quinn who have been of enormous assistance to us with this initiative. I wish also to thank Co. Dublin V.E.C. for being our supporting partners in the project.

We are delighted to have adopted Sports Conditioning in our county and would commend the programme to areas outside of Fingal.

**Paul Reid**  
**Chief Executive Officer**  
**Fingal County Council**



Paul Reid

Through having children in the same National school, Niall and I met a few years ago and, because of our sporting backgrounds, we volunteered to help the school improve its sports programme. Because of my background, having a degree in Sports Science plus qualifications in strength and conditioning and being a former Dutch International water polo player and International coach, we developed the Sports Conditioning programme that we have since been running in Fingal and the Inner City with the support of Fingal County Council and the Dublin Docklands Development Authority.

What is Sports Conditioning? Put simply, it is a specialised training module developed to condition people, of every ability, to enable them to enjoy sport fully. It embraces all participants equally, including people with disabilities, be they naturally sports-minded or not. Basically, it allows the brain to take in all the movements required to participate and function in the sports arena. Components that the gifted players take for granted like balance, agility, co-ordination, throwing, catching, running and even walking can all be advanced, bringing confidence and self esteem to even the weakest of children.

The non-competitive environment removes the anxiety normally faced by the kids who cannot bear the thought of being ridiculed by their peers for making a mistake. In most circumstances, these kids shy away from the pain of such ridicule and are lost to sport forever.

The Irish Sports Council made a very significant step by introducing the Buntús programme to every Primary school in the country. Each school received a bag full of sports equipment, with clear instructions on cards about how to play different sports and games. We believe that Sports Conditioning complements Buntús and can enhance the teachers' skills and ability to deliver their P.E. curriculum.

According to several studies, children who participate in physical activity for at least one hour per day receive higher marks for their academic work. They attain greater social success, can gain further task-oriented skills, develop self-confidence, become more independent and increase feelings of self-worth. We will be delighted if the greater utilisation of Sports Conditioning helps to deliver such benefits for our young people.

**Harm Jager,  
Director,  
Sports Conditioning Ireland**



Niall Quinn



Harm Jager



## “How to use the Resource”

The Sports Conditioning Resource Manual has been designed to give coaches and teachers ideas on exercises and activities that improve children’s fundamental movement skills. Movement skills include locomotor skills (e.g. hop, jump, skip, run) , manipulative skills (e.g. throw, catch, kick, strike) and body management (e.g. balance, climb, roll, line walk)

Research has shown that children who acquire good movement skills have greater ability and confidence to participate in sport and physical activity. Therefore we need to put an increased emphasis on these movements in school and club settings initially before focusing on sports specific skills. This will support an environment where all our children are engaged in lifelong sport and physical activity participation.

This manual is colour coded into 4 sections ● warm ups, ● main activities strength ● and fun ● games

1. Each section above has a summary page e.g. pg.3 with all the exercises grouped into category's. Go to the pg. number on each category for a more detailed description of a particular exercise.
2. When devising a session plan start with
  - a warm up- pick one or two exercises from each of the category’s on summary pg. 3,
  - Next do a main activity- do 1 or 2 exercises from 1 or 2 of the category’s on summary pg. 22,
  - Follow this up with 1 or 2 strength exercises from 1 or 2 of the category’s on summary pg. 37
  - Finish with 2-3 rounds of a fun game summary pg. 43.
3. With each exercise e.g. throwing pg. 32, start with the basic technique first and once children become proficient move on to the progressions A, B, C etc.

**Owen Mc Grath,  
Sports Conditioning Officer  
Fingal County Council**



**Owen Mc Grath**

## “Do a lot of little bits”

- **Greeting**

- Welcome, name list, no. of children present, injuries
- Give a short introduction to lesson, what to expect
- Set rules:
  - Safety: STOP means STOP, etc.
  - Scan hall for any ‘dangers’
  - “Do your best”
  - “Enjoy yourselves”



- **Warm-up**

- SLOW to FAST & EASY to DIFFICULT
- Movement forward/backwards
- Movement sideways
- Jumps
- Agility
- Fast runs



- **Main activity:**

- Introduction: **Children need to “hear it, see it and do it”**
- Practice
- Little game in which children can apply their new skill



- **Strength**

- Whole body exercises (2 or 3 exercises)
- Technique important



- **Games**

- **All involved**



- **Cool down**

- Walk around

- **Goodbye**

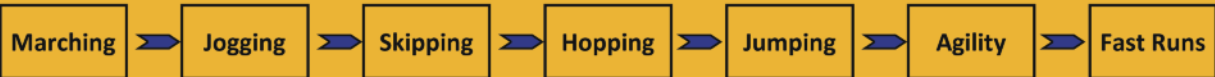
### Children enjoy exercises that are challenging: not too difficult, not too easy

1. **Start teaching the movement at appropriate speed for the children.**
2. **Perform movements with variations, but children have to try to maintain proper technique (Drabik, 1996):**
  - *Change direction of movement* (i.e. forward/backwards/sideways)
  - *Change starting position* (i.e. on one leg, kneeling, sitting down, lying down, front to back etc)
  - *Change finishing position* (i.e. one leg, kneeling etc)
  - *Change speed of movement but maintain proper technique* (i.e. faster, slower etc)
  - *Use weaker arm or leg*
  - *Change time* (same exercise in shorter time, longer time, many short turns instead of one long turn, etc)
  - *Add extra movements at same time* (i.e. swing arms or legs, jumping etc)
  - *Add extra tasks* (i.e. 2 balls instead of 1, turn after throw, touch ground, etc)
  - *Change height, weight, or length* (i.e. longer/shorter distance, higher jumps etc.)
  - *Change the environment* (i.e. smaller/bigger area, different equipment, partner , etc.)
  - *Change sensory control* (i.e. eyes closed, throwing off balance)
  - *Change type of signal* (i.e. whistle, voice, arm signal, ball throw etc.)
  - *Combine different exercises* (i.e. running then jump then roll etc.)
3. **Same movements but with opponent**
4. **Add some competition between partners**



# Notes

## CONTINUUM



### Marching (p. 4)

Practice arm swings: sitting down and standing up
Forward
Backwards
Sideways

### Jogging (p. 5)

Forward / backwards
Big circles
Boxing
Sideways

### Skipping (p. 6)

Small/low skips
Forward / backwards
High skips
Crossover
Wide skips backwards
Sideways
3 skips forward and 1 skip backwards

### Hopping (p. 7)

Forward: short distance. Try both legs.
Longer distance
Little hops and big hops
Try a few hops backwards
Sideways to the right/left. Try both legs.
Sideways to the left

### Hopscotch (p. 8)

Forward
Backwards
Hop scotch
Alternate between lifting left and right leg; forward and backwards

### Jumping (p. 9-12)

Learn to land properly first: Perform proper landing and hold landing position
Practice silent landing
Small jumps (bunny jumps)
Jump forward and hold landing
Jump sideways and hold landing
Power jumps
Star jumps
Tuck jumps
Jump and turn: 90°, 180°, 270°, 360° (left and right turns)
Leaps small (both legs)
Big leaps (rivers)

### Agility (p. 13-14)

Carioca
Run with turns
3 step forward, 1 step back
Sidestep
Proper start and stop

### Fast Runs (p. 15)

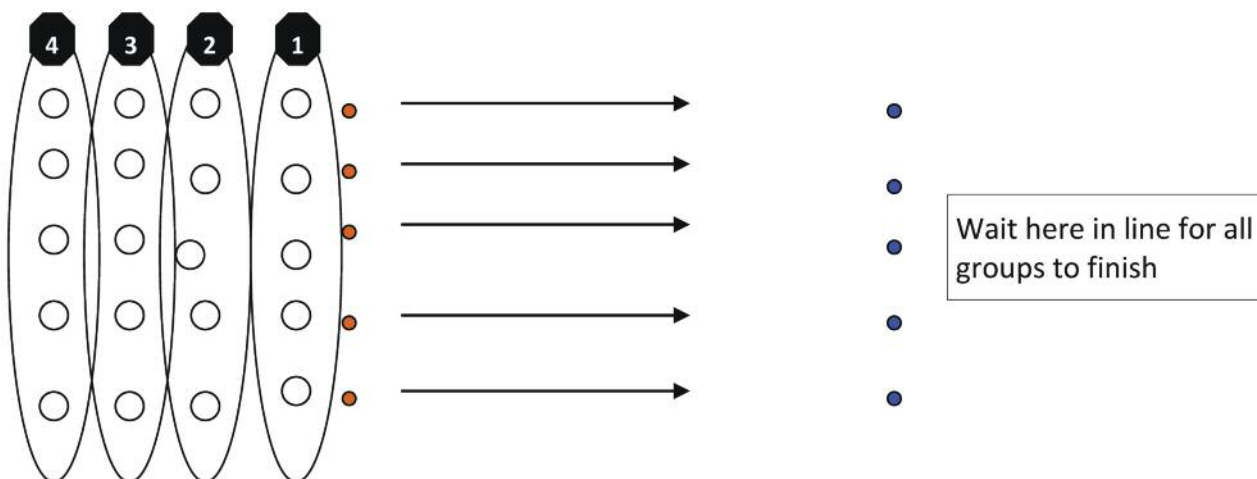
Fast runs short distance
Runs with stop/starts
Runs with turns

### Warm-up Exer. with Ball (p. 16)

### Flexibility (p. 17-19)



1. The warm-up should be 5-10 minutes of the activity session.
2. Divide class in groups behind cones as per diagram.
  - All number 1's will start at the same time on teacher's signal (i.e. 'go', 'start', 'clap')
  - Going forward performing exercise, groups can start close after each other.
  - Going backwards, wait until each group reaches other side (in case someone falls)



3. Choose 2 or 3 exercises from each category on page 3.
4. Make sure to follow the continuum from page 3.



## VARIATION on making groups:

- Children run around in all directions and teacher calls out the warm-up skills the children have to perform. Move without bumping into anyone. It is better to move forwards only.
- Then when teacher calls a number get into groups in that number: e.g. 2, children get into groups of 2
- When teacher calls shape, make that shape: e.g. circle, both groups try to make a circle as quickly as possible
- When teacher calls a letter, make that letter: e.g. L, both groups try to make the L as quickly as possible.

Warm-up in  
different directions



Call out a number and  
make groups in that  
number

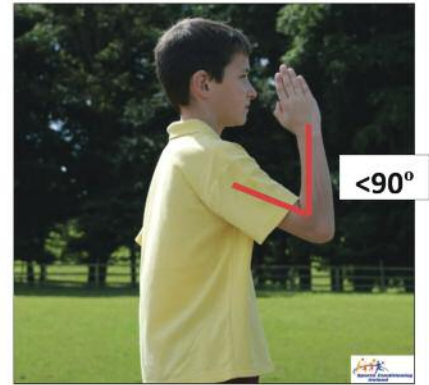
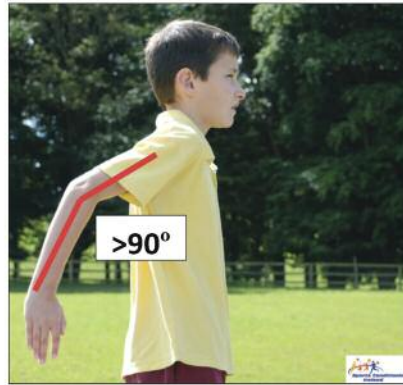
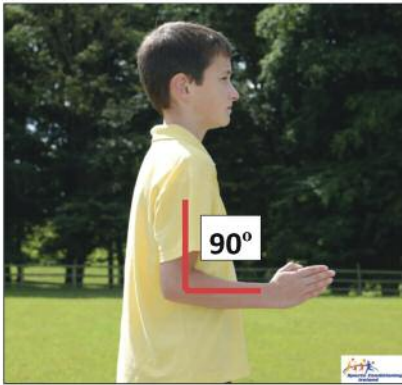


Call out a shape



Call out a letter





**5** Avoid crossing midline

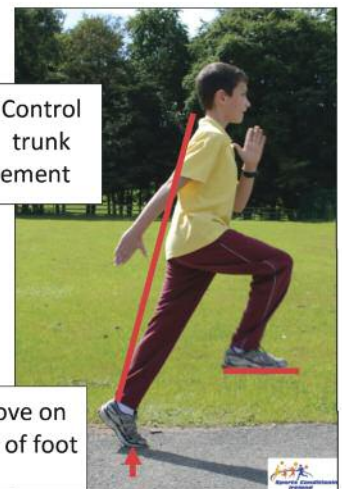
**4** Movement from shoulder joint



**1** Opposite arm and leg move in same direction



**3** Control trunk movement

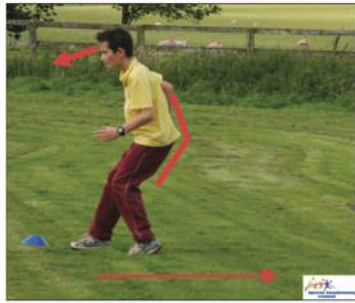


**2** Move on ball of foot

Progression	
<b>A</b>	Practice arm swings sitting down. Keep a straight back.
<b>B</b>	Stand straight and swing arms from shoulders.
<b>C</b>	March forward. Try to keep proper arm and leg movements. (March slowly and try to keep balance too)
<b>D</b>	March backward.
<b>E</b>	Try marching forward, backward, sideways



## Backwards



Bend hip when moving

## Big circles



Turn arms:

1. Forward
2. Backwards
3. Opposite directions

## Boxing



Boxing

1. Horizontal
2. Vertical (above head to shoulders)

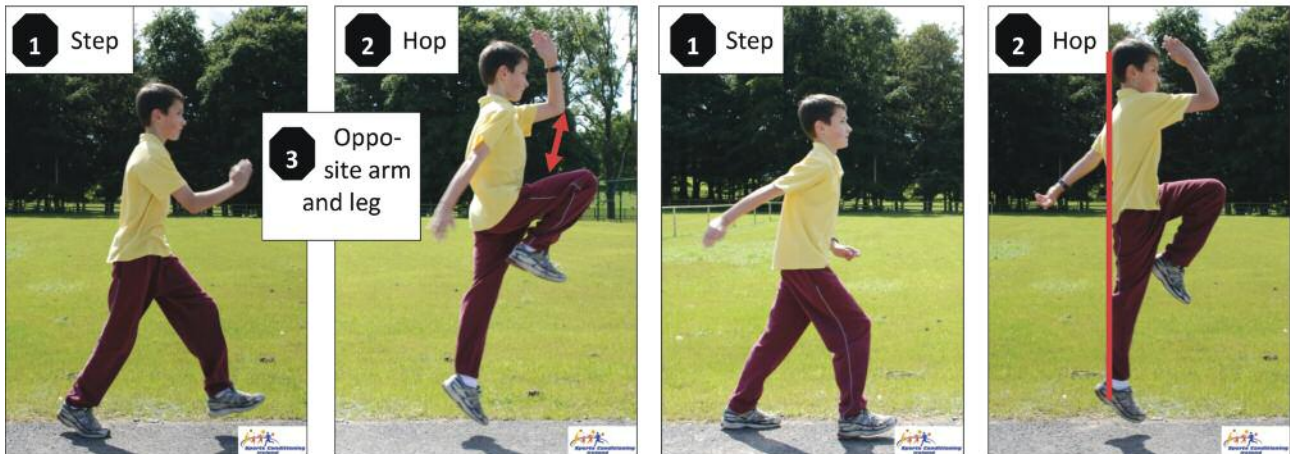
## Sideways





Gallop sideways and swing arms from above head (clap hands) to under armpits

Don't cross legs; step sideways and then bring feet together





Progression	
<b>A</b>	Start with high skip as it emphasises the push-off and knee lift
<b>B</b>	Small skips: quick bouncy skips, rhythm, stay on front of foot
<b>C</b>	Same skips backwards
<b>D</b>	Crossover skips going forward and wide skips going backwards 
<b>E</b>	Sideways skipping, do not cross legs 
<b>F</b>	Try 3 skips forward and 1 skip backwards. Keep rhythm.



**1** Move bent-leg up at same time as push off



**2** Full extension: ankle, knee & hip in one line



**3** Arms swing forward in support

**4** Land on push-off leg and bend knee on landing

Progression	
<b>A</b>	Hop for 5m, 10m, 15m.
<b>B</b>	Hop on weaker leg.
<b>C</b>	Try to make little hops and then big hops.
<b>D</b>	Try a few hops backwards.
<b>E</b>	Hop sideways. Try a few hops to the right and then a few to the left. Don't do too many in beginning as children need to build up strength in lower leg.
<b>F</b>	Hop sideways on weaker leg.







**1** From 2 feet



**2** To 1 foot



**3** Back to 2 feet

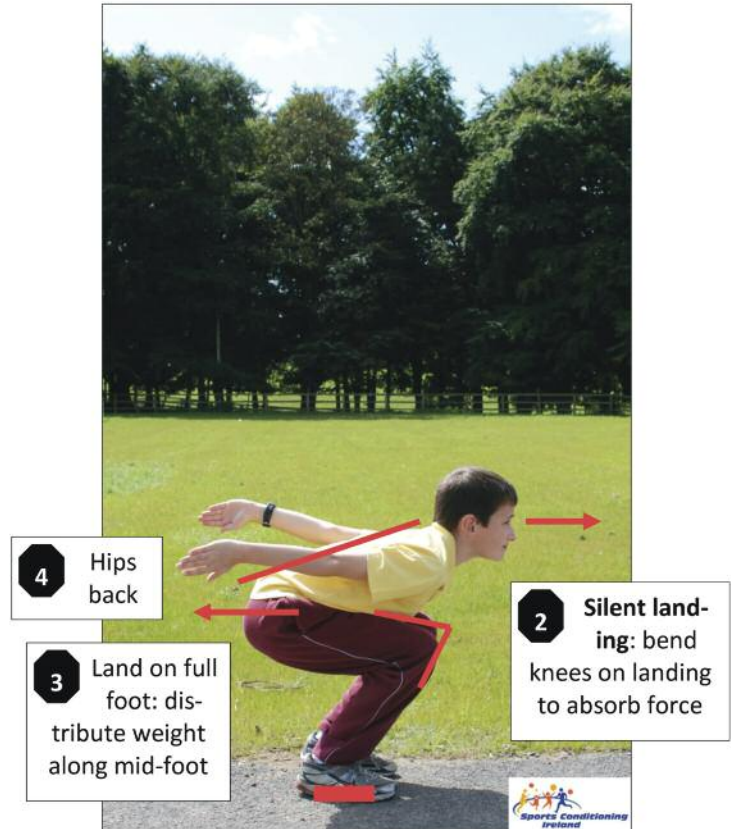
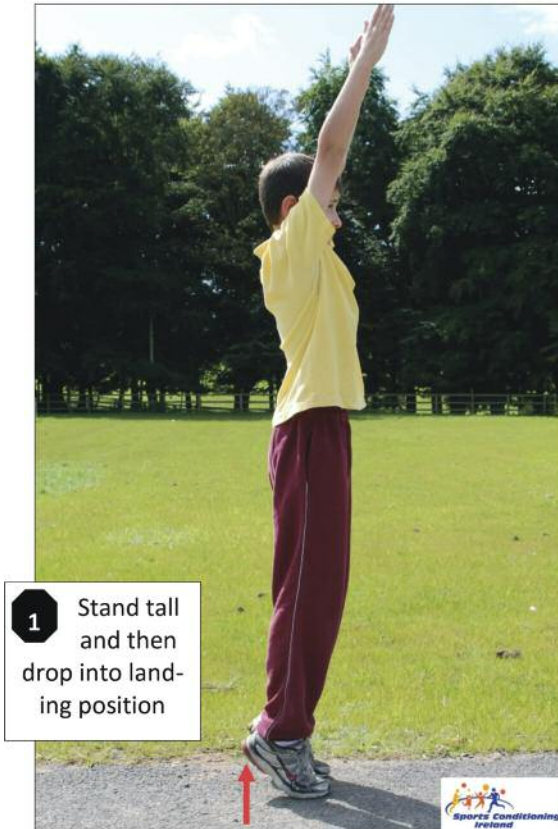
Little jump up

**4** Stay on ball of feet

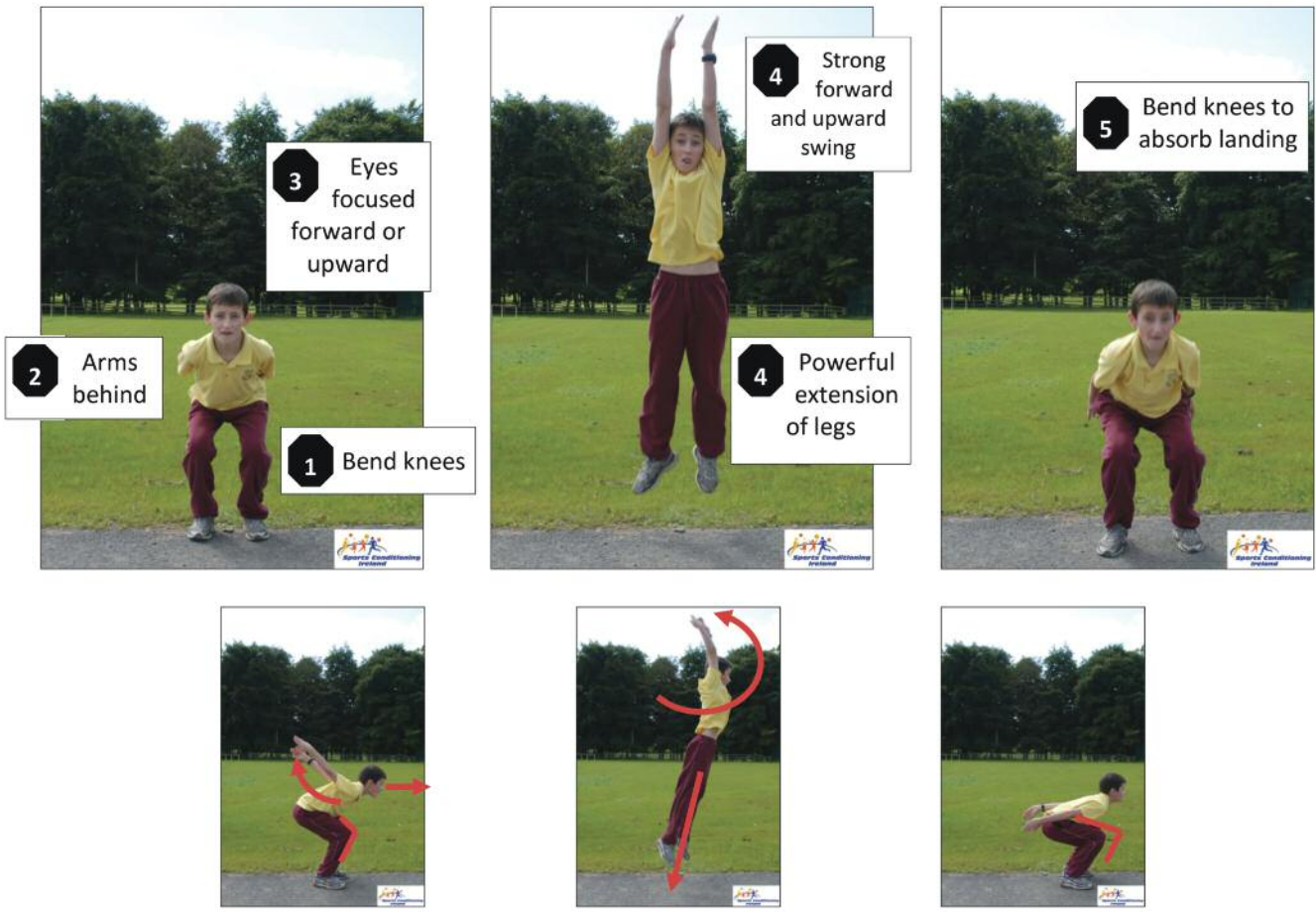
Progression	
<b>A</b>	Practice technique at own speed
<b>B</b>	Move forward
<b>C</b>	Move backwards
<b>D</b>	Alternate between lifting left and right leg










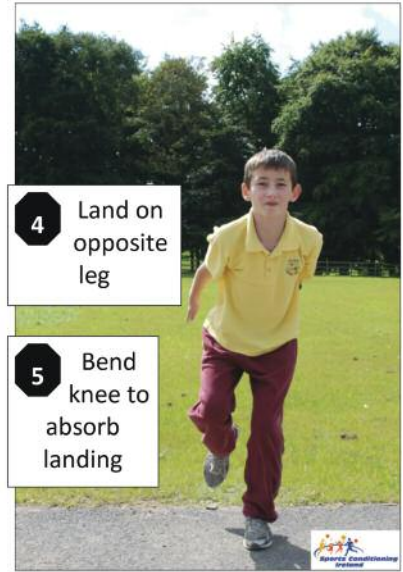
Progression	
<b>A</b>	Start from standing tall
<b>B</b>	Jump up and land (hold landing for 2 seconds)
<b>C</b>	Jump, land (hold), jump, land (hold) etc.
<b>D</b>	Jump from low box or bench and land quietly



## Progression

<b>A</b>	Jump on the spot and concentrate on full extension. Hold the landing. Try not to make any sound when landing.
<b>B</b>	Jump forward and hold landing 
<b>C</b>	Jump sideways and hold landing 
<b>D</b>	Power jumps: Star jumps, tuck jumps, jump and turn (90°, 180°, 270°, 360°; left and right turn) 





Progression	
<b>A</b>	Start with small distance; hold the landing (balance)
<b>B</b>	Jump with weaker leg
<b>C</b>	Do a few leaps after each other (hold each landing for 2 seconds)
<b>D</b>	Increase distance of jumps

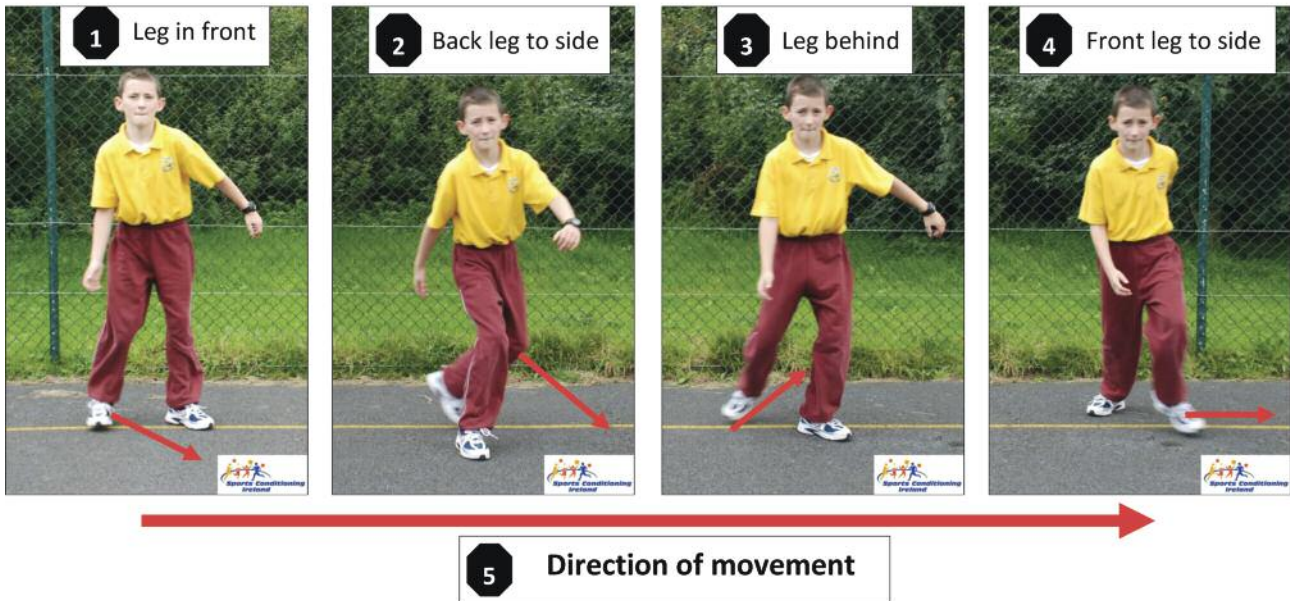




Progression	
<b>A</b>	Start with small distance (jump over small 'river' in the middle) and continue running to the end after landing
<b>B</b>	Jump with weaker leg.
<b>C</b>	Tell them the river is wider: jump higher and further
<b>D</b>	There are now 2 or 3 rivers. Quick jumps

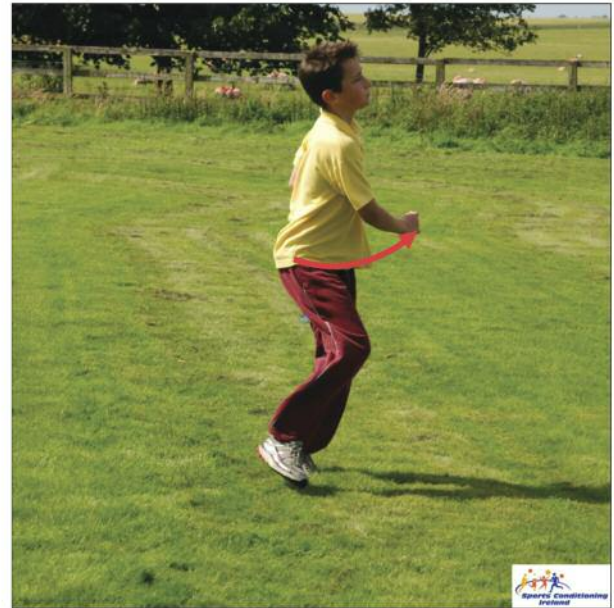






Progression	
<b>A</b>	Move slowly in left direction and then in right direction.
<b>B</b>	Increase pace
<b>C</b>	Pass a ball to partner who is moving opposite in same direction at same pace.





### Progression

Progression	
<b>A</b>	Run slowly and make a turn to the left or to the right. Try to keep balance. Don't jump.
<b>B</b>	Increase pace
<b>C</b>	Make 2 turns: one to the left and the other to the right













Progression	
<b>A</b>	Practice full extension over short distance. Push into the ground. Technique before speed.
<b>B</b>	Increase speed and emphasise full extension and powerful backwards arm swing

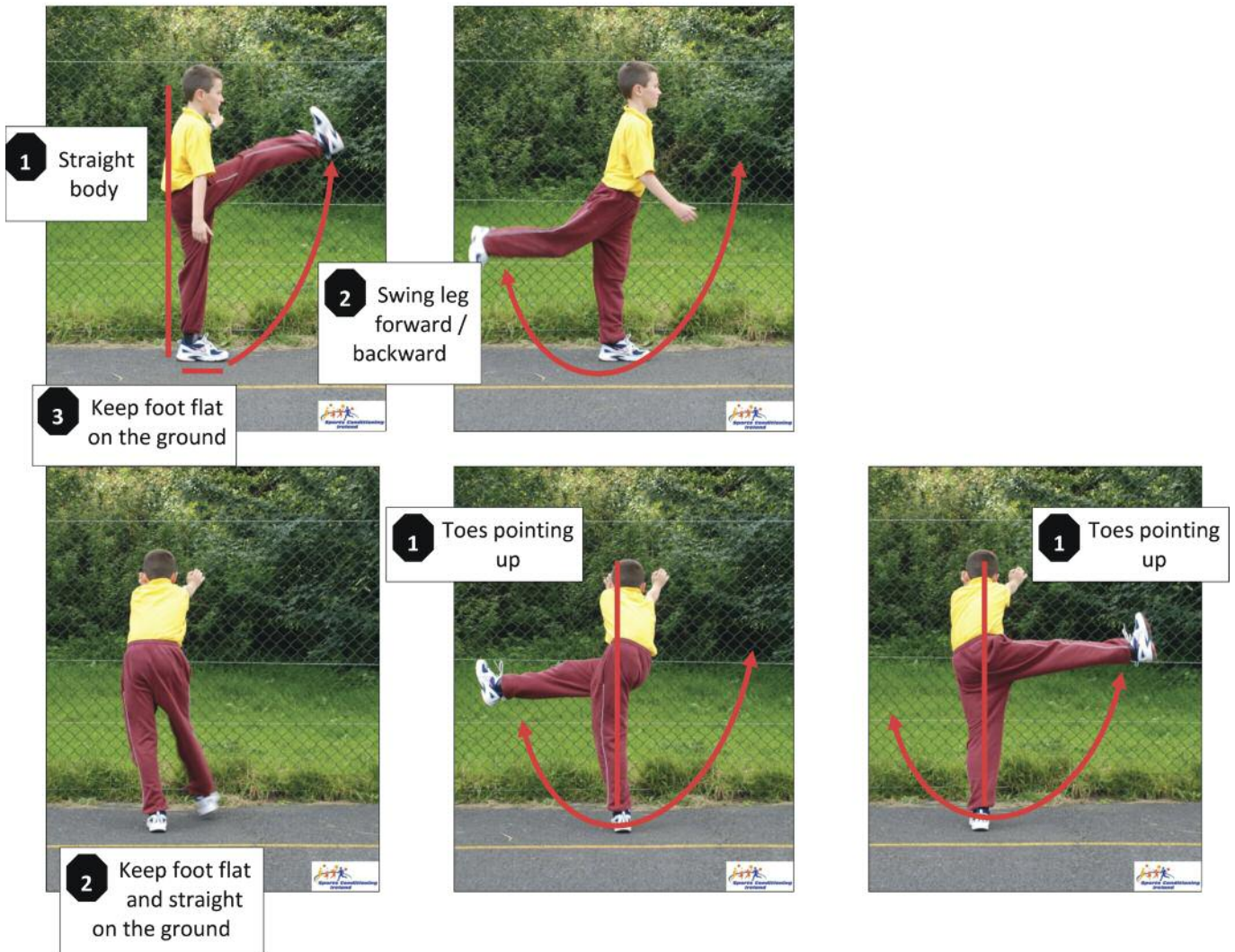




These are more advanced exercises which can be introduced after all basic movements are almost mastered.

Progression	
<b>A</b>	Try all warm-up exercises while moving a ball around the waist at the same time.
<b>B</b>	Include jumps: <div style="display: flex; justify-content: space-around; margin-top: 10px;">    </div>
<b>C</b>	Stop the ball by sitting on it without using hands (DON'T jump): <div style="display: flex; justify-content: space-around; margin-top: 10px;">      </div>
<b>D</b>	Skipping exercises: when the knee comes up high then try to change hands under the knee. Children will have to skip high or have very quick hands.





Use mobility exercises in between warm-up skills or during rest period as an active rest exercise.

Progression	
<b>A</b>	Keep balance and swing leg lightly. Lean with hand against wall or against the shoulder of a partner.
<b>B</b>	Try to swing leg higher to about shoulder height



**1** Keep heels on the floor

**2** Sit and move arms freely



**3** Try to keep back straight and make a big chest

**4** Arms should be in line with the upper body

Use as active rest exercise.

Progression	
<b>A</b>	Try to get into position by holding on to a railing or someone else's hand. Straighten the back and feel upper-body sink deeper into hips.
<b>B</b>	Gradually use less assistance and become more comfortable in this deep sitting position. The aim is to sit like this unsupported.
<b>C</b>	Try to sit down and then get up without holding on. Find out how many times children can do this in 15 seconds. It is important that all children get into the deep squatting position.

Where to use exercise in lesson
This exercise can be used as an active rest exercise. It can be used after the warm-up or in between exercises in the main section or between games.





Progression	
<b>A</b>	Try to bring foot next to hand without touching the ground with any other part of the body. Try the other side.
<b>B</b>	Walk out on hands into push up position (starting position). Make sure only feet and hands stay in contact with floor; no knees or hips.
<b>C</b>	Try to do a few spidermans after each other.





1. Choose a few of the balance exercise plus 1 or 2 more exercises for each activity session.
2. Possibly use the balance exercises as a 'rest', active rest, between vigorous main exercises.
3. Make sure that all children have many turns. Preferably they have 4 separate turns over 1 long turn. In this way the intensity stays higher and they can concentrate better.

**Balance (p. 21)**

Stand on one leg
Reach (hand or foot)
More challenging exercise

**Athletic Stance (p. 22)**

Starting position
Pushes
Move and stop and get into starting position immediately
Signals
Follow partner
Apply technique in games

**Agility Jumps (p. 23)**

**Starting (p. 24)**

Arm swing and push-off
Weaker leg
Reaction
Start—change position

**Stopping (p. 25)**

**Kicking (p. 31)**

From the Hands
From the Ground
At Targets

**Striking (p. 32)**

One Handed
Two Handed - Hurl
At Targets

**Rope skipping (single, in pairs, 3's) (p. 33-35)**

On the spot
3 forward jumps followed by 3 backwards
Forward then sideways and then backwards
More challenging: one leg, split jumps, tuck jumps, cross over arms, run and skip (also relays)

**Turning (p. 26)**

Slow running pace
Increase pace
Relays

**Sidestep (p. 27)**

Start with large corners and decrease angle.
Throw balls and evade
Tag

**Jumping (high or long) (p. 28)**

Standing
Run up

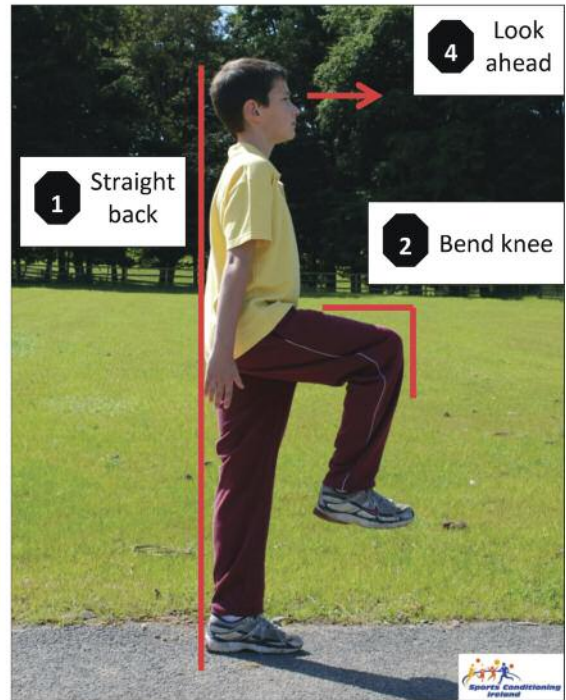
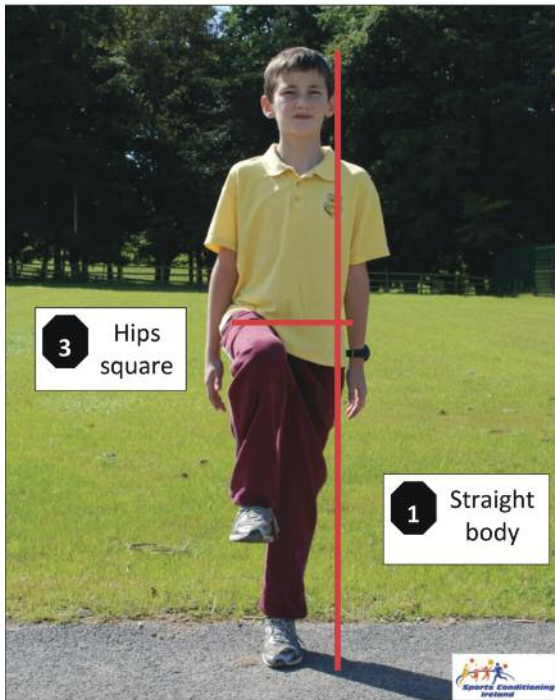
**Catching (p. 30)**

Throw up ball
With partner
More challenging: throw up and jump with turn before catching ball







**Throwing (p. 29)**

Rotate hip, short distance
Increase distance
Target throws
Power throws
Different throws: throw in, chest pass, backwards throw, jump throw

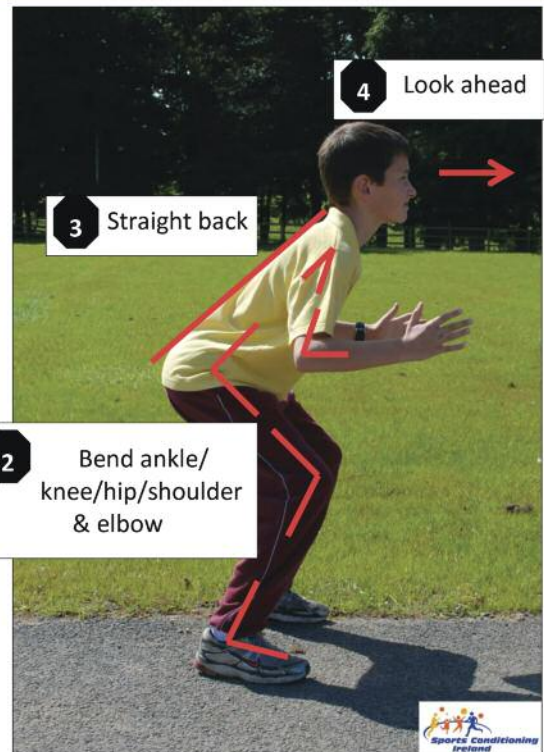





## Progression

<p><b>A</b></p> 	<p>Build up to 30 seconds:</p>  <p>Close eyes</p> 
<p><b>B</b></p>	<p>Reach as far as possible: reach with feet, then reach with hands. Try on both sides.</p> 
<p><b>C</b></p> 	<p>More challenging:</p>  <p>Swing arms and leg</p> <p>Try to keep body straight</p> <p>Give little pushes</p> <p>On tippy toes.</p> <p>Bend knee of standing leg a little. Try to get back leg in line with upper body</p>

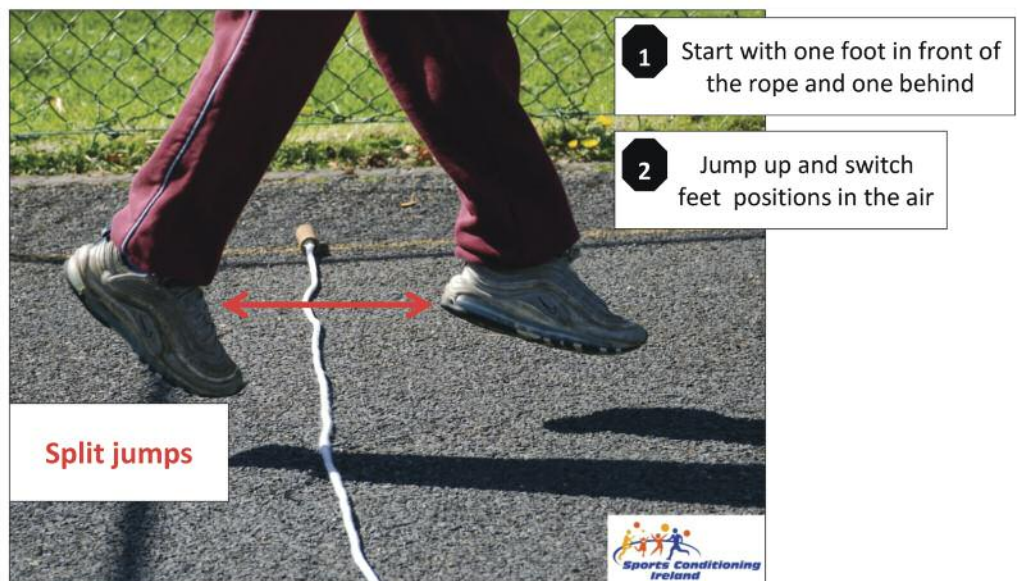




## Progression

A	Try to get into starting position
B	<p>Partner pushes from different sides to try to get child out of balance/position. Lean into the pushes by moving centre of gravity.</p> 
C	Make jumps up/forward/sideways and immediately go back into starting position
D	React to signals from partner and stop in athletic position; i.e. point left/right/up
E	Follow partner and try to stay with him or stay in front of him. As soon as partner stops, child goes back into starting position in order to be able to react to next move.
F	Play games of tag and try to tag or escape from being tagged. Go back into starting position, every time standing still.





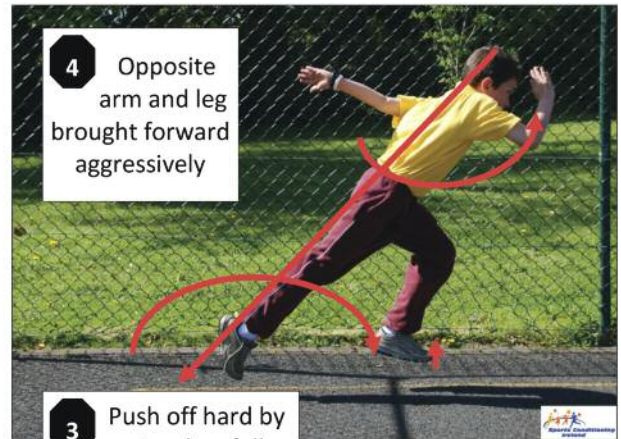
Progression	
<b>A</b>	Start slow
<b>B</b>	Increase speed to 'as fast as you can' (good technique)
<b>C</b>	Jump along the rope continuously (left to right to left)
<b>D</b>	Pass ball to partner while jumping (start at 1 and progress)
<b>E</b>	Ask questions while jumping: i.e. maths tables, capital cities
<b>F</b>	Jump on one leg (start at A again)

Organisation	
	
<b>a</b>	In pairs
<b>b</b>	Each pair one rope
<b>c</b>	One jumps other watches
<b>d</b>	Change regularly (tiring)
<b>e</b>	Keep correct technique



**2** Lean forward until almost losing balance


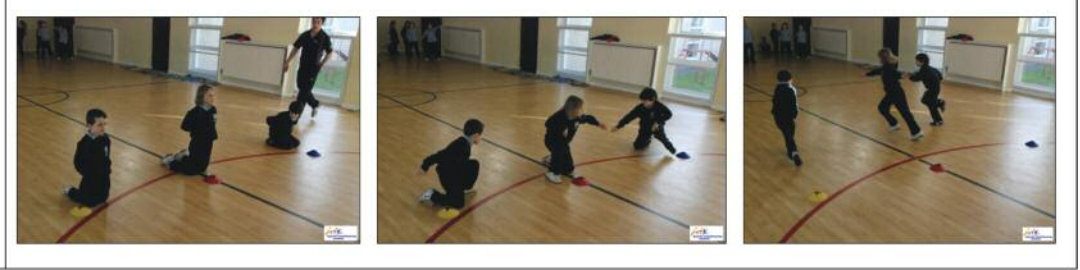
**1** Stand still on front of feet. Opposite arm and leg forward



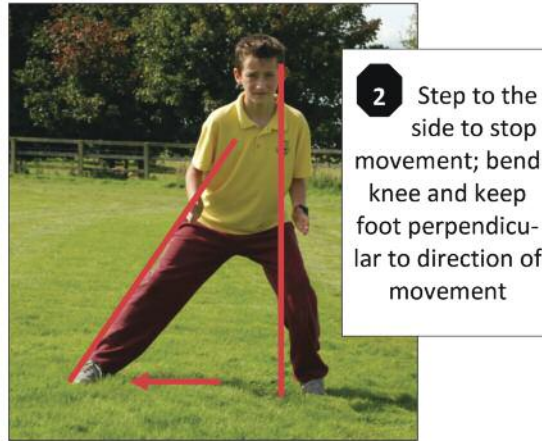
**4** Opposite arm and leg brought forward aggressively

**3** Push off hard by extending fully

**Progression**

<p><b>A</b></p>	<p>Watch arm swing and push off (full extension of body)</p>	
<p><b>B</b></p>	<p>Start off on weaker leg.</p>	
<p><b>C</b></p>	<p>Reaction starts: i.e. ball drop, clap/whistle, reacting to movement partner</p>	
<p><b>D</b></p>	<p>Change starting position: i.e. on one knee, 2 knees, sitting, lying down on front/back etc.</p>	





Progression	
<b>A</b>	Start standing still and put 'stop'-leg in direction of movement. Have partner give a push in order to regain balance by stepping out.
<b>B</b>	Move sideways and stop suddenly. Get feeling for quick stops.
<b>C</b>	Run forward and turn to the side to stop.
<b>D</b>	Increase speed. This will result in foot placement further away from body. The faster one runs, the bigger the step.





**1** Bring hip lower (bend knees) when initiating stop



**3** Push off outside foot and turn head into new direction

**2** The last step before the full stop is sideways

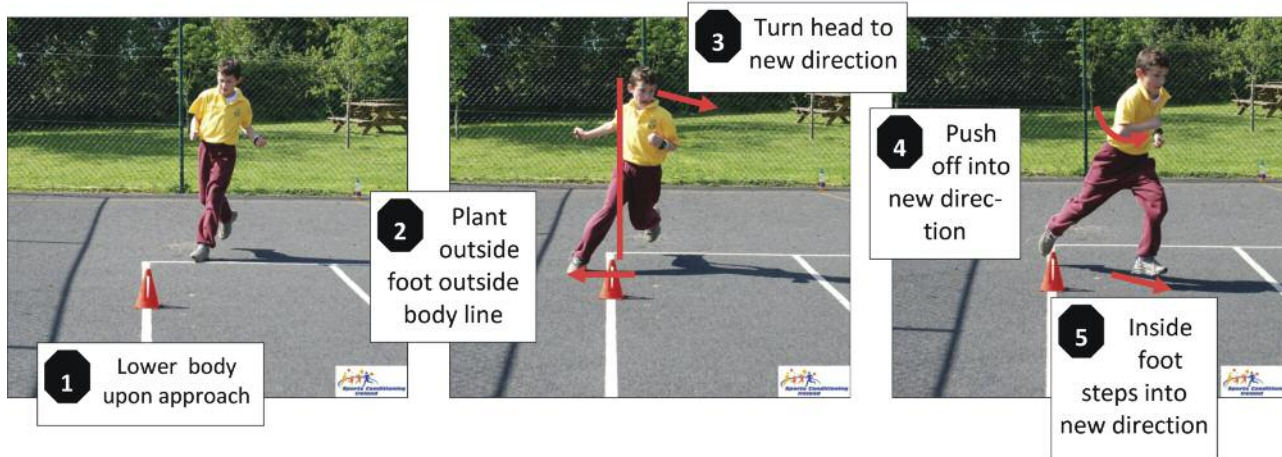


## Progression

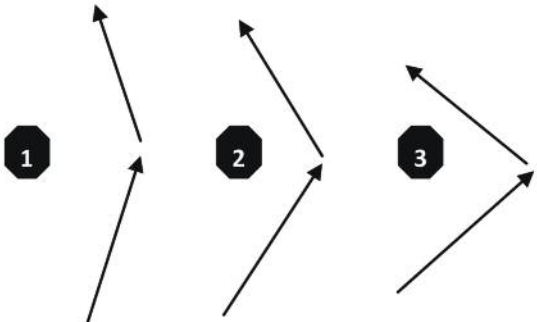

<b>A</b>	Start with slow pace and go through all steps slowly
<b>B</b>	Increase pace
<b>C</b>	Relays



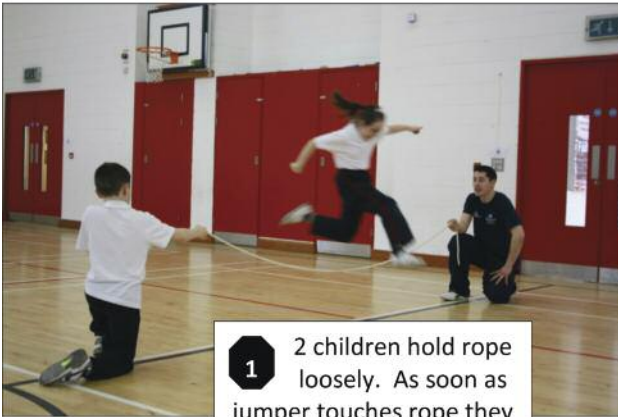




**Progression**

<p><b>A</b></p>	<p>Children lined up in groups. Make corners tighter after 2 tries. Try to side step to left and the right side, so start from both sides of the hall.</p> 
<p><b>B</b></p>	<p>Partner tries to throw ball at the other child's body, who tries to avoid getting hit by moving to the sides only; practice push off to the side.</p> 
<p><b>C</b></p>	<p>Try to apply technique against a partner or in a tag game.</p>





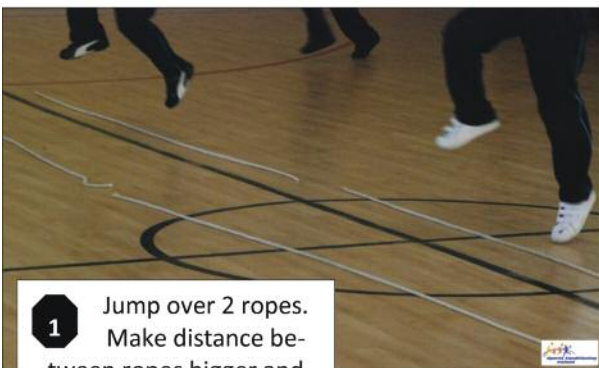
**1** 2 children hold rope loosely. As soon as jumper touches rope they must let go of it.



**2** Once all have jumped, the rope can be held up higher

Progression	
<b>A</b>	Standing high jump. Stand still in front of rope and try to jump over. Raise rope after each successful jump.
<b>B</b>	Run up and jump over rope.

**MAKE SURE ALL CHILDREN JUMP IN SAME DIRECTION AND NOT TOO CLOSE TO A WALL**






**1** Jump over 2 ropes. Make distance between ropes bigger and bigger.

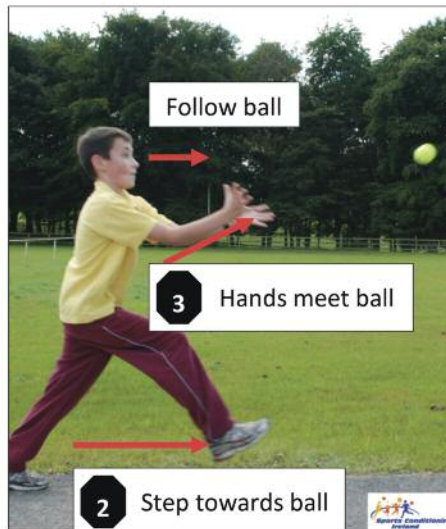
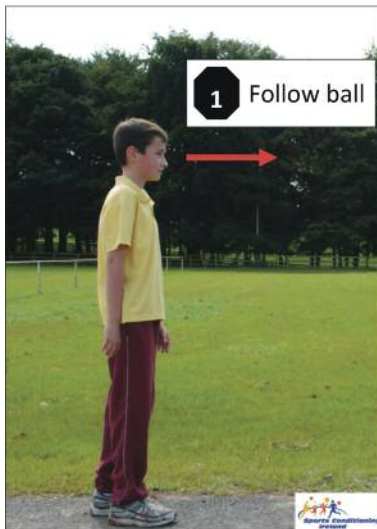


Progression	
<b>A</b>	Standing long jump. Stand still in front of rope and try to jump over ropes and land on 2 feet. Increase distance after turn was successful.
<b>B</b>	Run up and jump over ropes.














Progression	
<p><b>A</b></p>	<p>Get into pairs and find place. Start standing still and rotate hip before releasing</p> 
<p><b>B</b></p>	<p>Increase distance</p>
<p><b>C</b></p>	<p>Try to hit a target (accuracy): i.e. line or brick in wall</p>
<p><b>D</b></p>	<p>Power throw: step out and throw fast and accurate (need big hall or field)</p>
<p><b>E</b></p>	<p>Different throws: throw in, chest pass</p>  



## Progression

<p><b>A</b></p>	<p>Throw ball up and catch in front of body and then try to catch ball above head:</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p>Catch in front</p>  </div> <div style="text-align: center;"> <p>Throw ball up</p>  </div> <div style="text-align: center;"> <p>Catch above head</p>  </div> </div>
<p><b>B</b></p>	<p>Practice with partner or against wall, left and right hand:</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p>2 hands</p>  </div> <div style="text-align: center;"> <p>1 hand</p>  </div> <div style="text-align: center;"> <p>Bounce</p>  </div> </div>
<p><b>C</b></p>	<p>More challenging: Throw and jump around before catching the ball (both directions) Start with jump of 90° and then increase to 180°, 270°, 360°</p> <div style="display: flex; justify-content: space-around;">    </div>

## Organisation

<p><b>a</b></p>	<p>Ball for each child</p>
<p><b>b</b></p>	<p>Start with little throws and then increase height and/or distance</p>
<p><b>c</b></p>	<p>A: Throw, clap, catch. How many claps? B: Clap under knee when ball is in air.</p>







**1** Plant supporting leg beside ball



**2** Bend knee of kicking leg with opposite arm outstretched.

**3** Strike ball with the laces and follow through.





**1** Hold ball in both hands



**2** Let the ball drop from one hand with opposite arm outstretched.



**3** Strike ball with laces and follow through.

Progression	
<b>A</b>	Get into pairs and find place. Strike ball over to partner. Partner stops ball and strikes back. <div data-bbox="906 1234 1257 1442" data-label="Image">  </div>
<b>B</b>	Increase distance.
<b>C</b>	Try to hit a target (accuracy): i.e. between two cones or a line/brick on wall
<b>D</b>	Kick with weaker leg
<b>E</b>	Different Kicks: side foot (soccer), hook kick (Gaelic Football) <div data-bbox="906 1733 1273 1977" data-label="Image">  </div>



**1** Start in athletic stance or base position with strong hand on top






**2** With opposite leg to the hand on top step towards ball

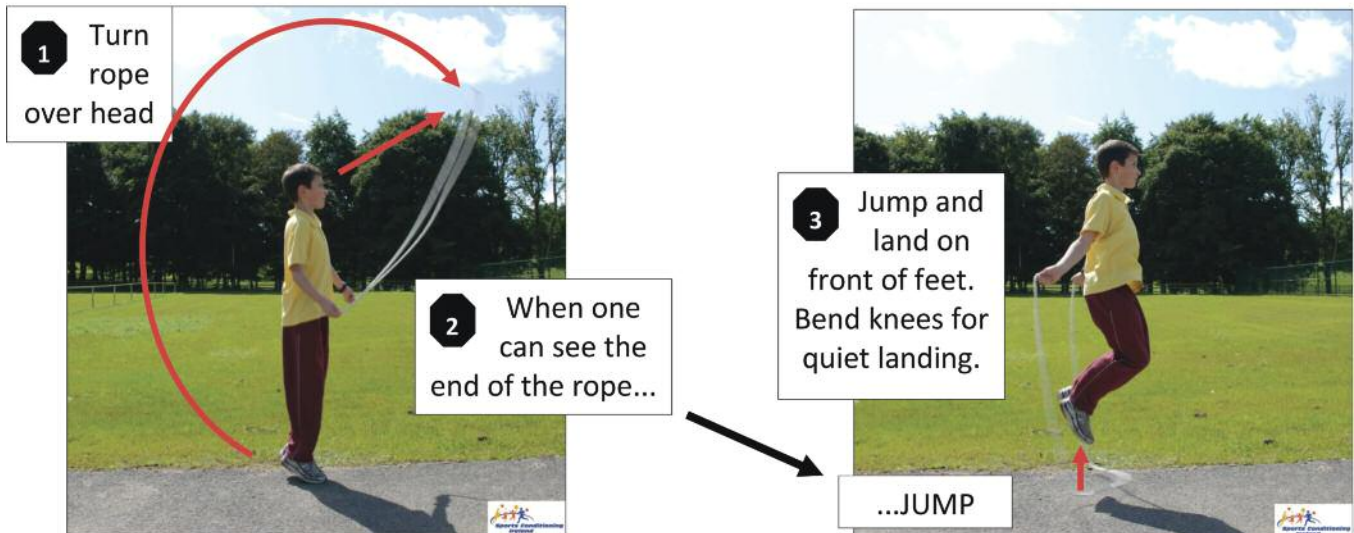

















**3** Rotate hips and shoulders forwards striking ball making sure to follow through

## Progression

<p><b>A</b></p>	<p>Get into pairs and find place. If equipment available, strike ball off tee or large cone with partner opposite catching ball (basic level)</p> <p>Otherwise using a gentle underarm throw, child throws ball over to partner. Partner steps towards ball and strikes ball back, return to base position</p> <div style="display: flex; justify-content: space-around;">   </div>
<p><b>B</b></p>	<p>Increase distance</p>
<p><b>C</b></p>	<p>Try to hit a target (accuracy): i.e. between two cones or a line/brick on wall</p>
<p><b>D</b></p>	<p>Strike on non-dominant side</p>
<p><b>E</b></p>	<p>Different Implements: Tennis racket, cricket bat, hurley, baseball bat</p> <p>Note: Different sports use different hand grips so it may not always be strong hand on top.</p> 





Progression											
<b>A</b>	Skip on the spot: silent landing										
<b>B</b>	3 skips moving forward and immediately move 3 backwards										
<b>C</b>	Skip forward then sideways (right and left) and then move backwards to start (move to 'draw' a big cross).										
<b>D</b>	More challenging skips: <table border="1" data-bbox="391 1137 1436 1473"> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>One leg jumps</td> <td>Split jumps</td> <td>Tuck jumps</td> <td>Cross over arms</td> <td>Run and skip</td> </tr> </tbody> </table>						One leg jumps	Split jumps	Tuck jumps	Cross over arms	Run and skip
											
One leg jumps	Split jumps	Tuck jumps	Cross over arms	Run and skip							





Standing next to each other



Standing opposite each other




### Progression

Progression	
<b>A</b>	Start on the spot. Each pair have to communicate properly when to start.
<b>B</b>	Try moving forward and backwards while skipping
<b>C</b>	Move forward, sideways (left and right) and then backwards to start
<b>D</b>	Try to add different jumps: split jump, one leg, etc.
<b>E</b>	Run while skipping without bumping into anyone else. Alternatively, have relay runs.





Progression	
<b>A</b>	2 children turn the rope and 1 child jumps. Child in middle should face one of the turners. Count how many they can jump in one go.
<b>B</b>	Give each child 10/20/30 seconds to jump as many as they can.
<b>C</b>	Jump and turn 90° at a time. Try both directions.
<b>D</b>	Run in , jump, and then come out on other side. Run in figure of 8.
<b>E</b>	Child starts skipping and then must try to pick up cone(s) while continuing to skip.
	
<b>F</b>	Child skips with ball, then jumps out and passes ball to the next in line.

1. Choose 2 or 3 exercises to practice at every activity session.
2. Emphasise good technique. Very important.
3. Animal exercises can be done in relay form.

**Squat (p. 37)**

Proper technique
Side squat
Rotational squat
One leg squat

**Plank (p. 38)**

Basic plank
On elbows
Side plank (bent leg)
Side plank (straight legs)
Tap partner's hand

**Lunge (p. 39)**

Basic lunge
Backward lunge
Side ways
Walking lunge (dynamic)

**Basic exercises (p. 40)**

Hip lift
Push-up (bent legs or straight legs)
Core control
Tug of war
On hands and feet

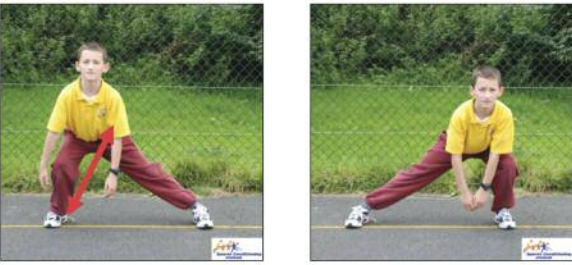


**Basic exercises (animals)  
(p. 41)**

Crab walk
Tiger crawl
Rabbit
Frog
Seal walk
Scorpion
Inchworm







Progression	
<b>A</b>	Try to get the feeling and balance of sitting back. Keep knees over the feet.
<b>B</b>	Try to get upper leg parallel to ground and keep back straight at the same time.
<b>C</b>	<p>Side squat (feet stay in same position)</p> <p>Spread legs and bend one knee, then extend leg to starting position</p>  <p>Keep knee over foot</p>
<b>D</b>	<p>Rotational squat</p>  <p>Place one foot pointed to side and one pointing forward</p>
<b>E</b>	<p>One leg squats</p> 








**1** Same posture as standing up straight



**2** Tense stomach muscles to hold proper position

**3** Avoid up or down movement of hips

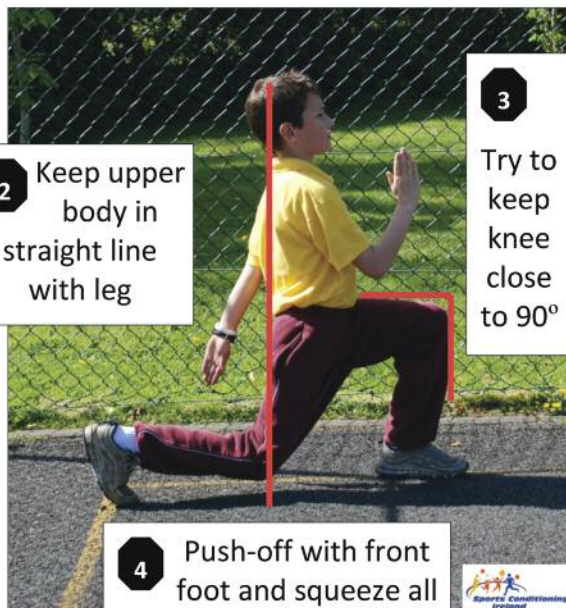
## Progression

<p><b>A</b></p>	<p>Try to hold basic position for 10 seconds. Build this up to 30 seconds.</p>	
<p><b>B</b></p>	<p>Try to hold position on elbows.</p>	
<p><b>C</b></p>	<p>Side planks: start with bent legs and keep body straight</p>	
<p><b>D</b></p>	<p>Full side plank.</p>	
<p><b>E</b></p>	<p>Tap each other's opposite hand (keep whole body straight when lifting hand)</p>	






**1** Take a big step: focus on bringing the back knee close to the ground



**2** Keep upper body in straight line with leg

**3** Try to keep knee close to 90°

**4** Push-off with front foot and squeeze all hip muscles to get back to stand

Progression	
<b>A</b>	Take a step forward and come back to standing position
<b>B</b>	Take a step backwards and come back to standing position
<b>C</b>	Sideways step and come back to standing position 
<b>D</b>	Walk forward using the lunge over 10m. Then backwards and sideways.



## Crab walk



Keep hip up and walk on hands and feet (forward / backward / sideways)

## Tiger crawl



Keep front on ground and use legs and arms to move (like soldiers)

## Core control



Lift arm straight in front without lifting shoulder or back

Lift leg up straight without lifting hip or back

Lift opposite arm and leg without change in body position (tighten belly and hip muscles)

## Hip lift



Lift hip and keep legs and knees together

## Push-up



Keep body in natural straight position and bend arms to try to bring body close to ground. Extend arms to bring body back into starting position

## Tug of War



Pull rope as hard as possible.

- Stand on opposite sides (balance)
- Spread legs for strong stable stance
- Keep back straight; use arms
- Use legs to generate more force



On hands and feet



Walking on hands and feet (forward / backwards / sideways)

Rabbit



Frog



Seal walk



Keep legs together and still and move by using arms only

Scorpion (one leg)



Inchworm



From push-up position bring straight leg between hands in one or two little jumps and then walk out into push-up position again.

1. Finish every activity session with a fun game. This should be a game that the children really like!
2. Every child should be involved for as long as possible, ideally the whole game.
3. Every child should be active in the game. Nobody is allowed to distance themselves from the group. Group also need to involve each other.

Tag (p. 43)
Normal tag
Stuck-in-the-mud
Tails
Stuck-in-the-mud with a foam ball

Rope skipping: long rope (p. 44)
Run and jump
Miss-the-loop
2 or 3 children at the same time

**Goblins and Leprechauns (p. 46)**

**Cops and Robbers (p. 47)**

**Domes and Dishes (p. 48)**

**Dodge Ball (p. 45)**



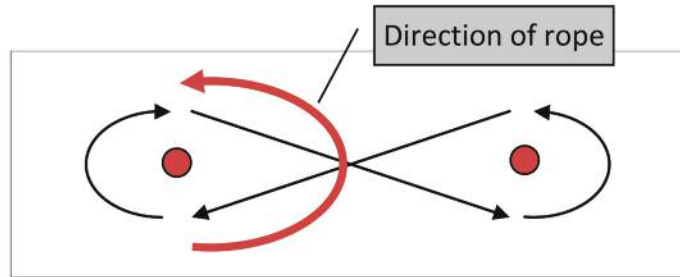




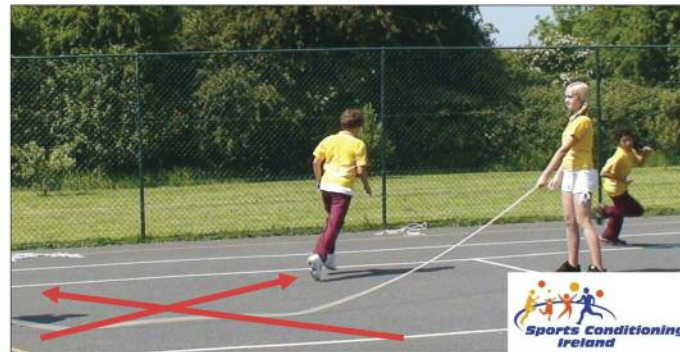
### Different TAG Games

1. **Normal tag:** 2 or 3 people on, depending on group size, stand still when tagged. Who can get whole group standing still quickest?
2. **Stuck-in-the-mud:** stand still and spread legs when tagged, someone else can free child by crawling through legs from the front only. Who can get the whole group standing still? Give a limited time.
3. **Tails:** everybody has bib tucked into back of trousers. 2/3 children try to get as many tails as possible. Child stands out when they lose their tail.
4. **Stuck-in-the-mud with a foam ball:** taggers have a foam ball which they can use to tag with or throw at the others. When tagged stand still etc. Nobody else is allowed to touch the ball.





**1** Run in figure of 8



**2** Go through middle of rope: lowest point

**3** Start running in just before the rope hits the floor



**4** Each turn should have a different person skipping

Progression	
<b>A</b>	Practice start and run into loop , jump, and coming out on other side
<b>B</b>	Practice with a large group. Tell them to try not to stop the rope.
<b>C</b>	Every turn of the rope should have one jumper.
<b>D</b>	Miss-the-loop: when a child misses a loop or stops the rope turning, he/she has to stand to the side. Last one left wins (best thing to do is to have the last 3 stand in middle of rope and the people turning the rope go faster and faster. The first one making a mistake is out and then there are 2 left for the final.)
<b>E</b>	Try with 2 children going in at the same time. Add a person and find out how many children can still make the other side at the same time without touching the rope.





## Rules

- Divide in 2 groups.
- Set out area in between groups in which nobody is allowed to enter.
- Lots of foam balls.
- Throw ball at legs and hip area only.
- Only allowed to hold ball in hands for 2 seconds.
- Nobody will be out; each child counts how many times he/she hits someone on the opposite team.
- Throw as many balls as possible in e.g. 3 min.
- Use proper throwing and evasion techniques.



## Rules

- 3/4 children, with bibs, are 'on'. (the goblins)
- Everyone else (the leprechauns) have one piece of treasure (cone) and find space in hall.
- On signal goblins chase the leprechauns.
- If leprechaun gets tagged, the leprechaun must give the goblin their treasure.
- The goblins tag as many leprechauns as they can in one minute.
- When a leprechaun loses their treasure, they go to the coach who gives them more treasure (cone).
- At the end of the minute the children count how much treasure the goblins have stolen.
- Get four more goblins to try and beat that score.





## Rules

- 4 children (the cops), with bibs, are 'on' and start from their jail in the corner marked with cones, different colour for each cop
- Everyone else (the robbers) find space in hall/yard.
- On signal cops chase the robbers.
- If cop tags robber, the robber must go to that cops jail
- The cop tags as many robbers as they can in one minute.
- Other robbers can release jailed prisoners by high fiving them At the end of the minute count how many robbers are in each prison.
- Get four more cops to try and beat that score.
- **Variation:** Robbers can have an assistant/deputy that protects the jail for them



### Rules

- Place several cones the right way up (domes) and upside down (dishes).
- Split the children into two groups called domes and dishes.
- On signal both teams run out, with the domes turning the cones the right way up and the dishes turning the cones upside down.
- Children turn cone and 'immediately' move away to another cone.
- On whistle both teams stop turning the cones and go to their side.
- The team that has the most domes or dishes are the winners.





# **SPORTS CONDITIONING**

## RESOURCE MANUAL

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