



ACTIVE COMMUNITIES

A COACH'S GUIDE FOR GETTING KIDS ACTIVE **BEFORE** AND **AFTER** SCHOOL

INTRODUCTION

Active kids do better in school and in life. When fun options for physical activity are available before, during and after school, kids perform better academically and socially. When children move more, they become part of a more vibrant, healthier future for themselves, their families and all of Brasil. With that knowledge, it's shocking to learn Brasil's children are the least active in Latin America. Today, they have few opportunities to move throughout the day.

In 2013, multiple organizations (NGOs, government agencies and corporations) came together to get kids moving before, during and after school. The result is a 3-year pilot where everyone has a role.

This is our chance, collectively, to shape a new path forward. One that inspires a new, physically active generation of Brazilians. Over the next three years, we aim to get kids active AND also build a solution that can be applied throughout Brasil. That cannot be done without you, the Coach.

This reference guide is a framework to help you and other Coaches in community-based programs deliver early positive experiences in sport before and after school.

Your feedback about what works and what doesn't will be essential. This effort needs your passion, creativity and ideas.

Your efforts to pilot and shape this program, change the lives of kids in your community, you are giving hope to children throughout Brasil. Thank you for lending your expertise to help shape this program and inspire a new physically active generation.



TABLE OF CONTENTS

01 / INTRODUCTION	Pg. 02
02 / ACTIVE KIDS DO BETTER ACTIVE KIDS DO BETTER THE MOST ESSENTIAL ROLE - THE COACH	Pg. 05
03 / EARLY POSITIVE EXPERIENCES 7 DESIGN FILTERS	Pg. 09
04 / GETTING STARTED COACHING STRATEGIES THE ESSENTIALS AN ACTIVE DAY THE COMMUNITY TEAM SESSION FORMAT KEY TOOLS KEY INFORMATION	Pg. 19
05 / ACTIVITIES	Pg. 34
06 / CONCLUSION	Pg. 53





//ACTIVE KIDS DO BETTER

ACTIVE KIDS DO BETTER

EVERY CHILD HAS DREAMS. They imagine making the most of their lives—performing well and succeeding in school and in life. There is no reason those dreams should ever fade away. Creating opportunities for kids to move throughout the day, before, during, and after school will give them a chance to achieve their dreams. This is because...

ACTIVE KIDS DO BETTER. If every kid had early positive experiences with physical activity, kids would be happier and healthier. They would have higher test scores, better attendance and improved behavior. In the future, when those active kids have active kids of their own, whole populations will be healthier, wealthier and happier.

ACCORDING TO THE RESEARCH: Sports participation is associated with increases in IQ, test scores, concentration and future earnings. Kids who play sports are also twice as likely to show up for school.

THERE IS A CRITICAL WINDOW between the ages of 6-10 when kids get the chance to lock in on a lifetime of good that comes from physical activity. As the brain develops, this critical window is when kids **learn to move** and learn to **love to move**.

DATA SHOW:

- **BRASIL'S CHILDREN ARE THE LEAST PHYSICALLY ACTIVE IN ALL OF LATIN AMERICA**
- **SEDENTARY TIME IS 6X ACTIVE TIME**
- **CHILDHOOD OBESITY HAS GROWN 300% IN THE LAST 40 YEARS**
- **PHYSICAL INACTIVITY COST BRASIL'S ECONOMY \$12 BILLION (US) IN THE MOST RECENT YEAR MEASURED (2008)**

THE MOST ESSENTIAL ROLE - THE COACH

As a Coach, you are one of the most influential people in a kid's life—both on and off the field. You play an important role in helping kids create a new future—on the field, in the community and as an innovator. Within the context of this pilot, there are several ways you can exercise that influence.

WITH KIDS ON THE FIELD

- Motivate and engage kids
- Structure activities to be inclusive and appropriate
- Leverage the 7 Design Filters
- Make sure it's fun!
- Lead by example (be active yourself)

WITH PARENTS AND OTHERS IN THE COMMUNITY WITH OTHERS

- Share your success
- Keep physical activity visible in the community with parents, community members and peers
- Share the facts: When children move they perform better in school/ life
- Leverage community assets such as parks and schools

AS AN INNOVATOR ACROSS BRASIL

- Be creative - you are in the best position to determine what inspires your athletes
- Keep it simple and practical - the goal is for every Coach to use solutions created during this pilot
- Give feedback - your experience will help shape the pilot over three years



// EARLY POSITIVE EXPERIENCES

GETTING KIDS ACTIVE BEFORE AND AFTER SCHOOL

Ultimately, it doesn't take much for kids to love being active and shape their physical activity habits for life. Experts (and kids themselves) tell us they need options that are age-appropriate, well-run, motivational, readily available, and fun. Add in the appropriate amount of intensity and duration of movement (at least 60 minutes per day), and you have an early positive experience for kids.

7 DESIGN FILTERS TO DELIVER EARLY POSITIVE EXPERIENCES



01 / UNIVERSAL ACCESS

Lots of kids are excluded from the first day. A lot of times it's girls, or low-income kids or kids with disabilities, but there are plenty of other culprits like cost and lack of transportation. The key here is to make sure every kid within your sphere of influence has a chance to play.



02 / AGE APPROPRIATE

Six is not sixteen. Bodies can't move the same way. Design physical activity specifically for the age and development level of participants. For 6-12 year olds, focus on a variety of activities.



03 / DOSAGE AND DURATION

Kids today are doing more waiting than moving. Children need 60+ minutes of moderate-to-vigorous physical activity each day, which can be reached by several sessions of 10+ minutes.



04 / FUN

Kids are born wanting to move, but they hate to be bored. The options for sports and play have to be fun. Otherwise, they'll choose something more sedentary (and more interesting) every time. The only option is to compete for kids' time by making it fun.

7 DESIGN FILTERS TO DELIVER EARLY POSITIVE EXPERIENCES



05 / INCENTIVES AND MOTIVATION

A little motivation goes a long way. Tie rewards to kids' efforts and progress so they can experience the short-term, ongoing payoff of their sweat.



06 / FEEDBACK TO KIDS

Kids of all ages get excited about reaching personal achievements and contributing to team goals. Build group and individual feedback loops into activities.



07 / TEACHER/COACH/MENTOR

The Coach makes or breaks the experience for the kid. Positive Coaches can completely change the trajectory of kids' lives.



01 / UNIVERSAL ACCESS

Lots of kids are excluded from the first day. A lot of times it's girls, or low-income kids or kids with disabilities, but there are plenty of other culprits like cost and lack of transportation. The key here is to make sure every kid within your sphere of influence has a chance to play.

BEST PRACTICES

- Create an environment that allows for different rhythms
- Offer alternatives for children of different abilities
- Encourage kids to collaborate with each other

SIGNALS OF SUCCESS

- All children are participating in every session
- All children want to be the leader
- Boys and girls participate equally

WHAT TO WATCH FOR

Not all kids are going to want to participate right away. Pay special attention to those who are:

- Shy
- Agitated
- Sitting out
- Uncomfortable
- Having physical difficulties due to limited skills or disabilities or injuries

QUICK TIPS

- Consider choosing a leader (Captain) at each session, giving a different child a chance to lead the group each day
- Start each session with a line-up, circle or other call to join that creates a sense of beginning and belonging
- Give positive reinforcement publicly and negative feedback privately
- Find ways to celebrate every child (e.g., each kid can compliment their neighbor)



02 / AGE APPROPRIATE

Six is not sixteen. Bodies can't move the same way. Design physical activity specifically for the age and development level of participants. For 6-12 year olds, focus on a variety of activities.

BEST PRACTICES

- Age 6-8: Introduce fundamental motor skills. Focus on simplicity, fun, breadth/variety of activities and opportunities to practice fundamental skills in different contexts
- Age 9-12: Maintain variety and introduce elements of partner- and team-work

SIGNALS OF SUCCESS

- Children are challenged, but not struggling to perform activities
- Kids are having fun and stay engaged for the duration of the activity

WHAT TO WATCH FOR

- By school age, kids should be able to perform basic motor skills. E.g., balancing, running on toes, kicking a ball from standing, skip, throw a ball with direction. If these are lacking activities must be focused on developing these skills to practice fundamental skills in different contexts

QUICK TIPS

- Overemphasizing competition and winning at this age can lead to negative experiences. Keep things fun and focus on "group wins"
- Kids at this age are easily distracted. Be sure to switch things up where possible
- Separate kids into age groups when necessary
- Change the rules if it'll make for a better experience



03 / DOSAGE AND DURATION

Kids today are doing more waiting than moving. Children need 60+ minutes of moderate-to-vigorous physical activity each day, which can be reached by several sessions of 10+ minutes.

BEST PRACTICES

- Sessions include warm-up, aerobic activity and muscle- and bone-strengthening activities
 - Kids move throughout the entire session—even during preparation time
-

SIGNALS OF SUCCESS

- Kids get a total of 60 minutes of moderate-to-vigorous physical activity daily
 - Kids appear to be exerting significant energy
 - Kids' heart rates reach approximately 120 beats per minute
-

WHAT TO WATCH FOR

- Kids appear to be bored or moving slowly
 - Time that could be spent on activity is spent explaining rules or waiting in line
 - Activity time is cancelled or shortened
-

QUICK TIPS

- Keep kids moving while you are giving instructions
- Don't be afraid to change the rules, equipment and space to keep kids moving and having fun
- Combine a math lesson with heart-rate recording (i.e., teach the children how to check their pulse; have them count the beats for 6 seconds and multiply by 10—or 10 seconds multiplied by 6)
- If kids aren't reaching a high enough intensity, encourage them to move faster/harder



04 / FUN

Kids are born wanting to move, but they hate to be bored. The options for sports and play have to be fun. Otherwise, they'll choose something more sedentary (and more interesting) every time. The only option is to compete for kids' time by making it fun.

BEST PRACTICES

- Kids have a choice in what they do – they either get to choose the activity itself, or elements of the activity
- Pay attention to the length of each session
- Back-up plans are in place in case something isn't working

SIGNALS OF SUCCESS

- Kids are smiling
- Kids are engaged
- Kids look forward to activity time/cheer when it is announced
- When you ask kids if they're having fun, they say "yes!"

WHAT TO WATCH FOR

- Kids look bored or disengaged
- Kids' energy levels drop

QUICK TIPS

- If kids start looking bored, change the activity. Or let them suggest an alternative
- When a variety of movements are employed, call on children to choose which movement will be performed next



05 / INCENTIVES & MOTIVATION

A little motivation goes a long way. Tie rewards to kids' efforts and progress so they can experience the short-term, ongoing payoff of their sweat.

BEST PRACTICES

- Celebrate attendance, participation, and both individual and group effort and progress.
 - NEVER use or take away exercise as punishment
-

SIGNALS OF SUCCESS

- Kids are regularly celebrated
 - Kids cheer for each other
-

WHAT TO WATCH FOR

- Kids disengaged
 - Kids unhappy or anxious about participating
 - Kids avoiding activities
-

QUICK TIPS

- Use a range of rewards/incentives that include recognition, badges, merit points, challenge medals and additional playtime
- Use group cheers to celebrate everyone's efforts
- Encourage children to cheer for each other; celebrate celebrating!
- Give players a high-five or handshake at the start/end of each session
- After practice, kids take turns saying what the kid next to him or her did well



06 / FEEDBACK TO KIDS

Kids of all ages get excited about reaching personal achievements and contributing to team goals. Build group and individual feedback loops into activities.

BEST PRACTICES

- Establish group goal setting where each kid contributes to group targets (e.g., total minutes being active; average team maximum heart rate)
- Share team progress at regular intervals
- Establish feedback mechanisms that allow kids to track toward individual goals that are suited to their own skill levels and interests.
- Involve kids in setting targets

SIGNALS OF SUCCESS

- Kids have established goals and are aware of what they are
- Kids celebrate when a goal is achieved without being prompted

WHAT TO WATCH FOR

- Goals are established but are not being met due to insufficient activity time or goals that are too difficult

QUICK TIPS

- Have kids establish their own goals, but guide them toward realistic and manageable expectations
- When possible, make goals quantifiable (and build in math skills where appropriate)
- Track group progress visibly—e.g., a “thermometer” on the Activity Board
- Use a 5-to-1 ratio on praise vs. constructive criticism



07 / **TEACHER/ COACH/MENTOR**

The Coach makes or breaks the experience for the kid. Positive Coaches can completely change the trajectory of kids' lives.

BEST PRACTICES

- Demonstrate excitement and enthusiasm for physical activity and kids. Constantly show them you are having fun too
- For kids ages 6-12, emphasize effort and progress, not winning and losing
- For ages 6-12, focus on physical play, fundamental motor skills and activity diversity, rather than sport specialization.
- Use positive reinforcement for good behavior and progress
- Engage parents and caregivers in providing positive reinforcement

SIGNALS OF SUCCESS

- Kids, parents and others report a preference for working with the Coach
- Kids appear to be having fun
- In the long-term, kids return to the program and so do Coaches
- Parents becoming active with their kids

WHAT TO WATCH FOR

- Kids dropping out
- Kids disengaging/not participating
- Kids not understanding the rules of the game on a given day

QUICK TIPS

- Build positive reinforcement into every session
- Ask kids for their feedback
- Involve kids in session planning (and plan out choices to give them in advance)
- Encourage parents to be active with their kids at home



// **GETTING STARTED**

GETTING STARTED - COACHING STRATEGIES

Along with the seven design filters and your session plan, here is a quick-reference guide of on-field strategies that help Coaches promote early positive experiences:

DYNAMIC STRETCHING Stretching while moving, helps prepare kids' muscles for activity. Instead of standing still or static stretching, use exercises that keep kids moving to get them warmed up.

INSTRUCTION Tell, Show, Do is a great way to give instruction to a group. Make sure to demonstrate the skill or task correctly, but also allow for the children to experiment and try it on their own without judgment.

ENCOURAGEMENT Coach actively by moving around the activity space to provide feedback and encouragement. Give specific feedback and personally connect to kids by using their names.

MODIFICATIONS Make sure to modify an activity based on the space available, equipment available, ability of kids, number of kids and time frame in order to ensure positive experiences. If any activity doesn't seem to be working and kids are not enjoying it, have other options on hand to make sure to engage all the kids.

GETTING STARTED - THE ESSENTIALS

Below is the framework for getting kids active before and after school.

This covers 5 sections:

01 / **AN ACTIVE DAY** - Daily Rhythm

02 / **THE COMMUNITY TEAM** - Roles and Responsibilities

03 / **THE KID'S EXPERIENCE** - Session Format

04 / **KEY TOOLS** - Yellow and Red Cards

05 / **KEY INFORMATION** - To Plan & Make the Case that Active Kids Do Better

GETTING STARTED - AN ACTIVE DAY

A SAMPLE DAY

8:00am - **START, 30 MIN PREP**

8:30-9:30am - **SESSION 1**

9:40-10:40am - **SESSION 2**

10:50am-11:50am - **SESSION 3**

12:00pm-1:00pm - **LUNCH**

1:30pm-2:30pm - **SESSION 4**

2:40pm-3:40pm - **SESSION 5**

3:50pm-4:50pm - **SESSION 6**

5:00pm - **DEPARTURE**
(10 MIN TEAM WRAP UP)

Each day has six one hour sessions for kids to be active: three available in the morning and three available in the afternoon.

There will be session in the morning and afternoon for each age group:

- 6 - 7 years old
- 8 - 9 years old
- 10 - 12 years old

The goal is to get the kids
ACTIVE FOR 40 MINUTES EACH SESSION
ENGAGED AND HAVING FUN!

Success looks like all kids are
ENGAGED, MOVING, AND HAVING FUN!

GETTING STARTED - THE COMMUNITY TEAM

Each community team will have four members:

COACH - A professional PE Teacher with a degree (1)

COMMUNITY TRAINER - Community Leader with a background in sports (1)

STUDENT HELPERS - University PE students (at least 2)

The team works together to deliver positive, fun experience for kids every day.

RESPONSIBILITIES FOR EACH ROLE

Area	The Coach	The Community Trainers	Student Helpers
Interaction with the Kid ➤	<ul style="list-style-type: none"> • Welcome • Safety and overall experience 	<ul style="list-style-type: none"> • Recruit kids if needed • Attendance 	<ul style="list-style-type: none"> • Support kid's arrival and departure
Session Delivery ➤	<ul style="list-style-type: none"> • Lead the warm-up, activity and wrap-up • Supervise planned activities 	<ul style="list-style-type: none"> • Support the Coach on Delivery and supervision 	<ul style="list-style-type: none"> • Participate with kids in games • Individually encourage kids and give in-game support
Equipment ➤	<ul style="list-style-type: none"> • Ensure proper equipment usage 	<ul style="list-style-type: none"> • Manage equipment inventory and maintenance • Bring equipment to each session, every day 	<ul style="list-style-type: none"> • Count, set up and distribute equipment for each session
Facility & Community ➤	<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> • Keep facility space in good condition • Maintain good relationship with the community (partners and parents) 	<ul style="list-style-type: none"> • N/A
Planning & Reporting ➤	<ul style="list-style-type: none"> • Ensure proper equipment usage 	<ul style="list-style-type: none"> • Supervise kids while Coach completes kid reporting & forms 	<ul style="list-style-type: none"> • Organize equipment for the session during setup times (e.g. attendance)

GETTING STARTED - SESSION FORMAT

Below is a suggested rhythm for each session. Adjust as necessary.

1. WARM UP (5 MINS)

- This is the Coach's first opportunity to set the tone for the day: be friendly, calm, inspiring and fun!
- It's also a time to have an initial dialogue with the kid - understand what is going on with them - in their family, school, and their community. With this information, the Coach is better positioned to make individual adjustments and decisions during the session.
- Take attendance as each kid arrives using the form on pg. 29.

2. GAME RULES (5 MINS)

Get kids ready for the session by having them do some warmup exercises while you introduce the agenda and rules for the day.

Here are some important items to cover:

- Behavior - Quickly remind kids of the yellow and red card rules and consequences (see pg. 27 for more details).
- Daily Captain - The Captain will be a leader for the day and help the Coach in simple activities and 'running the session. The Coach is free to select Captains however he or she chooses. Some ideas include selecting kids to recognize good behavior and performance or letting the kids select a Captain. Be creative!
- Planned Activities - Cover the rules, team set up, duration and any other important details.

GETTING STARTED - SESSION FORMAT

3. GET ACTIVE (40 MINS)

- During the game remember encourage the kids give positive feedback when appropriate. Adding variety every 10 minutes or so can help keep activities fun and fresh.
- Some activities can be shorter than others, so implement as many as needed. Suggested activities are described on pages 34-52.

4. WRAP UP (10 MINS)

- Gather the team together in a semi-circle to reflect on the session.
- A great way to use this time is reflecting with the kids on what they learned during the session and how it can be applied in other parts of their lives.
- Ensure that kids have the opportunity to talk about what they liked and did not like in the session.

ON THE LAST DAY OF EACH WEEK, ASK THE KIDS TO SELF-RATE THEIR WEEK'S PERFORMANCE (SEE PG. 29 FOR MORE INFORMATION)

GETTING STARTED - KEY TOOLS

Similar to football, yellow and red cards are used by the Coach to shape each day's activities and manage kids' behaviors

RULES
AGES: 6-7

1. _____

2. _____

3. _____

4. _____

5. _____

GUIDELINES FOR USING THE CARDS:

- 01 / Create the rules with the kids at the beginning of each year.
- 02 / Create a set of rules (yellow and red cards) for each age group. This means each Community Team will have 3 sets of yellow and red cards.
- 03 / Write the rules on the cards and be sure to keep the cards with you for each session.
- 04 / Work with the kids to decide on consequences for receiving a yellow or red card.

EXAMPLE RULES ON FOLLOWING PAGE

GETTING STARTED - KEY TOOLS

The Coach and kids will decide on yellow and red card rules for each team at the beginning of each year. Here are sample rules as a guide to help the Coach get started.

Age	Yellow	Red
6-7	<ul style="list-style-type: none"> • Using bad names • Leaving the field or court without authorization or permission • Bullying (creating nicknames) 	<ul style="list-style-type: none"> • Fighting • Disrespect teammates • Cursing the coach
8-9	<p>The above and...</p> <ul style="list-style-type: none"> • Not participating in activity • Bullying (beyond the above) 	<p>The above and...</p> <ul style="list-style-type: none"> • Damage to equipment
10-12	<p>The above and...</p> <ul style="list-style-type: none"> • 3 sessions missed (without reason) • Throwing team vest on the ground 	<p>The above and...</p> <ul style="list-style-type: none"> • Bully / disrespect • Fighting • Gender disrespect
Consequences	<ul style="list-style-type: none"> • 2 minutes of helping the coach 	<ul style="list-style-type: none"> • 5 minutes of helping the coach

GETTING STARTED - KEY INFORMATION

THERE ARE FOUR KEY THINGS THAT NEED TO BE CREATED OR GATHERED:

EVERYDAY

ATTENDANCE

- Kid's daily attendance (per session)

EVERY WEEK

COACH'S PHYSICAL ACTIVITY PLAN

- Planned activities for each session
- The total minutes kids were active each session

KIDS SELF RATING

- Kid's weekly self rating, using the simple scoring method (pg. 29)

2 TIMES A YEAR

COACH'S RATING FOR EACH KID

- Teamwork - behavior and attitude on the field
- Motor skills

GETTING STARTED - KEY INFORMATION

THIS IS A KEY FORM THE COACH WILL USE EACH DAY AND IT CAPTURES TWO THINGS:

- Kid's daily attendance (per session)
- Kid's weekly self-rating

01 / ATTENDANCE

02 / SELF-RATING

The self-rating guidelines are on the next page.

SESSION ATTENDANCE & SELF-RATING SHEET

WEEK: _____ SESSION: _____

COACH: _____ COMMUNITY: _____

02

1 BALL = I CAN GET BETTER
2 BALLS = I DID OK
3 BALLS = I DID GREAT

Name	M	Tu	W	Th	F	Rating
1. _____						●●●●●
2. _____						●●●●●
3. _____						●●●●●
4. _____						●●●●●
5. _____						●●●●●
6. _____						●●●●●
7. _____						●●●●●
8. _____						●●●●●
9. _____						●●●●●
10. _____						●●●●●
11. _____						●●●●●
12. _____						●●●●●
13. _____						●●●●●
14. _____						●●●●●
15. _____						●●●●●
16. _____						●●●●●
17. _____						●●●●●
18. _____						●●●●●
19. _____						●●●●●

THE COMMUNITY TEAM WILL HAVE ONE SHEET PER SESSION (6 TOTAL) FOR EACH WEEK

Submit forms to Bola Pra Frente at the end of each week.
(comunidades.ativas@bolaprafrente.org.br)

GETTING STARTED - KEY INFORMATION

As a way for kid's to reflect on their efforts, they will score themselves at the end of each week. This is an opportunity for them to reflect on their accomplishments and areas for improvement.

HERE IS A SIMPLE METHOD FOR SELF-SCORING:



ONE BALL = I CAN GET BETTER

- Received a yellow or red card
- Disengaged in sessions
- Multiple unexcused absences



2 BALLS = I DID OK

- No yellow or red cards
- Actively participating in all sessions



3 BALLS = I DID GREAT!

- No yellow or red cards and no unexcused absences
- Enthusiastic and engaged in all activities
- Demonstrates leadership by encouraging others, helping Coaches setup or cleanup, etc.

SEE THE SAMPLE SELF-RATING FORM ON PAGE 29

GETTING STARTED - KEY INFORMATION

THE COACH'S PHYSICAL ACTIVITY PLAN CAPTURES TWO THINGS:

- Planned activities for each session
- The total minutes kids were active each session

COACH - PHYSICAL ACTIVITY PLAN

WEEK: _____ SESSION: _____

COACH: _____ COMMUNITY: _____

Session	Age	Monday	Tuesday	Wednesday	Thursday	Friday
1		01	02		03	
2						
3						
4						
5						
6						

01 / SESSION AND AGE GROUP

02 / TOTAL MINUTES OF PHYSICAL ACTIVITY

03 / PLANNED PHYSICAL ACTIVITY FOR THE DAY

THE COMMUNITY TEAM WILL HAVE ONE SHEET FOR EACH WEEK

Submit forms to Bola Pra Frente at the end of each week.
(comunidades.ativas@bolaprafrente.org.br)

GETTING STARTED - KEY INFORMATION

Twice a year, the Coach will incorporate feedback from his/her team and the kid's performance, to rate every child on two things:

THE COACH'S RATING FOR EACH KID - Twice a year the Coach will rate the kid's behavior and attitude on the field.

MOTOR SKILLS - Progress on basic motor skills and physical movements.

THIS WILL BE DELIVERED AT A LATER DATE



// ACTIVITIES

The following pages are example activities. These activities can be used for all ages and abilities with the right modifications. They are fun, engaging and easy to organize and implement. These are a starting point. Coaches are encouraged to get creative and make new games that their kids enjoy!

/ACTIVITY 01

TEAM HANDBALL

DURATION:

20-30 Mins

AGE:

10 - 12 yrs.

EQUIPMENT:

1 Ball
6-12 Bibs
4+ Cones

DESCRIPTION

- Divide the kids into two teams, anywhere from 6-12 kids per team, one team with bibs.
- Set up a field with cones with an end line at each end and give each team an end to defend. Players spread out around the field.
- The ball is thrown between teammates. Players are allowed to take 3 or less steps with the ball before passing to another teammate. Players without the ball can move freely.
- If the ball touches the ground or is intercepted, it is a turnover.
- In order to score, a team must pass the ball to a player over their offensive end line and the player must catch the ball while standing past the line.

TIPS

- Field size can be modified based on the number of players.
- If needed, require that a minimum number of passes be made before a team can score.
- Variations: 1) If the ball touches the ground, play does not stop and it is not a turnover, 2) All kids must touch the ball before the team can score.
- Create multiple games if there are many kids and group kids based on ability or age.

/ACTIVITY 02

CIRCLE GAME

DURATION:

20 Mins

AGE:

8 - 9 yrs.

EQUIPMENT:

1 Cone

DESCRIPTION

- Have all the kids form a large circle with the cone designating the middle of the circle.
- Begin by choosing about a third of the kids and instruct them to jog to the middle of the circle, touch the cone and return to a NEW spot on the outside of the circle where one of their teammates are standing.
- They high five their teammate and stand in that persons spot, while that kid repeats the same task, running to the middle of the circle touching the cone, and finding another new teammate on the outside to switch places with.
- There should be many kids moving at the same time.
- This activity should take on many variations including skipping instead of running, lunging, multiple cones in the middle for kids to touch each one, dribbling a ball instead of just jogging, or create ways to switch places with teammates on the outside of the circle.

TIPS

- If it seems there are too many people on the outside of the circle standing still, ask more kids to begin heading towards the middle to keep everyone moving.
- Create a task for those on the outside of the circle to be completing while others are moving towards the middle (i.e. jumping jacks, windmills, etc.).

/ACTIVITY 03

NEYMAR SAYS

DURATION:

10 Mins

AGE:

6 - 7 yrs.

EQUIPMENT:

None

DESCRIPTION

- Begin by explaining to the kids that you will instruct them to perform a certain task (i.e. skipping), but they are only to follow your instruction if you begin the command with “Neymar says”.
- Let the kids perform each instructed skill for 10-20 seconds before switching. Examples include: chase a teammate, hop on one foot, touch your toes, plant your feet and swing your arms back and forth, etc.
- If a kid performs the movement without the leader beginning with “Neymar says,” they will receive a point. The object of the game is to receive as FEW points as possible.
- Once you have gone through many movements, choose a kid to be the leader and have them lead the group through more tasks. Encourage the players to be creative!

TIPS

- Encourage creativity with this activity. Progress from simple tasks (5 jumping jacks) to more complicated (a whole dance routine).
- If the group of kids is large, split them into smaller groups, each with a leader.
- To highlight certain kids, change the name of the game to “Juliana says.”

/ACTIVITY 04

ANIMAL TAG

DURATION:

10 Mins

AGE:

6 - 7 yrs.

EQUIPMENT:

None

DESCRIPTION

- Have all kids find a partner. One partner will be chasing the other within a designated space. Have one of the kids choose an animal for the first round.
- When the fleeing partner is tagged, they will have to act like the chosen animal (i.e. lion, elephant, dog, fish, etc.).
- Once done acting, that partner will switch roles and be the tagger, with the other partner acting as an animal once tagged.
- This game can include many variations by changing the animal, instructing the kids to skip instead of run, acting as famous athletes instead of animals, having a few kids be taggers chasing everyone at once instead of partners, etc.

TIPS

- Highlight the funniest animal acting.
- Make sure the kids themselves give suggestions for the animals.
- Try to keep all kids moving, even it means they are walking to chase or flee from their partners.

/ACTIVITY 05

GOALS! GOALS! GOALS!

DURATION:

20 - 30 Mins

AGE:

5 - 9 yrs.

EQUIPMENT:

1-3 Footballs
12+ Cones

DESCRIPTION

- Create a football pitch with two goals at each end marked by cones, and two goals in the middle of the field, each goal 2 meters wide.
- Divide the group into two teams or create multiple games if there are many kids. Assign each team a goal to defend.
- Follow standard football rules, but instruct the kids they can score on the two goals in their offensive end AND the two goals in the middle. Both teams are allowed to score on the two goals in the middle.
- The game should be high scoring. Encourage fair play, respect for opponents and participation of all.

TIPS

- Select teams based on ability if there is a wide range of skills.
- Modify the games as necessary in regards to the number of players, the size of the area, or requiring each player to touch the ball before a team can score.

/ACTIVITY 06

CIRCUIT

DURATION:

30 - 40 Mins

AGE:

8 - 9 yrs.

EQUIPMENT:

10 Hula Hoops

20 Turtles

4 Bungee Cords

4 Balance Beams

DESCRIPTION

- The Teacher divides the class into 5 groups.
- Each group is positioned at a station to do an assigned activity. Groups stay at a station for 5 minutes, then rotates.
- Station 1: Each kid pairs up with a classmate and they hold hands. The kids jump through a set of hula hoops set up in a pattern.
- Station 2: Kids run through a course of cones zig-zagging around them.
- Station 3: Kids walk across balance beams trying to walk only on the balls of their feet.
- Station 4: Kids pass through a pattern of cones connected by bungee cords, trying not to touch the bungee cords.
- Station 5: Kids pass beneath the arches inside the tunnel, or jump over the arches alternately.

TIPS

- Praise the children constantly.
- Encourage children who can do the movements faster to praise and motivate classmates.

ACTIVITY 07

TRADITIONAL GAMES

DURATION:

40 Mins

AGE:

8 - 9 yrs.

EQUIPMENT:

Elastic Rope
Chalk
Rubber Bands
Shuttlecocks
Rubber Ball

DESCRIPTION

- The Teacher writes the names of various traditional games (eg: hopscotch, badminton, four square, jump roping, etc.) on notecards and places them in a bag.
- Children are divided into four groups.
- Each group chooses a captain who draws a notecard from the bag. The group plays the game on the notecard.
- Kids play for 10 minutes then exchange cards with another group and begin playing the new game.
- All children should experience the activities.
- The group chooses another Captain at the end of each activity.

TIPS

- Encourage kids to cooperate and play together nicely.
- Ensure all kids are participating and having fun.

/ACTIVITY 08

ENVIROMENTAL GAME

DURATION:

10 - 15 Mins

AGE:

10 - 12 yrs.

EQUIPMENT:

2 Hula Hoops
(1 Green, 1 Red)
Recyclable & Non-
recyclable Material

DESCRIPTION

- The coach gives a brief overview of recycling and trash disposal then divides the kids into 4 groups.
- The coach places a red and green hula hoop in front of each group lined up in a row and 10 meters from the groups and sets up a box full of different kinds of recyclable and non-recyclable garbage
- To start the game, the coach blows a whistle and a kid from each team runs to the box and picks up a piece of trash.
- The runner then returns to the group and they decide if the item is recyclable. (drop in green hoop) or non-recyclable (drop in red hoop).
- Whichever team has the most pieces of trash correctly sorted at the end of the time wins.
- All children should be involved. Have the kids waiting do something active (dancing, fun movements, skipping, etc.).

TIPS

- Encourage all kids to speak up when the group is deciding if an item is recyclable.
- Make sure the kids understand the importance of recycling.

ACTIVITY 09

MAGIC RECTANGLE

DURATION:

10 - 15 Mins

AGE:

10 - 12 yrs.

EQUIPMENT:

Chalk
Colored Footballs

DESCRIPTION

- Divide the field into four large rectangles.
- 4 kids wearing red vests stand in each rectangle with a ball. 2 kids wearing blue vests in each rectangle try to take possession of the ball.
- The goal is for each team in red vests to complete 5 passes without the others touching the ball.
- When the blue team gets the ball they return it to the other team and the game resumes.
- Each kid in red must make a pass to complete the 5 pass goal.
- When someone on blue intercepts a pass, he or she switches roles with the kid who made the pass and the game continues.

TIPS

- Talk about the importance of passing well in football.
- Teach the kids good technique for passing and settling the football.
- Encourage the kids and provide feedback on the game after each session.

ACTIVITY 10

MULTI SPORT

DURATION:

50 Mins

AGE:

10 - 12 yrs.

EQUIPMENT:

Football
Volleyball
Handball
Rubber Nets
Basketball Hoop
(or something acting
as the hoop)

DESCRIPTION

- Divide the space into 4 stations (one for each: basketball, football, volleyball, handball).
- Divide the kids into 4 groups and setup a sport in each space.
- After 10 minutes have the groups rotate to a new space and play a different game.
- Kids should play each game.
- After groups have been in each space, have the kids vote on which they enjoyed the most.
- 10 minutes for each activity with 2 minutes to rotate between stations.

TIPS

- Use this as an opportunity to teach kids about the importance of playing different sports.
- Teach kids that playing multiple sports and being active is good for their health.
- Encourage the kids to talk during play and express their enthusiasm for the game.

ACTIVITY 11

TOY SONGS

DURATION:

20 Mins

AGE:

6 - 7 yrs.

EQUIPMENT:

Stereo
Childrens Songs

DESCRIPTION

- Kids pretend to be toys and act out the songs the teacher plays on the stereo.
- All kids should participate.
- Do not repeat the toys that can be chosen.

TIPS

- Use songs that are part of the students' cultural backgrounds. Solicit input from them on which songs to use.
- Create a playful environment, encouraging fun.
- Encourage them to sing the song and give be creative.

ACTIVITY 12

FOOTBALL WITH HANDS

DURATION:

20 Mins

AGE:

8 - 9 yrs.

EQUIPMENT:

Rubber Ball
Vests (2 colors)
2 Goals

DESCRIPTION

- Divide the group into two teams and mark with different colored vests.
- Rules are the same as football except players carry the ball with their hands.
- To score a goal, every player on the team must touch the ball during a possession.
- Players can only score a the goal with their heads by tossing the ball to a teammate to head it into the goal.

TIPS

- Encourage kids to pass the ball to all of their teammates.
- Praise kids for good teamwork.
- Encourage players without the ball to be moving.

ACTIVITY 13

PASS AND SCORE

DURATION:

20 Mins

AGE:

8 - 9 yrs.

EQUIPMENT:

Football
Chalk
Tape
Beacons
Mini Vests (2 colors)

DESCRIPTION

- Divide the field into 8x8 mini sections.
- Each field will have two teams of 4 students.
- The goal is to make 5 passes before scoring a goal into the mini-goals.
- All kids should be involved and getting to touch the ball.
- A goal can only be scored after 5 passes are completed.

TIPS

- Praise the kids every goal scored.
- Encourage the kids to pass to all of their teammates.
- Players can use both feet.

ACTIVITY 14

FREE PASSING

DURATION:

20 Mins

AGE:

8 - 9 yrs.

EQUIPMENT:

Rubber Ball
Vests (2 colors)
Cones

DESCRIPTION

- Group the kids in pairs.
- Mark off a 10x10 field with cones.
- Each pair gets a ball to pass together.
- A passes to B, who receives, dribbles and passes back to A.
- Kids move freely around the field making passes with their partner.
- Kids should make different kinds of passes: on the ground, with each surface of the foot, mid-height, etc.
- When time is up, gather the group and have kids talk about their favorite passes to make.
- At the end of the activity, the teacher brings the class together and talks about the best way to pass.

TIPS

- Praise the children every pass made.
- Do not restrict which foot kids can use.

ACTIVITY 15

NEVER FOUR TAG

DURATION:

10 Mins

AGE:

8 - 9 yrs.

EQUIPMENT:

None

DESCRIPTION

- The teacher chooses one child to be the “catcher” (and that child will alternate throughout the game).
- The “catcher” will try to tag the other kids who will run freely through the space.
- The “caught” participants form groups of 2-3 and holding hands, try to catch the others.
- Kids who are caught will never form groups of four. When they catch a fourth, they will split into multiple groups of 2.

TIPS

- Encourage children to act as a team.
- Create a playful environment where children can have fun.
- Allow all children to be the catcher.

ACTIVITY 16

DODGEBALL

DURATION:

30 Mins

AGE:

10 - 12 yrs.

EQUIPMENT:

6 Rubber Balls
Tape
Cones

DESCRIPTION

- The trainer divides the class into two groups who will stand in a 15x15 field.
- To start the game, place 3 balls about 2 meters from each side of the center line and position players from each team at the backline.
- Blow the whistle and kids can run out to get the balls and begin play.
- Without crossing the center line, kids try to throw the balls to hit players on the other team.
- When a player is hit with a ball he/she goes to the sideline.
- Headshots do not count and should be discouraged.

TIPS

- Be sure to praise all of the kids.
- Encourage children to act as a team.

ACTIVITY 17

DRIBBLING THE BALL

DURATION:

30 Mins

AGE:

10 - 12 yrs.

EQUIPMENT:

1 Ball Per Kid

DESCRIPTION

- Prepare a 20x20 space in the middle of a football field and give each kid a ball.
- Kids dribble their football freely in the space.
- As the kids dribble around, ask “yes-no” questions to the group about pre-determined topics.
- If the answer is “yes ,” participants leave their balls and run at speed for one of the sideline marker The same goes for negative responses, but in the opposite direction.
- Children cannot touch other players while dribbling in the space.
- Everyone must answer the questions.

TIPS

- Be sure to praise kids for right answers and explain the correct answers to those who answer incorrectly.
- Vary the theme of the questions to make them appropriate for the age.
- Encourage kids to vary the speed they dribble and practice different moves with the ball.

ACTIVITY 18

BALL THROWS

DURATION:

30 Mins

AGE:

6 - 7 yrs.

EQUIPMENT:

1 Ball Per Kid
Tape
Cones

DESCRIPTION

- Setup a 20x20 space and give each kid a ball. Kids begin moving around the circle and tossing their ball in the air and catching it.
- Kids can have fun by throwing the ball different heights in the air.
- Kids can try different moves with the ball. For example, throw the ball high in the air and try to touch the ground before standing back up and catching the ball.
- Kids can pair up and play the game with a partner also.
- Kids cannot touch each other in the circle.

TIPS

- Encourage kids to throw the ball higher to challenge themselves.
- Ask the kids which movements they enjoyed most during the game and encourage others to try new moves.

CONCLUSION

All of the research shows that active kids do better, especially when they have a chance to move before, during and after school. This reference guide provides guidelines, to help you create early positive experiences in sport that help kids stay active for life.

We know that you are an expert in sport programming. You will be able to see which activities your students find fun and are able to perform. And it is your creativity (and your kids'!) that will determine the best ideas that haven't been included here.

You are among the first Coaches to implement a new way of organizing sport programming that we aim to eventually spread across Brasil. In the coming months, we will provide opportunities for you to share your feedback and ideas. This is essential as we collectively shape the program going forward.



BOLA PRA FRENTE CREATING LEADERS

Bola Pra Frente was founded in 2000 by Brazilian National Team player Jorginho Campos (1990 & 1994 World Cup). He used his success to give back to his community.

Bola has multiple programs throughout Brasil and they actively recruit the most vulnerable kids.

They have 14 years of expertise and innovative methodology in the classroom and community. Over 15,000 kids have participated in their program.

BOLA IS ONE OF THE MOST RESPECTED NGOS IN BRASIL.

They serve kids ages 6 to 17, each week throughout the year. Depending on their school, students attend Bola in either the morning or afternoon.

IT'S EDUCATION WITH A SPORT LENS. Kids have access to sport and physical activity programs, culture & music classes and extra academic classes, all taught through the perspective of sport. For example, kids establish football-based rules in the classroom and then apply them in real life.

BOLA WORKS TO FIND OUT WHAT'S WORKING.

The organization tracks progress by partnering with the municipal arm of the Ministry of Education to track kids' performances in school.

BOLA HAS GIVEN 15,000 KIDS EARLY POSITIVE EXPERIENCES IN SPORT.

IMPACT

88% OF BOLA KIDS HAVE
AVERAGE OR ABOVE
AVERAGE GRADES

93% OF BOLA KIDS ARE
IN SCHOOL
(VS. 58% OF NON-BOLA
KIDS)

0.5% OF BOLA KIDS DROP
OUT OF SCHOOL
(COMPARED TO 42% OF
OTHER KIDS)

93% OF BOLA KIDS FEEL
SAFER IN THE PROGRAM
THAN ANY OTHER
PLACE

