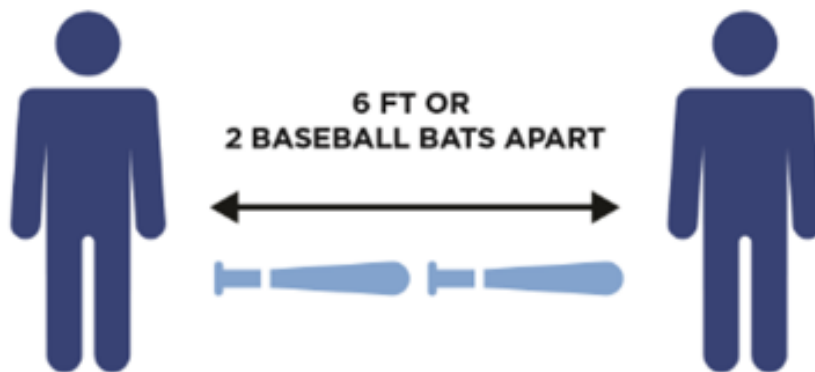


# 6-FOOT ACTIVITY MANUAL

80+ ACTIVITIES THAT WORK WHILE DISTANCING

DO YOUR PART  
KEEP A SAFE DISTANCE OF



YOU CAN STILL WAVE, SMILE  
AND AIR HIGH-FIVE...

JAYS  CARE  
FOUNDATION

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*Looking for quick and easy activities to play with children while maintaining safe physical distancing? This resource is designed to help you create fun play-based experiences while maintaining six-foot distancing rules with athletes in your program.*

**NOTE: All activities that are marked with an \* are equipment-free activities.**

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# ICEBREAKERS AND WARM UP ACTIVITIES

## 1. Bring Your Name to Life\*

- **Step 1:** Ask your athletes to stand (or sit) in a large circle with at least 6 ft between each of them.
- **Step 2:** The first athlete begins by saying their name. Then they perform an action that goes along with their name (like a fist pump),
- **Step 3:** Next, the athlete next to them (clockwise) also says their own name and adds their own action, adjective, or animal. Next, they need to repeat what the previous athlete said or did. This continues around the circle, on each turn, the athlete sharing must repeat all the names and actions that came before. The athlete who went first ends the game by repeating each person's name and action. If an athlete can't remember one, teammates are can help them out.

### MODIFICATIONS:

- Instead of an action, athletes can say an adjective or animal that starts with the first letter of their name, for example: Super Sarah or Turtle Travis.
- If athletes are younger, shy or have difficulty memorizing, get all the athletes to go one by one with their names and actions. Once everyone has gone, you, as coach, can attempt to repeat each athlete's name and action!

This may seem like a standard name game, but a really fun way to build on this activity is to continue to refer to the participants by their adjectives, animals, or actions all season/program long.

## 2. Talk show Tunnel\*

- **Step 1:** Divide athletes into two straight lines that are facing each other. Ensure athletes are standing 6 feet apart. Place pylons or dots on the ground as spot markers, so athletes remember to keep their distance. Make sure each athlete is standing in front of a partner.
- **Step 2:** Next, explain that this will be a turbo talk show tunnel where you will ask a questions and the athletes have 30 seconds to chat with their partner (the person across from them) about a question that you will ask. Questions could include:
  - What is your favourite food?
  - If you had a superpower what would it be and why?
  - What is your favourite movie?
  - Who is somebody that inspires you and why?

Remind athletes that both partners need to answer within the 30 second timeframe.

- **Step 3:** Once the 30 seconds is up, invite one or two athletes to share with the group something they learnt about their partner. Next, ask one of the lines to move one partner to their right. This should place them in front of a new partner. The person on the end of the line will come back to the start of the line. Keep asking questions until athletes come back to their original partner. This is great way to break the ice and to help athletes learn a little bit about each other!

**MODIFICATIONS:** Turn this into a great leadership opportunity by asking one of your athletes to determine/ask the questions instead of you.

### 3. Stand up, Sit down

**EQUIPMENT:** paper and markers

- **Step 1:** Create a list of statements that relate to experiences, characteristics, and common likes or dislikes. Some examples of statements that you can use for this game include:
  - I am left-handed
  - I have more than 2 siblings
  - I have lived at more than 3 addresses
  - I have traveled to another country
  - I dislike broccoli
  - This is my first summer at camp
- **Step 2:** Find a safe and open space for your group of athletes to sit on the ground six feet apart from each other. Explain to the athletes that you will be reading out a series of statements. Upon hearing each statement, their job is to:
  - **stand up** if they agree with the statement/the statement accurately represents them; or
  - **sit down** if they disagree/it doesn't represent them.
- Give athletes a few seconds between each statement to look around and see who else is standing/sitting. Try to finish the game with a statement that you assume everyone will stand up for (i.e. "stand up if you like baseball", "stand up if you there is someone in your life who inspires you"). This allows you to wrap the game up by pointing out that despite many differences there are some things that they all have in common.

**MODIFICATIONS:** If you have participants who don't have the physical ability to stand and sit you can do this with pieces of paper that they hold up. You can also go around the group and have participants say yes or no as another way to accommodate different abilities.

### 4. Plankerpillar\*

This is a challenging game that will test the fitness of athletes and force them to work as a team.

- **Step 1:** Divide athletes into teams of at least 5 people each. Have each team line up alongside each other in separate rows and nominate a finish line for the race.
- **Step 2:** When you say "Go", all athletes will go into plank position except for the athlete furthest away from the finish line. They will move to the front of their team (closest to the finish line) and enter into plank position. Once they have started to plank, they will yell "go!" and the next player will move from the rear to the front.
- **Step 3:** This is repeated until the group reaches the finish line.

## 5. Jump\*

- **Step 1:** Have athletes line up against one wall or on a boundary line of the sporting field. Mark out a finish line approximately 30 metres away.
- **Step 2:** Then, simply yell out “1 Jump” and the athletes can take the biggest jump forward they can do from a standing start. You can vary this by changing the number of jumps you allow each time and sometimes throwing in “Steps”.
- **Step 3:** See who gets to the finish line first.

## 6. True Or False Race?\*

**EQUIPMENT:** optional: pylons/cones/floor dots

- **Step 1:** Identify two boundaries that are 15-20 feet apart from each other (use existing boundaries or use pylons to mark these). Label one line 'true' and the other 'false'.
- **Step 2:** Tell athletes to find a space in the middle of the lines, 6 feet apart from one another. You can put markers down so they each have their own spot that they always return to.
- **Step 3:** The leader calls out a true or false statement, for example: “Apples are a vegetable”, “A shark can blink its eyes” (true), “A tiger has stripes on its skin” (true), “An adult has more bones than a baby” (false), “Nemo is a puffer fish” (false), “Japan has square watermelons” (true). For more fun and challenging true or false questions, look here: [https://cf.ltkcdn.net/printable/files/3214-LTK\\_Fun-Printable-True-or-False-Questions.docx.pdf](https://cf.ltkcdn.net/printable/files/3214-LTK_Fun-Printable-True-or-False-Questions.docx.pdf)
- **Step 4:** Next, the leader says: “Run!”, and the athletes must race to whichever side they think is correct: true or false. Whoever reaches the correct line first wins 3 points. Athletes who pick the correct line also win a point. **STAYING IN THE CENTRE IS NOT AN OPTION.**
- **Step 5:** Once the game is over tally points and see who is the winner!

## 7. Alien, Tiger, Crow\*

- **Step 1:** Athletes form a circle standing 6 feet away from each other.
- **Step 2:** On the count of three, athletes choose to be one of three characters.
  - **Alien:** Athletes say, "bleep, bleep, bleep," and put their fingers on their head like antennas.
  - **Tiger:** Athletes say, "roar," like a tiger and pretend their hands are claws.
  - **Cow:** Athletes say, "moo," like a cow and pretend their hands are cow utters on their belly.
- Once every athlete has decided, the group with the least number of characters is out. For example, if there were four aliens, seven tigers, and three cows, then the cows would be out. All cows do five jumping jacks and leave the circle.
- **Step 3:** The game continues until only one or two athletes are left. The two remaining athletes are the winners.

**MODIFICATIONS:** To make the game easier, remove the elimination element. The goal is for everyone to become the same character. To make the game more challenging: Add more characters for athletes to perform.

## **8. Mirror, Mirror\***

**EQUIPMENT:** Optional: pylons/cones/floor dots

- **Step 1:** Athletes pick a partner and face each other, keeping 6 feet of space between each other (you can put down pylons as spot markers to ensure they keep correct distance).
- **Step 2:** Each pair decides who is going to start as the 'the leader' and who is going to start as 'the follower'.
- **Step 3:** When you say "Go!", each leader will begin to make movements and the follower must mirror the leaders movements exactly. Remind athletes that there should be no talking or touching, just mirroring movements.
- **Step 4:** After two minutes, switch roles to let the follower have a turn being the leader.

**MODIFICATIONS:** To make the game more challenging, add movements that require balance or try having both students lead and mirror at the same time.

## **9. Jedi Mind Trick\***

**EQUIPMENT:** Optional: pylons/cones/floor dots

- **Step 1:** Athletes form a circle standing 6 feet apart from each other. You can mark each athlete's spot using a pylon, cone or floor dot.
- **Step 2:** The leader picks the first Jedi. The Jedi stands in the middle of the circle. The Jedi's job is to say: "look down" and then "look up".
- **Step 3:** When athletes are asked to look up, they must look into the eyes of one other athlete in the circle. They can choose anyone to look at, and can change who they look at each round. If any two athletes look directly at each other and make eye contact, they must quickly switch spots in the circle with each other. When this happens, the Jedi must try to take one of the athlete's spots by getting to one of the empty spots first.
- **Step 4:** The athlete left without a spot becomes the next Jedi.

**MODIFICATIONS:** To make the game more challenging, try having athletes hop on one foot or nominating more than one Jedi in the middle of the circle.

## **10. Rock, Paper, Scissors Baseball\***

**EQUIPMENT:** optional: 4 bases or pylons

- **Step 1:** Set up a baseball diamond using bases, pylons or existing structures (i.e. trees, benches, etc.).
- **Step 2:** Have athletes start standing around home plate, maintaining 6 foot distancing. Tell athletes to challenge someone else at home plate to a game of Rock, Paper, Scissors (RPS). If athletes aren't familiar with RPS, take a few moments to do a demonstration:
  - **Rock beats scissors**

- Scissors cut paper
- Paper covers rock
- **Step 3:** The winning partner gets to run to first base and the losing partner stays at home plate to find another athlete to play RPS with. They continue to do this until they win a round and can move to first base.
- **Step 4:** Once at first base, athletes will once again find a partner to play RPS with and the winner advances; the loser stays at first base and keeps playing RPS with athletes at first base until they can advance.
- **Step 5:** The goal of the game is to see how many times athletes can go around the bases in a designated time-period. The athlete that gets around the most wins!

**MODIFICATIONS:** Increase/decrease the challenge by allowing athletes as much time as they need to move around the bases. Alternatively, you could put a time limit of 60 seconds to speed up their decision-making when playing RPS.

## 11. All My Neighbours\*

**EQUIPMENT NEEDED:** Optional: pylons/cones/floor dots

- **Step 1:** Form a circle and ask athletes to stand 6 feet away from each other. Consider placing a pylon or dot in front of each athlete. Stand in the middle of the circle and act as the first caller.
- **Step 2:** The caller's job is to finish the sentence starter "All my neighbours..." with a fact that is true about themselves. For example, "All my neighbors.... are wearing black shoes", or "All my neighbours... love ice cream", or "All my neighbours.... love camping"...
- **Step 3:** Next, everyone in the circle who is wearing black shoes (or who loves ice cream) needs to move to find a new spot in the circle, including the caller.
- **Step 4:** The person left without a spot becomes the next caller. Encourage athletes to be creative with what they call out so that the group can use the activity to really get to know each other.

**MODIFICATIONS:** To make the game more challenging, try having athletes hop, crab walk, or bear crawl, when they move to new spots.

## 12. Steal The Bacon\*

**EQUIPMENT NEEDED:** Optional: 4 bases or pylons

- **Step 1:** Form two teams (the max number of athletes per team should be 5 so if you have a big group you can play multiple games at once but spaced out). Get each team to line up, with teammates standing 6 feet away from each other. Two teams should be facing each other and be roughly 10-15 feet apart and sitting on the ground.
- **Step 2:** Place 2 pylons or pinnies (or two sticks) in between the teams and assign one to each team as their piece of 'bacon'. Ensure that the pieces of 'bacon' are at minimum 6 feet apart.



- **Step 2:** Now give each athlete a number from 1 to 5. Athletes must remember their number. Get athletes to say their number and then point to the person who has their same number on the opposite team.
- **Step 3:** Explain that when athletes hear their number called, they need to run towards their team's bacon (pylon or pinnie), tap it with their foot, and run back to their team's line.
- **Step 4:** The first athlete to run back and sit down gets one point. The team with the most points wins!

**MODIFICATIONS:** To make the game more challenging, try having athletes hop on one foot or run backwards to and from the 'bacon'.

### 13. Riverbank\*

**EQUIPMENT NEEDED:** Optional: pylons/cones/floor dots

- **Step 1:** identify a clear line (on the gym floor, on the concrete, or with pylons). Instruct your athletes to put their toes on the line, standing 6 ft apart, and to face the leader (you).
- **Step 2:** The leader will call out "river," "bank," or "riverbank."
  - **"River"** – athletes will hop forward, over the line
  - **"Bank"** – athletes will hop backward, over the line
  - **"Riverbank"** – athletes will hop sideways with one foot in the river and one foot in the bank.
- **Step 4:** If an athlete makes a mistake, challenge them to do five jumping jacks or a silly dance before rejoining the game.

**MODIFICATIONS:** Try having athletes run on the spot as they wait for commands or hop on one foot when commands are given.

### 14. Fitness Relay

**EQUIPMENT:** pylons/cones/floor dots

- **Step 1:** Divide athletes into teams of three. Each team needs to line up one behind the other, standing 6 feet away from each other. Set up one pylon directly in front of each team (the starting pylon), and a second pylon 15-20 feet in front of each team (the ending pylon).
- **Step 2:** The leader calls out an exercise, for example, "three push-ups", "five jumping jacks", "eight toe touches", etc.
- **Step 3:** When the leader says, "Go!" the first athlete in line will run to the far pylon and perform the exercise. Then run to the back of their team's line and sit down. Then, the next athlete in line goes. This is a relay race.
- **Step 4:** The first team to have all athletes complete the challenge and sitting down wins!

**MODIFICATIONS:** To make the game more challenging, try having athletes hop or run backwards to and from the pylons.

## 15. Spud

**EQUIPMENT:** one soft ball

- **Step 1:** Ensure athletes sanitize or wash their hands before playing. Ensure the ball has been sanitized. This game is ideal in groups of 10 or less.
- **Step 2:** Assign each athlete a number starting with 1. Get them to stand in a circle around you standing 6 feet apart.
- **Step 3:** Explain and demonstrate that:
  - The object of the game is to **not** spell the word “SPUD”.
  - The game starts when you throw the ball in the air and call out a number.
  - The athlete, whose number is called, should grab the ball as quickly as possible and yell, “freeze.”
  - The athlete with the ball then takes 3 steps and throws the ball and tries to hit another athlete (under the waist).
  - If the ball hits someone, the athlete who was hit gets an “S”. If the ball misses the athlete, the thrower gets an “S”.
  - Each round, the group needs to reform the circle. Continue to throw the ball calling out different numbers each time.
  - The game ends when an athlete collects all letters “S-P-U-D.”
- **Step 4:** Get youth to sanitize/wash their hands again after playing and ensure you sanitize the ball.

**MODIFICATIONS:** To make the game easier, try increasing the number of steps the thrower can take. To make the game more challenging, try using 2 balls and having two throwers at once.

## 16. Captain’s Orders\*

**EQUIPMENT:** Optional: pylons/cones/floor dots

- **Step 1:** Mark a large play area to represent the deck of a ship (using natural boundaries and/or pylons to mark the bow, the port (left) and starboard (right) sides of the ship).
- **Step 2:** Stand at the bow of the ship and ask the athletes to stand in a single long line between you and the stern of the ship, with 6 feet between each of them.
- **Step 3:** You are the captain and your job is to shout commands to the “sailors.” Some commands include:
  - **“Captain’s Coming!”:** Sailors must stand at attention and salute. If they fail to stand still at attention, or if they laugh or giggle, they are “dismissed” and must sit down.
  - **“At Ease!”:** Sailors remain standing, but they can relax and stop saluting.
  - **“Starboard side!”:** Sailors run to the right.
  - **“Port side!”:** Sailors run to the left.
  - **“Swab the Deck!”:** Sailors pretend to mop the deck.
  - **“Hit the deck!”:** Sailors drop down to the ground as fast as possible.
  - **“Beached whale!”:** Everyone lays on the ground and acts like a beached whale (wiggling, writhing, and making weird sounds).

**MODIFICATIONS:** Consider adding new and fun commands. To make it more competitive, you can eliminate sailors who complete the actions last, until there is only one sailor remaining. That sailor becomes the captain for the next round of play. Alternatively, you can simply limit each round to two minutes and choose a new captain each time.

### **17. Speed Bounce\***

- **Step 1:** Ask athletes to choose a line or mark on the floor/ground.
- **Step 2:** At a signal, challenge them to jump from one side to the other, counting how many jumps they can make within a given timeframe.

### **18. Ladders\***

- **Step 1:** Divide athletes into pairs and sit them down in two lines facing each other with legs outstretched, forming a “ladder”. Their feet should be 3 feet apart.
- **Step 2:** Give each pair a number.
- **Step 3:** When you call their number, the pair must step over the other athlete’s legs to get to the end of the ladder, run around the ladder and then step over the legs to get back to their places.
- **Step 4:** Make sure there is enough space between the pairs for athletes to move safely and emphasise the need to move sensibly and to sit sensibly!

### **19. Shadow Tag\***

- **Step 1:** This is a game of tag. Designate 1-3 athletes to be ‘it’.
- **Step 2:** The athletes who are ‘it’ chase the other athletes around and try to step on their shadows. Remind athletes to try to keep a 6-foot distance from each other!
- **Step 3:** Each time an athlete’s shadow is stepped on, they earn a letter in the word SHADOW. The goal is to be the last person to spell the whole word.
- **Step 4:** Once an athlete spells SHADOW, they join the “it” team and chase other athletes around.
- **Step 5:** The last athlete not ‘it’ wins!

**MODIFICATIONS:** Instead of spelling the word ‘SHADOW’, modify the game so that every time someone’s shadow gets stepped on, they are now ‘it’. Or if your shadow gets stepped on, you are frozen until someone who is not ‘it’ comes and steps on your shadow to free you!

### **20. Human Tic-Tac-Toe**

**EQUIPMENT:** pylons/cones/dots/tape, pinnies or beanbags

- **Step 1:** Before the game begins, create tic-tac-toe grids around the space using pylons or tape.
- **Step 2:** Divide athletes into two groups of 3. Multiple games can be going on at one time.

- **Step 3:** Explain how tic-tac-toe works (i.e. the object is to form a line (straight or diagonal) with your colour and stop the other team from forming a line with their colour.)
- **Step 4:** Each team will be given 3 pinnies or beanbags of the same colour to use. Ask athletes to line up 10 -15 feet from their grid and to stand 6 feet apart from one another.
- **Step 5:** When you say “go” an athlete from each team will run and place their object in one of the squares; once they are back in line the next teammate can go.
- **Step 6:** If there is no winner after all 3 team members have gone, the first person will go back and rearrange one of the pinnies/beanbags, this will continue until there is a winner.

**MODIFICATIONS:** Try creating a skill-shot requirement. Set a marker for each team on opposite sides of the tic-tac-toe board, with each marker an equal distance away from the board. Teams alternate turns. Each turn, one athlete stands at the marker and attempts to throw their bean bag and have it land in their desired square. When an athlete misses a shot or throws an item into an occupied square, that athlete forfeits their turn to the opposing team.

## **21. Whistle Fitness\***

**EQUIPMENT:** whistle

- **Step 1:** Ask athletes to stand in a line facing you, standing 6 feet apart from each other.
- **Step 2:** Athletes will respond to whistle blasts, reacting as quickly as possible.
- **Step 3:** Here are examples of what the whistle blasts can represent:
  - 1 blast of the whistle = side shuffles
  - 2 blasts = 10 jumping jacks
  - 3 blasts = 10 burpees, etc.

**MODIFICATIONS:** To make this more challenging, try having the athletes run on the spot or balance on one foot in between whistles.

## **22. Red Light, Green Light\***

**EQUIPMENT:** Optional: pylons/cones/floor dots

- **Step 1:** Mark out a play area with a start line and a finish line 25 metres apart (use cones if needed).
- **Step 2:** Explain that they are the cars and you are the traffic light:
  - "green light": means athletes can move toward you.
  - "red light": means athletes must freeze.
- **Step 3:** Tell athletes to line up at the start line standing 6 feet apart. You need to stand at the finish line. Explain that the goal of the game is to be the first to make it to the finish line. But, if you catch them moving when you say “red light”, they need to return to the start line and start again.
- **Step 4:** Start the game by facing away from the athletes and calling out “green light”. When you call out “red light”, turn around and try to catch athletes moving. Continue this way until an athlete makes it past the traffic light. The first to do so gets to become the new traffic light.

**MODIFICATIONS:** To make this game more challenging, try having players hop instead of walk/run for “green light” and balance on one foot and freeze when you call out “red light”.

### **23. Animal Relay\***

**EQUIPMENT:** Optional: pylons

- **Step 1:** Divide athletes into teams of three. Mark a start line and an end line 15-20 feet apart (using cones, tape, or sticks). Each team needs to line up one behind the other, standing 6 feet away from each other.
- **Step 2:** The leader calls out an animal and demonstrates an action to follow (example: rabbit - hop on two feet). When the leader says, "Go," the first athlete in each line will act like the specified animal as they move toward the end line and then move back to their team. Once the first athlete sits down at the end of their line, the next athlete in line goes.
- **Step 3:** The first team to have all athletes sitting down wins!

**MODIFICATIONS:** Let each team come up with animals and actions that the group will have to use during the relay race!

### **24. Frisbee Golf**

**EQUIPMENT:** 1 frisbee per athlete

- **Step 1:** Give each student their own frisbee and set up a course (label each tree or pylon they need to touch with a number).
- **Step 2:** The first one to get their frisbee through the course wins!

### **25. Circuits**

**EQUIPMENT:** 1 ball per athlete

- **Step 1:** Set up 5-10 stations around the play area. At each station post instructions for the 3 minute challenge.
- **Step 2:** Divide athletes into small groups and assign each group to start at a different station.
- **Step 3:** After three minutes at each station, get teams to rotate.
- **Step 4:** Observe for any athletes who deserve a special shout-out for their great effort.

**Challenges can include:**

1. How many jumping jacks can you do in 3 minutes?
2. How many times can you bounce your ball in the air and clap twice in 3 minutes?
3. How many steps can you take in a handstand?
4. How many times can you bounce the ball off the wall (standing 5 metres away from the wall) and catch it in 3 minutes?
5. How far can you walk with the ball pinched between your knees without dropping it?
6. How far can you hop with the ball pinched between your shoes without dropping it?
7. How many times can you jump back and forth over your ball within 3 minutes?

8. How many times can you bounce your ball between your legs and turn around and catch it in 3 minutes?

## 26. Hopscotch Challenge

This game is ideal for large, concrete outdoor spaces.

**EQUIPMENT:** 1 piece of chalk per athlete

- **Step 1:** Assign each athlete a space in the play area and give them a piece of chalk.
- **Step 2:** Challenge them to create the most innovative hopscotch board they can think of. It should include jumps, dance moves, twirls and hops and more.
- **Step 3:** Challenge each athlete to make their hopscotch course connect to at least two other courses (ideally, all of the courses will connect).
- **Step 4:** Get all athletes to work their way through all of the courses.

## 27. Fit Dice\*

**EQUIPMENT:** 2 dice and your Fit Dice poster

- **Step 1:** Explain that each time you roll the dice, the athletes will need to complete a fitness activity that corresponds with the dice rolled. The first roll = the exercise, the second roll = the number of repetitions.

Created By: Mike Gintola (@PhysEdDepot)

ROLL 2 DICE			ROLL THIS MANY DICE FOR # OF REPS
IF YOU ROLLED		THEN YOU'LL DO THIS EXERCISE	
2	→	BUNNY HOPS	→ 4 DICE
3	→	SKY JUMPS	→ 3 DICE
4	→	LEG SCISSORS	→ 4 DICE
5	→	BURPEES	→ 2 DICE
6	→	BELL JUMPS	→ 4 DICE
7	→	ELBOW PLANK (secs)	→ 3 DICE
8	→	FRONT KICKS	→ 4 DICE
9	→	PUNCHES	→ 3 DICE
10	→	PUSH-UPS	→ 2 DICE
11	→	CURL-UPS	→ 3 DICE
12	→	JUMPING JACKS	→ 3 DICE

## 28. Rock, Paper, Scissors, Cheer\*

- **Step 1:** Divide athletes into pairs and have them play a game of Rock, Paper, Scissors with their partner.
- **Step 2:** Once one of the partners wins, the losing player will stand behind the winning player and create a one syllable cheer. The winner will then find another individual that won, and play them in a game of Rock, Paper, Scissors until a winner is declared. Losing team will join the line of the winner, and add their cheer to the existing cheer.
- **Step 3:** Continue play until there are only two players remaining, with a line behind each. Encourage athletes to cheer their player on, helping them to victory!

**MODIFICATIONS:** Have players express their action with their entire body, a picture of the item or by speaking the action instead of using their hands

## 29. Four Corner Questions\*

- **Step 1:** Prepare a list of statements or questions that athletes can answer with **Strongly Agree, Agree, Disagree or Strongly Disagree**. Then read those statements to the group, where athletes will decide how they feel about that statement or question presented to them
- **Step 2:** Once athletes have decided how they feel about the statement, they will move to the space that represents their answer. This is a great way to learn similarities they have with fellow athletes!

**MODIFICATIONS:** To increase comfort for all athletes, you can have athletes close their eyes and signal their feelings on one hand by holding up a number or by pointing to the corresponding corner. Athletes that may feel uncomfortable answering questions can help coaches ask questions or make statements

### **30. Four Corner Spy\***

- **Step 1:** Select one athlete to sit in the middle of the space. That athlete will count **out loud** to 10. While counting, all other athletes will move to one of the four corners, numbered 1, 2, 3 & 4.
- **Step 2:** Once the athlete in the middle has counted to 10, athletes will be positioned in one of the four corners. While keeping their eyes closed, the athlete in the middle will guess a corner that they think others are standing in. Anyone standing in that corner will “lose” one of their three “lives”.
- **Step 3:** As the game progresses, ask athletes what strategies they’re using to not get caught by the person in the middle. This can help those who are being caught more frequently to be more successful by learning from their peers.

**MODIFICATIONS:** Athletes can do a type of exercise or answer a question to get back into the game. Athletes can help the caller choose a number once they have been caught three times

### **31. Home Run Riddles\***

- **Step 1:** Prepare 5-10 riddles that you can share with athletes during game play. Designate four spots in the play areas as bases (home, first, second and third).
- **Step 2:** Divide the group into two teams. Assign each team to their own half of the program space. Instruct one team to line up behind one another, at a safe distance. Instruct the other team to spread out across their space, in no particular order.
- **Step 3:** Reach a riddle to the team that is spread across their space and say “GO”. That team will try to solve the riddle. The other team will move one at a time “around the bases” stepping on four different designated “bases”.
- **Step 4:** Base runners can start their movement once the athlete in front of them reaches first base. Count how many athletes touch home plate before the other team solves the riddle.
- **Step 5:** Alternate teams until 5 innings have been played (5 riddles per team). Count accumulated points to determine a winner, if desired.

**MODIFICATIONS:** Use rhyming words or baseball related questions instead of riddles. Allow athletes to start at the same time to gather more points and increase rate of success .

### **32. Quick Touch\***

- **Step 1:** Divide athletes into pairs and have them form two straight lines standing 6 feet apart, in the ready position facing their partner. Partners should be approx. 10-15 feet apart across from each other.
- **Step 2:** Say different body parts like: “head”, “shoulders”, “knees”, “nose” etc. and athletes should follow your instruction by putting their hands on the body part called out.
- **Step 3:** When you say “TOUCH” athletes must move to a wall or object indicated by the coach, and back to their spot as quickly as they can. Athletes will be instructed to touch the wall with their foot, or elbow. The person to return to their spot first wins a point.

**MODIFICATIONS:** Allow athletes to call or signal the word “touch” when the coach does a certain action. The first athlete to say or signal “touch” wins the point.

### **33. Giants, Elves & Wizards\***

- **Step 1:** Divide athletes into small groups of 3 or 4, and have each group form a small circle, while spread from one another
- **Step 2:** Athletes will turn away from one another in their circle, and choose one of “Giant”, “Elf” or “Wizard” in their head. When coach signals “GO!”, athletes will turn around and signal their choice. Giants will be shown by athletes holding their hands above their head, making themselves big! Wizards will be shown by wiggling their fingers in front of their chest to “cast a spell”! Elves will make put two fingers on their head to show their “pointy ears”!
- **Step 3:** The goal is for each group to have all athletes in their group show the same signal. Athletes will continue to turn around and select one of the three options until each member of the group shows the same! To add some difficulty, make it so athletes can’t talk to one another during this game!

**MODIFICATIONS:** Add sound effects to each action in addition to, or in replacement of hand actions. Put athletes in smaller groups of two, to give athletes a better chance of success. If small groups are successful, start to place athletes in larger groups.

### **34. Wink Detective\***

- **Step 1:** Instruct athletes to side in a wide circle and close their eyes. The coach will slowly walk around the circle and select one athlete as the wink master, and another athlete as the detective. Athletes will be selected by the coach gently tapping their foot.
- **Step 2:** Once the coach has selected the two athletes, they will instruct the group to open their eyes.
- **Step 3:** Athletes will begin to look around the space at their peers. The detective will be instructed that they can move within the circle to try to catch the wink master. The wink master will try to wink at others in the circle without being caught by the detective.
- **Step 4:** Once an athlete is winked at, they will dramatically react and lay on the floor in their spot.



- **Step 5:** Continue play until the detective catches the wink master, or until they have unsuccessfully guessed three times. Start the game again with new detectives and wink masters.

**MODIFICATIONS:** Change the name to signal master, where athletes can create a signal that the group should look for, instead of winking.

### **35. Something's Different!\***

- **Step 1:** Divide the group into pairs. Divide the play area into 2 (with two lines at the end and one middle line). Ask each pair to stand facing each other at the middle line. Challenge them to study each other for one minute.
- **Step 2:** Explain that when you say "go", each athlete will run to the end line behind them (away from their partner). When they get to the end line, they need to quickly change one thing about the way they look (ie. tuck their hair behind their ear, turn their shirt around, take off glasses, etc.). After 30 seconds, yell "go" and all athletes run back to the middle and try to guess what has changed about their partner.
- **Step 3:** Switch partners and try it again.

**MODIFICATIONS:** Add a series of obstacles between the middle and end lines that athletes have to move through between rounds.

### **36. Freeze Frame Baseball\***

- **Step 1:** Instruct athletes to find their own space for this activity. Lead a few dynamic and static stretches to help athletes prepare for this activity.
- **Step 2:** Provide athletes with a baseball term (ie. home run, stealing a base, catching a fly ball). Give athletes 10-15 seconds to come up with a unique way to show that action, as if they are posing for a photo.
- **Step 3:** Encourage athletes to be creative in their freeze frame, so that the "photo" is unique to them.

**MODIFICATIONS:** Allow athletes to complete actions in a motion picture, instead of a freeze frame to express their movements.

### **37. Dance Frenzy\***

- **Step 1:** Provide athletes with designated spots to stand and move within the program space. Ensure that athletes are spread apart, as they will move around during this activity.
- **Step 2:** Instruct athletes to slowly move within their personal space. Coaches will start to say body parts as the athletes are moving. Athletes will then begin to move that body part in some sort of a dance move, while continuing to move around their space (ie: if a coach says "Left Arm, GO!" – athletes will begin to move their left arm freely in whatever motion they choose).

- **Step 3:** Once athletes have completed movements with a number of parts of their body, coaches will instruct athletes to move based on emotions or imagination of events. (ie: “Dance as if you just hit a walk off home run”; “Dance as if you are sad/excited/happy, angry etc.”)
- **Step 4:** Call on athletes to choose ways for the group to move and dance around their space.

#### **MODIFICATIONS**

- Play music during the activity, so athletes can use that to guide their movements.
- Allow athletes to dance from a stationary location, instead of moving around their space.

### **38. Follow the Leader\***

- **Step 1:** Select one athlete to lead the group through the program space.
- **Step 2:** Instruct the lead athlete to do a variety of different actions at different levels (ie: jumping, hopping, scooting, army crawling, etc.)
- **Step 3:** Continue to switch leaders as athletes move around the space.

#### **MODIFICATIONS**

- Allow athletes to complete actions from a stationary location.
- Include cheers & signals that athletes can follow along with.

### **39. ABC Yoga\***

**Step 1:** Provide athletes with an independent space to participate in this activity.

**Step 2:** Coaches will call out different letters of the alphabet. Athletes will perform an action that they think best represents that letter. There is no one right way to do this! All athletes can have their own unique action.

**Step 3:** Start to provide athletes with different words to spell. This can include their name, baseball terms or even interests that athletes may have – like pizza!

#### **MODIFICATIONS**

- Provide athletes with the option to create their letters at different levels. Some may jump, other may sit or lie down to create their letters and words.

### **40. How Many...\***

- **Step 1:** Coaches will ensure all athletes are spread into independent spots within the program space. Allow athletes enough room to move around safely within their zone.
- **Step 2:** Coaches will say “Okay athletes, **how many**... \_\_\_\_\_ can you complete in \_\_\_\_\_.” Fill in the first blank with an action or an instruction (ie. jumping jacks, self fives, etc.). Fill in the second blank with a time span (ie. in 30 seconds, before Coach runs to the wall and back, etc.)”

- **Step 3:** Have athletes count their score and share if comfortable after the time limit is up. Try the same activity again and see if any athletes have improved! Celebrate all scores and improvements!
- **Step 4:** Continue with new actions and instructions for athletes to try.

#### **MODIFICATIONS**

- Group athletes together to add up their counts. How many did they collectively do together as a team?
- Allow athletes to perform the actions from different levels.
- Change the time span provided to athletes more, or less time to complete the action
- Give options of two different actions to complete. Athletes can choose the action they want to complete.

## BASEBALL SKILLS AND DRILLS

### 41. Hungry Hippos

**EQUIPMENT:** 3 balls and 1 pylon per athlete

- **Step 1:** Give each athlete 3 balls and 1 pylon. Ask athletes to spread their balls out on the field in front of them 10-15 feet away from them. Make sure all athletes have enough space to move around that they can maintain 6 foot distancing.
- **Step 2:** When the coach says “GO”, athletes must field each of their balls and return each to their pylon as quickly as they can (ball 1, pylon, ball 2, pylon, ball 3, pylon).
- **Step 3:** The first athlete to return to their pylon with all 3 balls and yell “HUNGRY HIPPOS”, wins. Athletes are responsible for setting their balls back up once a new round begins.

**MODIFICATIONS:** To increase the difficulty of this game, ask athletes to place their balls 20 feet away from them. Coaches can then use their feet to kick the balls, towards the athlete to help them work on their fielding skills. To increase success, set the balls up on top of pylons to elevate them off the ground.

### 42. Fielding Relay Race\*

- **Step 1:** Divide athletes into multiple small groups with 4-5 athletes in each group. Instruct athletes to stand a safe distance apart in their lines.
- **Step 2:** Instruct athletes to create a unique team name and team cheer. All athletes will cheer on their teammates as they race against other teams!
- **Step 3:** Athletes will race from one end of the space to the other and back to the starting line against other teams. Coach will call out a movement related to baseball skills. Athletes will need to move through the space while completing this movement. Examples: Fielding a ground ball (alligator chomp through the space and back), Fielding a pop fly, hitting a home run, sliding into second base, etc. Get creative and make your own!
- **Step 4:** The next athlete will start once their teammate has given them an air five and joined the end of the line.

**MODIFICATIONS:** Athletes can perform the actions from a standing or seated location in one spot. Coaches can count how many times the action is completed over a 10 second span. Once completed, the next athlete can begin.

### 43. Colour War

**EQUIPMENT:** a variety of different coloured balls, pylons/cones/floor dots

- **Step 1:** Divide athletes into team of 3-4. Assign each member of each team a different colour (i.e. red, yellow, green, blue). Ensure that you assign them colours that correspond with the colours of the balls you have.
- **Step 2:** Mark out a 20 foot by 20 foot play area for each team. Give each player 5 of their coloured balls and ask them to spread them out around their play area.

- **Step 3:** Ask all players to line up along the outside of their play area (remaining 6 feet apart).
- **Step 4:** When you say “Green – Go!”, all of the Green players will run into their playing area and race to collect their five green balls and get out of their playing area first.
- **Step 5:** Continue calling out each of the colours (“Red – Go!”, “Yellow – Go!”). For each round, tally points for the team that has their player complete the task first.
- **Step 6:** Have each athlete return their designated balls to the playing area one at a time to set up the space to play again.

**MODIFICATIONS** - Increase/decrease the challenge: Adjust the **TIMELINE** of the activity by giving the athletes 20 seconds to see how many balls they can retrieve and move back to their spot before the timer runs out. Increase/decrease the amount of balls, use different sized balls instead of colours, or increase/decrease the boundaries of the playing area.

#### **44. Quick Grab**

**EQUIPMENT:** balls

- **Step 1:** Divide athletes into pairs and have them form two straight lines standing 6 feet apart, in the ready position facing their partner. Partners should be approx. 10-15 feet apart across from each other. Each partner should have a ball in front of them.
- **Step 2:** Say different body parts like: “head”, “shoulders”, “knees”, “nose” etc. and athletes should follow your instruction by putting their hands on the body part called out.
- **Step 3:** When you say “BALL” athletes must grab the ball in front of them and hold it in the air before their partner. The person to raise their ball in the air first wins a point.

**MODIFICATIONS:** Increase success by providing athletes with the opportunity to use a tee to lift the ball off the ground.

#### **45. High, Low**

**EQUIPMENT:** balls that bounce

- **Step 1:** Athletes will stand in a line about 10-15 feet apart. Give each athlete 1 ball and instruct them to get into a ready position.
- **Step 2:** When the coach says “HIGH” the athlete must bounce their ball (above their waist) high into the air and receive the ball with their thumbs together and fingers pointed upward (i.e. “fingers to the sky”, fielding a pop-fly).
- **Step 3:** When the coach says “LOW” the athlete must bounce their ball low (below their waist) and receive the ball with their pinky fingers touching and fingers pointed downward (i.e. “alligator to the snow”, fielding a grounder).
- **Step 4:** As athletes get used to the game, increase the difficulty by adding new instructions (i.e. RIGHT = bouncing the ball in front of their right foot; MIDDLE; LEFT) and calling pairs of instructions together (i.e. RIGHT & HIGH).

**MODIFICATIONS:** Increase success for athletes that have difficulty bouncing the ball on their own by having the coach stand 6 feet away and bounce the ball to the athlete using a scoop, tennis racket, etc.

- Increase difficulty by challenging athletes to do the opposite of each command, for example, if the coach says “HIGH” they would have to do a LOW bounce etc.

## **46. Zig Zag Pop Flies**

**EQUIPMENT:** gloves, balls, disinfectant wipes

- **Step 1:** Divide athletes into two lines. Position both lines 10 feet apart. You, the coach, should be standing near the first athletes with a bucket of balls.
- **Step 2:** Instruct the first athlete at the front of each line to run straight across the field. When you yell “switch”, athletes need to switch positions with the other runner.
- **Step 3:** Ensure that athletes stay a safe distance from each other when switching. Call out “switch” a couple of times, and then call out “ball” and throw them a pop fly to catch.
- **Step 4:** You can also call “short” or “long” to let athletes know the distance the ball will be thrown.
- **Step 5:** Have athletes catch the fly ball you throw. Make sure athletes are calling the ball before they try to catch it. Wipe each ball with a disinfectant wipe before each throw.

## **47. Great Wall**

**EQUIPMENT:** gloves, 15 balls, 2 buckets

- **Step 1:** Invite athletes to participate in this challenge one at a time. Ask one athlete to stand in ready position in front of a wall with their back facing the wall. Place an empty bucket 6 feet away from them. The coach stands 15-20 feet away with a bucket filled with 15 disinfected balls.
- **Step 2:** Roll balls quickly to the athlete. Their challenge is to field as many of the 15 balls as possible (not letting any go through their legs) and run and drop each ball after catching it into the empty bucket.
- **Step 4:** Once all 15 balls have been tossed, count how many balls have been fielded and how many went through their legs. Sanitize all balls before running the drill with the next athlete. Challenge athletes to break their own personal records each time they work through the drill.

## **48. Knock It Off**

**EQUIPMENT:** 1 ball per athlete, pylons

- **Step 1:** Divide athletes into groups of 4. Each athlete has one ball and one pylon.
- **Step 2:** Athletes will line up, standing 6 feet apart. Placed next to each athlete is the athlete’s pylon with their ball on top. The pylon must be 6 feet away from the athlete.
- **Step 3:** The first person in line will run out about 10-15 feet from their spot, quickly turn, aim and throw their ball at the pylon belonging to the next person in line. Then they will run to retrieve their ball and join the back of their team’s line. If they hit the pylon, their team

earns one point. The goal is to knock off the ball that is sitting on top of their team mate's pylon.

- **Step 4:** Then the next athlete on the team repeats the process, trying to knock the next player's ball off their pylon.
- **Step 5:** Time the relay for 3-5 minutes and see which team can earn the most points.

**MODIFICATIONS:** Adjust the directions by instructing athletes to roll the ball instead of throwing to knock the ball off the pylon. To increase success, adjust the distance by increasing/decreasing the space between pylons. To help build connection, instruct athletes to learn one another's favourite food, colour, movie etc. and yell it out before throwing to each corresponding player. For example: if Sadie's favourite colour is green, the thrower will shout "Green" before trying to knock her ball off the pylon.

## 49. Knight Toss

**EQUIPMENT:** 1 ball per athlete, pylons/ hula hoops/spot markers

- **Step 1:** Using pylons to mark their positions, athletes will stand at least 6 feet apart along the backstop/fence.
- **Step 2:** Place a target (hula hoop, spot marker, pylon etc.) on the fence in front of each athlete
- **Step 3:** Instruct athletes to kneel with their throwing knee (glove hand knee up) on the ground facing the backstop/fence.
- **Step 4:** Challenge athletes to throw their ball and hit the target. Once athletes hit the target, they must take one step backward and throw again. If athletes miss the target, they must re-start and go back to the beginning.
- **Step 5:** As athletes get used to the game, increase the difficulty by having them start backwards, putting one hand behind their back or by throwing in unison with their teammates (i.e. coach calls "GO" when they must throw the ball)

**MODIFICATIONS:** Instead of kneeling, ask athletes to sit in a chair or stand. To increase the element of choice, place different coloured spot markers in a line facing the fence to allow the athlete to decide how far away they want to be from the target.

## 50. Rapid Fire

**EQUIPMENT:** 1 ball per athlete, pylons

- **Step 1:** Divide athletes into pairs and go through a normal throwing progression. At the end, challenge each pair to see how many throws they can complete in 30 seconds.
- **Step 2:** Space participants at least 6 feet apart while in line with one another. Have all the balls start on the same side. Get each pair to count their throws out loud
- **Step 3:** Once the 30 seconds is up call out "freeze" and then go down the line quickly asking for everyone's number count. Do this again, placing emphasis on partners beating their previous score. Note: Before the second round ask athletes what they think will make their

throws quicker. Emphasize a quick exchange between catching and throwing the ball and making accurate throws, NOT throwing it harder.

- Ensure that all athletes sanitize their hands before and after this drill.

## **51. 4 Corners Dodgeball**

**EQUIPMENT:** 3 balls per athlete, pylons, spot markers

- **Step 1:** Divide participants into 4 teams and the play area into 4 quadrants using pylons/spot markers. Assign each team to a quadrant.
- **Step 2:** Give each athlete 3 balls. Quadrants must be at least 20 feet long and 20 feet deep.
- **Step 3:** Place 1 tee with 1 ball on top in the corner of each quadrant. Place several pylons/spot markers 6 feet apart around the play area.
- **Step 4:** Explain and demonstrate:
  - Athletes can only move on pylons/spot markers in the play area. One athlete per marker.
  - One person from each team is responsible for staying in their quadrant to defend their ball from falling off their tee.
  - Additional athletes have 3 chances (3 balls/athlete) to try to hit the other teams' tee/ball by throwing their own balls at it.
  - Once athletes have released all 3 balls, they must go back to their quadrant, sit down 6 feet away from their teammates and cheer on their defender.
  - The team with the last ball sitting on their tee is the winner.

\*Spend time disinfecting balls between each game\*

**MODIFICATIONS:** Increase/decrease the challenge by altering the size of the play area. Add colour! Each team could be designated a specific colour with a corresponding pylon and balls. At the end of the round, the same coloured balls would be returned to the correct group to reduce ball handling. Play "the floor is LAVA" to help remind children/youth to stay on pylons or spot markers.

## **52. Target Practice**

**EQUIPMENT:** gloves, balls, pylons

- **Step 1:** Set out a variety of pylons on the field (enough for each athlete to start with their own).
- **Step 2:** Provide each athlete with their own ball. Direct athletes to throw the ball and try to hit a target (pylons). Athletes will count how many times they hit a target in one minute.
- **Step 3:** As athletes move to other targets, encourage them to take a step back every time they hit the target.

## **53. Pass Perfect**

**EQUIPMENT:** balls, colour dots

- **Step 1:** Divide participants into equal teams of 4-6. Make a line using 5-10 floor dots in front of each group. Place a pylon or a target at the far end of the field in front of each team.



- **Step 2:** When you say “Go”, the first player in each team runs to the furthest dot on the field and tries to throw and hit the target. If they hit it, they earn their team 1 point. They then collect their ball and run to the back of their team’s line. Repeat this process with all players.
- **Step 3:** The next time, the first player goes again, they go to the second furthest spot on the field (moving further and further away from the target each time).
- **Step 3:** The game ends when all players have thrown the ball from each of the distance markers.
- **Step 4:** Tally up the points for each team and see if they can set a new world record.

**MODIFICATIONS:** To increase/decrease difficulty, add or take away pylons.

## **54. Swing and Sprint**

**EQUIPMENT:** 15-20 coloured balls, 1 bat per group, pylons

- **Step 1:** Divide athletes into groups of three, 6 feet apart as follows:
  - 1 athlete hitting
  - 1 athlete outfield
  - 1 athlete infield
- **Step 2:** Each athlete is designated a certain colour of ball. Once up to bat, the athletes must only use their colour ball.
- **Step 3:** The batter either uses a tee or soft tosses the ball to themselves. They leave the bat at home plate, run out and become a fielder.
- **Step 4:** The infielder runs in, sanitizes their hands and the handle of the bat and becomes the batter. The outfielder runs in and becomes the infielder. The athletes in fielding positions will not touch the ball but they will work on reacting to the ball once it has been hit.
- **Step 5:** Continue rotating until all the balls have been hit. Ask athletes to gather their coloured balls, one athlete at a time, before beginning the game again.

**MODIFICATIONS:** To increase difficulty, add points to the hit/location of the hit (i.e. 1 point for a ground ball, 2 points for a line drive, 3 points if it reaches centre field etc.). In order to help athletes stay 6 feet apart, use pylons or spot markers to identify their spot in the field.

## **55. Race To The Base**

**EQUIPMENT:** Per small group: 1 bat, 1 base, 1 ball, 1 pylon or tee

- **Step 1:** Divide athletes into small groups of 3-5. Set up a tee for the batter to hit the ball off of. Place a base in front of the tee at a distance appropriate for their skill level.
- **Step 2:** In each group, one athlete begins as the batter and the other athletes are in the field standing 6 feet apart.
- **Step 3:** The batter hits the ball off the tee and attempts to run to the base and back to the tee as many times as possible. Each time the athlete moves to the base and back = 1 point.

- **Step 4:** Once the ball is hit, the fielders must complete 10 jumping jacks one at a time as quickly as they can. After the fielders have completed their jumping jacks, they must yell “FREEZE” to signal to the batter to stop moving.
- **Step 5:** Every athlete is responsible for keeping note of their points. After their turn, the batter must collect their balls and return them to a “discard pile” to be sanitized  
\*Ensure that athletes sanitize their hands and the handle of the bat before batting\*.

**MODIFICATIONS:** Increase/decrease the challenge by allowing each athlete to have more chances to bat (i.e. 3 turns at bat then rotate). To increase the element of choice, allow athletes to choose what size of ball they would like to hit!

To increase difficulty, add points to the hit/location of the hit (i.e. 1 point for a ground ball, 2 points for a line drive, 3 points if it reaches centre field etc.). In order to help athletes stay 6 feet apart, use pylons or spot markers to identify their spot in the field. Add additional exercises for the fielders to complete.

## **56. Cricket Baseball**

**EQUIPMENT:** gloves, balls, bats, pylons or bases

- **Step 1:** Divide athletes into two teams. Ensure athletes are maintaining safe distance while waiting their turn.
- **Step 2:** Set up a diamond with the bases, but put a pylon halfway between home plate and first base. One team is up to bat and the other is in the field – with a person standing at each base. Assign an athlete or coach to pitch to the batter.
- **Step 3:** Once the batter hits, they must run back and forth between home and halfway to first base (where the pylon is) as many times as they can. Every time they touch home base they earn one point for their team.
- **Step 4:** The fielding team must throw to every base as quickly as possible – going in the direction 3rd – 2nd – 1st to home.
- **Step 5:** Once the ball reaches home plate the runner stops where they are and tallies the number of points they won for their team.
- **Step 6:** Sanitize the ball and bat between every at bat. Have everyone bat and then switch.

## **57. Musical Bases**

**EQUIPMENT:** pylons and balls in various colours and music

- **Step 1:** Place pylons 6 feet apart along the baseline between 1st and 2nd base, 2nd and 3rd base, and 3rd base and home. Athletes must start on or close to a pylon.
- **Step 2:** Gather balls with corresponding colours to the pylons and place them in a bucket.
- **Step 3:** To start the game, begin to play music. The music is the athletes’ cue to begin moving around the bases from pylon to pylon.
- **Step 4:** When the music stops the coach will pull a colour from the bucket and athletes standing on the same coloured spot marker must complete a certain task/challenge (i.e. chicken dance, 10 jumping jacks etc.).

**MODIFICATIONS:** Increase difficulty by eliminating colours once they have been pulled from the bucket. If the athlete is on the colour, they must remove themselves and the coloured spot marker from the game using their foot. Designate an out area by separating athletes 6 feet apart using pylons. To increase success, hold the coloured ball in the air for all athletes to see. Add points to bases (i.e. landing on 1st base = 1 point, 2nd base = 2 points etc.).

## **58. Driving Range**

**EQUIPMENT:** Tee and bat (one per group), 25-30 whiffle balls

- **Step 1:** Divide athletes into small groups of 3-4 and space them 6 feet apart.
- **Step 2:** Athletes hit whiffle balls off a tee into a marked playing area with different point values based on distance.
- **Step 3:** Each batter gets a set amount of swings or time to get as many points as possible.
- **Step 4:** Athletes are responsible for collecting their balls and placing them in a “used” pile to sanitize (which could be a designated area, bucket, hula hoop etc.).

\*Ensure that athletes are sanitizing their hands and the handle of the bat before switching batters\*

**MODIFICATIONS:** Place spot markers or pylons 6 feet apart to show athletes where to stand while they wait. While athletes are waiting, challenge them to do exercises, stretching or have them cheer for their teammate. Designate points to certain coloured pylons and place them at various distances in the field. Adapt as necessary to increase/decrease challenge.

## **59. Round Trip Relay**

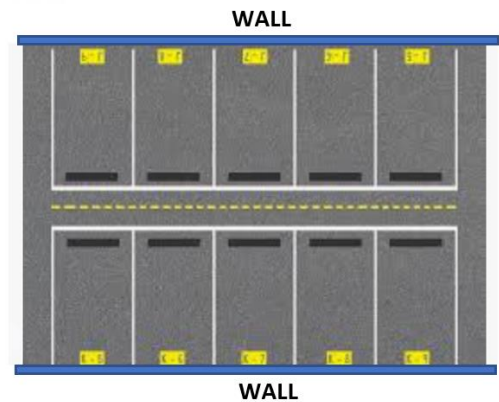
**EQUIPMENT:** pylons

- **Step 1:** Divide athletes into two equal teams. One team will be up first while the other team waits in a designated waiting/cheer area. Teams must begin at home plate standing in a line 6 feet apart.
- **Step 2:** When the coach says “GO”, the timer will begin and the first athlete in line will move as quick as they can around all four bases.
- **Step 3:** As athletes approach home, the next athlete in line stands in front of the base and gets into ready position. The runner must cross the line created between 3rd base and home to signal the next athlete to begin.
- **Step 4:** The coach will stop the timer once the last athlete in line crosses the finish line. The next team will go and follow the same steps.
- **Step 5:** The coach will determine the winning team by the fastest time.

**MODIFICATIONS:** Increase or decrease the challenge by instructing athletes to walk, speed walk, run, hop, skip, walk backwards etc. In order to help athletes stay 6 feet apart, use pylons or spot markers to identify their spot in line.

## WALL BALL ACTIVITIES

For Wall Ball, set up separated stations (the size of parking lot spaces) for each athlete against the wall. Use cones or floor dots or chalk to create the separated spaces. Assign each athlete a station to stay in. Explain that athletes are expected to remain within their station throughout the activities. If you don't have enough wall space or parking spots, assign 3-4 athletes to a parking space and lead each activity as though it's a relay (athletes wait their turn 10 feet from their assigned parking spot).



### 60. Alligator Wall Chomp

**EQUIPMENT:** 1 ball per athlete

- **Step 1:** Have athlete's line-up in front of a wall with a ball (spaced out to allow for social distancing)
  - Show them the correct way to field a groundball and explain to always use 2 hands whenever fielding a ball. We call this the alligator chomp!
- **Step 2:** Athletes will underhand the ball at the wall and then fielding it with their alligator chomp.
- **Step 3:** As athletes become comfortable with this have them throw the ball harder or move back/closer to allow for different bounces off the wall.
- **Step 4:** Once this has been completed have athletes throw the ball at the wall while shuffling side to side while using their alligator chomp.
- **Step 5:** The last modification would be to partner up athletes. Have one athlete stand behind the other and throw the ball at the wall without the fielding athlete knowing where. They will need to react quickly and fielding the ball using proper form.
- **Step 6:** Have balls placed in a bucket to be sanitized once athletes are done with this activity.

### 61. Turn-2

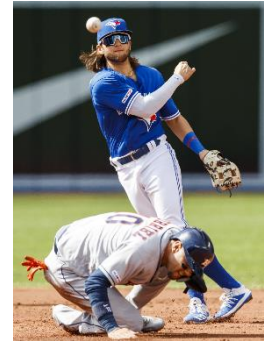
**EQUIPMENT:** 1 ball per athlete, any item/spot to step on

- **Step 1:** Ask athletes to start 5 feet away from their wall.
- **Step 2:** Have athletes select or place another spot on the floor another 5 feet away from them.



- **Step 3:** The goal of this activity is to field a ball of the wall then touch the item (as if it is a base) and then throw it back to the wall to Turn-2!
- **Note:** The further back athletes stand means more time to set their feet and get comfortable with fielding and moving to different spots.

**MODIFICATIONS:** Have athletes field the ball, step on the item, and then pretend as if a runner is sliding and they will need to jump and throw the ball.



## 62. Pickoff Move

**EQUIPMENT:** 1 ball per athlete

- **Step 1:** Have athletes stand 15 feet from the wall with their BACKS to the wall.
- **Step 2:** They will be pretending they are pitchers who are throwing the ball to first base for what we call a pick-off move.
- **Step 3:** Athletes will get into their best pitching position, take a deep breath, and then step-off to turn and throw the ball to the wall.
- **Step 4:** Right-handed athletes will lift their right foot backwards and then turn to throw! Left-handed athletes will lift their left foot and then turn to throw!
- **Note:** This activity will be different for left-handed and right-handed throwing athletes. Have them spaced out accordingly.

**MODIFICATIONS:** It can simply be explained as coming to a full stop and then when ready turning and throwing the ball to a spot on the wall.

## 63. Chuck and Duck (Wall Version)

**EQUIPMENT:** 1 ball, a wall, and 5 items per participant (you can also draw or tape 5 spots on the ground)

- **Step 1:** Youth will be placed in front of a wall where they will throw the ball and look to catch it while standing on each dot (a catch can be decided by the group)
  - Dots can be placed as close or as far as each athlete would like
- **Step 2:** Once they have successfully caught the ball (however decided) they will move back to the next spot.
- **Step 3:** At each dot/spot they will call out something in relation to the topic decided (e.g. Favourite movies, foods they enjoy, musical artists, countries in the world etc.)
- **Step 4:** Once they have reached the furthest dot they will run back to the start and complete this as many more times as you see fit.
- **Step 5:** Once they have completed all 5 dots in the allotted times they will duck down and cheer on their team or wait for the rest of the athletes to complete the activity.

**MODIFICATIONS:**

- To add a team aspect, include a team name, team cheer, or have them remember team members answers at each dot.
- If groups are in 4 at the first dot they will decide on a team member which answer they will call out (e.g. Dot 1 = Alex and her favourite colour is Red, Dot 2 = Tyler and his favourite colour is Blue etc. for the entire team)

## 64. Short Hops

**EQUIPMENT:** 1 ball per athlete.

- **Step 1:** Have athletes standing less than 5 feet from the wall (close to the wall)
- **Step 2:** They will throw the ball at the wall and in a fielding position work on something called a short hop with quick reactions.
- **Step 3:** The ball will bounce and quickly after it hits the ground the athlete will field the ball.
- **Note:** A short hop occurs when the ball bounces and then is fielded quickly unlike a regular groundball.

**MODIFICATIONS:** Athletes will need to throw the ball underhand to get comfortable. Once they feel comfortable fielding on one side of their body have them switch to field on their backhand.



## 65. Triangle Fielding

**EQUIPMENT:** 1 ball per athlete, 3 items or spots on the ground.

- **Step 1:** Have athletes start behind all the spots/items and standing 10 feet away from the wall.
- **Step 2:** Athletes in this drill will go around the 2 spots/items in the back to the front spot where they will field the ball. This is called “rounding” a groundball.
- **Step 3:** Athletes will throw the ball off the wall and will work on timing their fielding, so they are fielding the ball at the front spot/item.
- **Note:** This activity is not about fielding the ball cleanly but working on their footwork. If you have no equipment have them use 3 spots on the ground.

**MODIFICATIONS:** You can modify this so athletes are closer and are required to move faster.

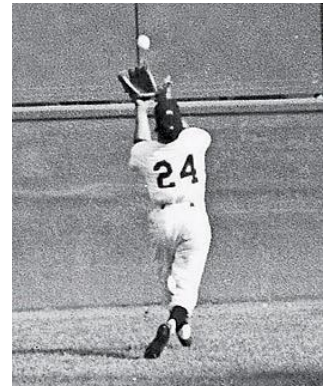


## **66. Over the Shoulder Catch**

**EQUIPMENT:** 1 ball per athlete.

- **Step 1:** Have athletes stand about 5 feet away from the wall with their backs to it.
- **Step 2:** They will then throw a ball over their shoulder of the wall.
- **Step 3:** The goal of this activity is to look over their shoulder to make a catch.
- **Note:** Athletes can move side to side. Ensuring they are aware of all their surroundings.

**MODIFICATIONS:** Move athletes away from the wall which will require a harder throw to make a catch. Have each individual work on both shoulders as they progress.



## **67. Bare-hand Flip**

**EQUIPMENT:** 1 ball per athlete

- **Step 1:** Have athletes stand 5 feet from wall.
- **Step 2:** They will roll/throw the ball off the wall and field it with their fielding hand.
- **Step 3:** If they throw with their right and field with their left have them continue to do this in a pattern. Once they get a hand of it have them go as fast as they feel comfortable with.
- **Note:** Athletes will throw with one hand and have them field it with their other as if they had a glove on. Many will want to throw and field with the same hand!

**MODIFICATIONS:** Have them throw and field all with their left hand and then switch to the right side. Move athletes back as they become more comfortable with bounces and both hands.

## **68. Through your legs fielding**

**EQUIPMENT:** 1 ball per athlete

- **Step 1:** Have athletes standing between 5-10 feet away from the wall.
- **Step 2:** In this activity letting a ball through your legs is okay!
- **Step 3:** Athletes will throw the ball off the wall and get into a position where the ball will roll between their legs.
- **Step 4:** Typically we want to field the ball but here athletes will have fun letting the ball through.
- **Note:** This is great for positioning and teaching athletes that mistakes happen!

**MODIFICATIONS:** Have athletes get into a proper fielding position each time the ball rolls through.

## **69. Huckle Wall\***

- **Step 1:** Ask athletes to start 10 feet away from their wall. They can mark their spot with a rock or a twig.

- **Step 2:** Explain that you will call out a series of commands that include the wall. Their job is to complete the assigned task as quickly as possible and return to their spot as fast as possible. For example:
  - **Huckle hand wall** – means they need to run to the wall, place their hand on it, and run back to their spot.
  - **Huckle foot wall** – run to the wall, place their foot on it, and run back to their spot.
  - **Huckle Star Jump wall** – run to the wall, do 5 star jumps, and run back to their spot.
  - **Huckle Dance Off wall** – run to the wall, do 5 dance moves, run back to their spot.
- **Step 3:** After a few rounds, invite the players who run back fastest, to make the next call.

## 70. Star Ball

**EQUIPMENT:** 1 ball per athlete

- **Step 1:** Athletes must throw their ball against the wall and try to do as many BIG stars (jumping jacks) as they can before the ball bounces back to them.
- **Step 2:** For each big star they are able to do before the ball bounces back, they get 1 point. If they are able to catch the ball when it bounces back, they get an additional point.
- **Step 3:** The goal of the game is to get as many points as you can

**MODIFICATIONS:** Instead of using their hands, athletes can catch the balls in their lap. Have a goal athlete needs to reach (e.g. must get to 10 points) .

## 71. Back-up Ball

**EQUIPMENT:** 1 ball per athlete

- **Step 1:** Athletes originally start 5 steps away from the wall. Athletes must throw their ball against the wall and try to catch it before it hits the ground.
- **Step 2:** Every time the athlete can catch the ball, they take 1 big step back. If they are unable to catch the ball before it hits the ground at their new position, they must take 1 step forward and try again. If they are able to catch the ball, they can move a step back again.
- **NOTE:** The goal of this game is to see how far an athlete can catch their ball from the wall.

**MODIFICATIONS:** Challenge athletes to start further or closer to the wall. They can take more or less steps away from the wall every time they catch the ball. They can catch the ball in their lap instead of their hands.

## 72. Pitch Like a Jay

**EQUIPMENT:** 1 ball per athlete

- **Step 1:** Athletes start at the wall and take 10 big steps back from the wall.
- **Step 2:** Athletes will get into a pitching stance and try to throw the ball as straight as they can. When the ball rolls back to them, they use their fielding skills to grab the ball.
- **Step 3:** Once athletes have collected their ball, they must move as quickly as possible back to the wall and tag their ball on the wall.



- **NOTE:** The goal of this game is to see how fast athletes can complete their pitching sequence/ how many times in a row they can do it.

**MODIFICATIONS:** Take a big step back every time the athlete has completed the sequence. Start further away from the wall. If moving back to the wall to tag the ball is difficult, they can do 10 seconds of quick hands or quick feet however that looks like to them.

### **73. Ball Wall Routine**

**EQUIPMENT:** 1 ball per athlete

- **Step 1:** Challenge athletes to come up with their own baseball throwing trick sequence. It needs to include 5 different actions they can do with their baseball (e.g. throwing high, rolling the ball, bouncing it up and down, spinning around with their ball)
- **Step 2:** Once they are prepared, ask each athlete to present theirs and then challenge all athletes to repeat the same sequence.

**MODIFICATIONS:** Make the sequence longer or shorter.

### **74. Rapid Repeat**

**EQUIPMENT:** 1 ball per athlete

- **Step 1:** Athletes will use one of their hands to throw the ball against the wall, and catch it before it hits the ground with the same hand they threw with. Challenge them to try to do this 10 times.
- **Step 2:** Challenge them to switch hands.
- **Step 3:** Make it a countdown race. When you say “go”, all athletes compete to see how quickly they can finish this sequence: 5 throws left hand, 5 throws right, 4 throws left hand, 4 throws right, 3 throws left hand, 3 throws right... etc. (down to 1).

**MODIFICATIONS:** Consider challenging athletes to throw with one hand and catch with the opposite hand.

### **75. Quick Turn**

**EQUIPMENT:** 1 ball per athlete

- **Step 1:** Challenge athletes to stand with their back facing the wall (approximately 5 feet away from the wall).
- **Step 2:** The challenge is to throw the ball over their head (or through their legs) to hit the wall and then turn around quickly enough that they can catch the ball.
- **Step 3:** Time them to see how many times they can catch the ball in a minute.

### **76. Up, Down, Side-to-Side**

**EQUIPMENT:** 1 ball per athlete

- **Step 1:** Challenge athletes to practice throwing and catching against the wall. Start with pop flies.

- **Step 2:** Once they are comfortable, move to a bounce pass (ball hits the ground before it hits the wall).
- **Step 3:** Next try a throw that hits the right side of the wall.
- **Step 4:** Now try a throw that hits the left side of the wall.
- **Step 5:** Challenge them to put it all together: pop fly, then a bounce pass, right toss, then left. See how quickly they can complete 5 rounds of this sequence.

**MODIFICATION:** Add star jumps, or a twirl or a left handed and then right handed throw to the mix to make it more challenging.

## **77. Target Toss**

**EQUIPMENT:** 1 ball per athlete, 3 stickers per athlete

- **Step 1:** Ask athletes to place their three stickers on various places on their wall.
- **Step 2:** Challenge them to practice trying to hit the targets.
- **Step 3:** Once they have practiced, time them to see how many times they can hit the target in 1 minute.

## **78. Pop-Fly Star Challenge**

**EQUIPMENT:** 1 ball per athlete

- **Step 1:** Challenge each athlete to work on throwing and catching pop flies against the wall
- **Step 2:** Once they are comfortable, challenge them to try complete a star jump (jumping jack) between their throw and their catch.
- **Step 3:** Challenge athletes to see what their record is for star jumps between a throw and a catch (i.e. throw, 5 star jumps, catch). See if you can set new group records each day.

**MODIFICATION:** Replace star jumps with twirls, or squats, or claps.

## **79. Hand Slap Catch**

**EQUIPMENT:** 1 ball per athlete

- **Step 1:** Challenge athletes to practice throwing the ball against the wall and catching it.
- **Step 2:** Next, challenge them to try slapping the ball against the wall instead of catching it.
- **Step 3:** Challenge them to complete a series of hand slap and catch sequences as you call them out. For example:
  - *Throw, slap, catch.*
  - *Throw, slap, slap, catch.*
  - *Throw, catch, throw, catch, slap, slap, catch.*
  - *Throw, slap, throw, slap, throw, slap, catch.*

**MODIFICATION:** Challenge them to complete sequences at various distances from the wall. Challenge them to add a hop every time they slap.

## COOL DOWN ACTIVITIES

### 80. Huckle Buckle

**EQUIPMENT:** pylons & baseball gloves

- Divide athletes into two large groups and have each group line up across from each other.
- With a partner across from them, athletes will place their glove down, 6 feet apart
- The leader will say HUCKLE BUCKLE and follow with an instruction. Example: "Huckle Buckle hand to glove!" Everyone runs in to the middle, touches their own glove and runs back.
- Possible combinations: Finger to glove, foot to glove, etc.
- Ensure athletes do not go past their glove into their partner's space.

### 81. Partner Dynamics\*

- Divide athletes into pairs and have them form two straight lines – in the ready position facing their partner.
- Partners should be approx. 20 – 30 feet apart
- Go through a series of dynamic movements – for example: high knees, butt kicks, shuffle, high kicks.
- For each movement, athletes have to meet their partner in the middle while staying 6 feet apart and greet them in different ways (air five, air kick, play rock paper scissors, have a dance off) and then return to their spot.
- Do this 5 – 10 times changing up the dynamic movement and the greeting in the middle each time, but staying 6 feet apart.

### 82. Follow the Leader Stretches\*

- Pick one athlete to be the leader for the day.
- Have that athlete lead a series of stretches that they have learned from previous sessions.
- Coaches can switch leaders to lead different stretches to allow all athletes to lead a stretch.

### 83. Simon Says\*

- Separate athletes so they each have space to move comfortably, 6 feet apart from other athletes.
- Explain that athletes need to do whatever "Simon says". If Simon doesn't say it, athletes shouldn't do it. For example, if the coach says: "Simon says touch your toes", or "Simon says hop up and down", or "Simon says spin around", the athletes should do all of those things.
- If the coach says "jump up and down", or "touch your elbows", or any other command that doesn't start with "Simon says", the athletes need to NOT do the action.