

# Girlsports BASICS



For Daisy and Brownie  
Girl Scouts



**LEADER'S GUIDE**



**Girl Scouts**

Where Girls Grow Strong

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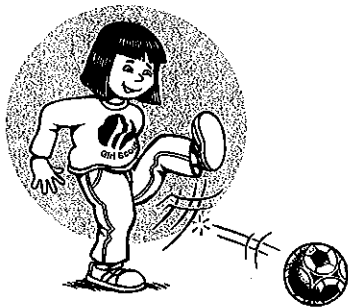
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# What Is GirlSports Basics?

**GirlSports Basics** is an exciting sports-readiness project for girls ages 5 to 8. This component of the **GirlSports** initiative is designed to increase girls' participation in sports and to help them develop lifelong health and fitness habits.

Girls will develop basic sports skills and self-confidence as a result of participating in this project. They will gain the tools they need to be successful in a variety of sports. Sports success will motivate girls (and you!) to continue to participate in sports and other physical activities throughout their lives.

**GirlSports Basics** consists of a series of fun games and activities that teach the following skills: underhand and overhand throwing, catching, throwing and catching, kicking, striking, batting, volleying, dribbling, and passing, as well as movement and agility. As girls become competent and confident with those skills, they can combine them with others to participate in such sports as softball, soccer, basketball, volleyball, track and field, and tennis.

## Components of the GirlSports Basics Project

### Activity cards

The **GirlSports Basics** activity cards progress from simple activities and games to ones that are more complex. There are 10 different skill sets: Each is designed to help young girls learn a basic skill and to practice that skill in a fun, gamelike setting. The activity cards are designed for you to use throughout the year so that girls will have the opportunity to learn and practice the sports skills under your mentorship. For a more detailed discussion of the activity cards, see pages 9–11.

### Troop/group poster

Included in the kit is a troop/group poster, designed to motivate girls and help them set obtainable goals. The poster provides an "Activity Chart" with space for recording the time a girl spends practicing skills during troop/group meetings. Another use for the "Activity Chart" is to record time that the girls spend practicing sports skills at home; see the "**GirlSports Basics** at Home" form found on pages 29–30 of this Leader's Guide.

There is also a culminating activity, the "Sport Station Spectacular Circuit," for leaders to use at the completion of the project to reinforce the skills learned.

### Information sheet for parents and guardians

At the end of this guide, there is a reproducible information sheet for parents and guardians. It is designed to give a girl's family an overview of the **GirlSports Basics** project and to suggest what can be done at home to reinforce skills developed during troop/group meetings.



See "Locomotor and Agility Skills" Skill Set #1, Card #1



See "Frogs" Skill Set #1, Card #6



## Patches

Patches for Daisy and Brownie Girl Scouts have been designed to encourage girls to participate and achieve in sports. These patches support the existing Girl Scout award system and are to be worn on the back of the uniform vest. The patches are identical, except that the Daisy Girl Scout patch is blue and the Brownie Girl Scout patch is orange. The patches are available through NES.

## Facts About Girls, Sports, and Physical Activity

*Physical Activity and Health: A Report of the Surgeon General (1996)* showed a strong link between regular physical activity and the reduction of several health risks. In its report *Physical Activity and Sport in the Lives of Girls (1997)*, the President's Council on Physical Fitness and Sports stated that, by exercising and taking part in sports, girls can:

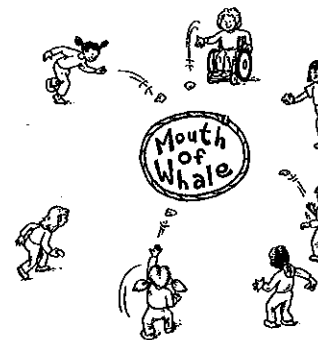
- ✧ Build greater bone mass, thereby reducing their risk of osteoporosis as adults.
- ✧ Reduce their risk for obesity.
- ✧ Enhance their physical and mental health.
- ✧ Have positive feelings about their bodies.
- ✧ Improve their self-esteem through successful sports experiences.
- ✧ Reduce stress and depression in their lives.
- ✧ Improve their grades and their performance on standardized tests.
- ✧ Improve their likelihood of attending college, in comparison to their nonathletic counterparts.

### Other studies relating to physical activity

- ✧ Women who were active in sports and recreational activities as girls feel greater confidence, self-esteem, and pride in their physical and social selves than those who were sedentary as kids (Melpomene Institute for Women's Health Research, 1995).
- ✧ Half of all girls who participate in sports experience higher-than-average levels of self-esteem and less depression (Colton & Gore, *Risk, Resiliency, and Resistance: Current Research on Adolescent Girls* [Ms. Foundation, 1991]).
- ✧ If a girl does not participate in sports by the time she is 10, she has less than a 10 percent chance of participating when she is 25 (Linda Bunker, University of Virginia, 1989).
- ✧ Levels of obesity among children and adolescents rose an average of 54 percent over a 15-year period. A general decline in physical activity was cited as one of the primary reasons (*American Journal of Disabled Children*, 1987, 141:535-540).
- ✧ Girls drop out of sports at a rate six times higher than boys (T. T. Robinson and A. V. Carron, *Journal of Sport Psychology*, 1982, 4, 4, 364-378).

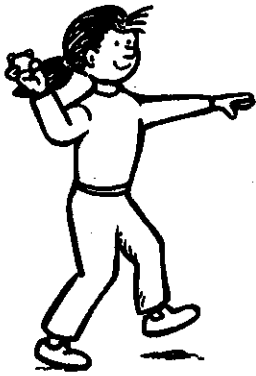


See "The Underhand Throw"  
Skill Set #2, Card #10



See "Mouth of the Whale"  
Skill Set #2, Card #12





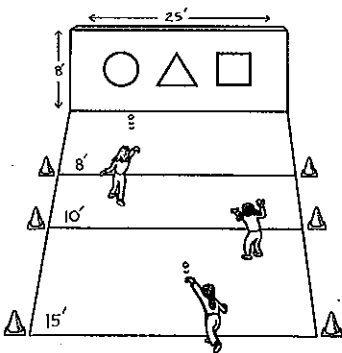
See "The Overhand Throw"  
Skill Set #2, Card #16

- ✧ The percentage of girls who participate in sports during their freshman year in high school is 30.6. That figure drops to 17.3 by their senior year (U.S. Department of Health and Human Services, *Youth Risk Behavior Survey*, 1990).
- ✧ Physical inactivity is more prevalent among women than men, among blacks and Hispanics than whites, among older adults than younger adults, and among the less affluent than the more affluent. More than 60 percent of U.S. women do not engage in the recommended amount of physical activity, and more than 25 percent are not active at all (*Physical Activity and Health: A Report of the Surgeon General*, 1996).
- ✧ Only one state (Illinois) requires daily physical education for schoolchildren K-12 (American Alliance for Health, Physical Education, Recreation and Dance, 1997).

To set the stage for an active lifestyle, it is best that basic skills be developed during early childhood. In order for children to participate successfully in organized and competitive youth sports programs they must have entry-level skills. Fortunately, Daisy and Brownie Girl Scouts are physically ready for sports skill instruction.

## General Motor Characteristics of Children Ages 5 to 8

- ✧ The rapid growth of infancy and toddlerhood is over. Growth now continues at a slow, steady pace. Since growth is slower, children are able to adjust to their body size and weight easily. As a result, coordination is better and they are ready to learn skills.
- ✧ Large muscles are considerably more developed than small muscles. Development proceeds in a head-to-toe and a center-to-periphery direction. As a result, children of this age learn to have control over large muscles faster than over smaller ones.
- ✧ The ability to follow a moving object visually is still somewhat immature. It is hard for a child to follow a moving ball or anticipate where the ball will go.
- ✧ Eye-hand and eye-foot coordination is still not fully developed, so reaction time is slow. Younger girls, especially, may seem less coordinated.
- ✧ Young girls are very active and energetic but need short, frequent rest periods.
- ✧ Girls of this age are rapidly developing and refining basic movement skills.
- ✧ By 6 years, most girls are able to execute movement skills such as running, hopping, skipping, and jumping.
- ✧ Most children are capable of throwing and kicking by 6 years. Catching and striking a stationary ball are possible by 6 to 7 years.



See "Target Practice"  
Skill Set #2, Card #20



# Why Is It Important for Young Girls to Develop Basic Sports Skills?

Just as children must learn the alphabet before they learn to read, they must learn basic sports skills before they can successfully participate in organized sports. When young girls begin organized sports without the necessary entry-level skills, they experience a lack of success, they become frustrated, and most importantly, they do not have fun.

Young girls drop out of sports and physical activities each year. Young boys have an advantage here, as they are more likely to have opportunities for early motor development and to be encouraged by their parents and peers.

The critical time for children is between 5 and 8 years of age. This is when they are physically ready to run, jump, hop, skip, throw, catch, and kick. All children go through the same motor development sequence, but it should be kept in mind that they do not develop skills at the same rates and ages.

Most children, if given correct instruction, practice, and encouragement, can readily learn basic sports skills during these years. Children who miss this window of opportunity may never become proficient at these skills. **GirlSports Basics** is designed to help young girls learn to perform basic sports skills with competence and confidence.

## Sports Skills

**GirlSports Basics** activities are designed to help young girls learn to perform sports skills in three major areas: *locomotor skills*, *nonlocomotor skills*, and *manipulative skills*.

### Locomotor skills

These skills, also referred to as traveling skills, move the body from one location to another. They are performed in combination with one another in all forms of sport. Locomotor skills that are included in this project are: walking, running, galloping, sliding, hopping, skipping, jumping, leaping.

### Nonlocomotor skills

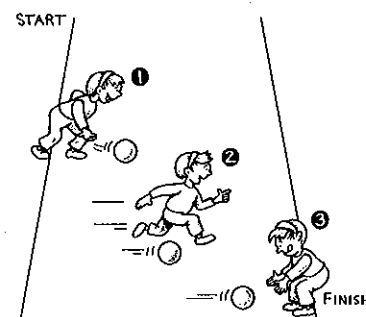
In this case, parts of the body are moved while the person is standing in one place. Nonlocomotor skills included in this project are: bending, twisting, turning.

### Manipulative skills

These are skills in which an object, usually a ball, is received or propelled away. This is generally done by part or parts of the body, or by a piece of sports equipment such as a bat or racquet. Manipulative skills are refined, expanded, and combined to form sport-specific skills. The basic manipulative skills developed in this project are: throwing underhand, throwing overhand, catching, volleying, kicking, trapping the ball with the foot, dribbling with the foot, dribbling with the hand, striking with a bat (two hands), striking with a paddle or racquet (one hand), and passing.



See "Catching"  
Skill Set #3, Card #24



See "Go Get It!"  
Skill Set #3, Card #26

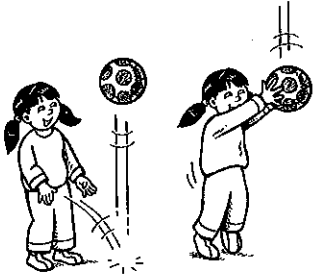


## What You Can Expect to See During the Sports Skills Learning Phase

As young children practice sports skills, a number of "errors" are common. These are normal and expected. Minimize correction during this phase, yet reinforce correct technique with lots of praise.



Although this section is broken down by age, motor development is age-related, not age-dependent. Remember that all children go through the same motor development sequence, but they do not develop skills at the same rates and ages. The actions described could be seen in a variety of age groups.



### Pre-schoolers and kindergartners (5 and 6 years old)

*Movement is inconsistent.* Children of this age are unable to control or consistently repeat movements. One attempt does not look like the next. For example, a child attempting an overhand throw steps with the same foot as the throwing arm the first try. In the next attempt, she steps with her opposite foot. In yet another attempt, she doesn't step at all.

*Extra movements are used.* Children use extra, unnecessary movements, which may distract from correct performance of the skill. For example, when practicing the underhand throw, a young girl may swing her rear leg up in the air and behind her.

*Movement is awkward and seems uncoordinated.* Movements are awkward and many times they are not even close to performing the desired skill.

*The ball controls the child.* Children spend a great deal of time chasing and trying to get the ball under control rather than performing the skill.

See "Bounce, Toss, and Catch"  
Skill Set #3, Card #28

### First- and second-graders (7 and 8 years old)

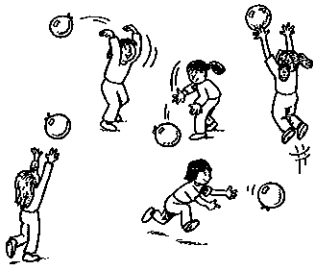
*Child has more control over movements.* Movements are less haphazard and more intentional. Also, children are gaining more control over the ball so they do not spend as much time chasing the ball that got away.

*Consistency improves.* Each action becomes more consistent. Children are able to perform the skills more efficiently and are able to repeat similar patterns more frequently.

*Eye-hand and eye-foot coordination is still developing.* A child may be able to bat a ball off a stationary batting tee, but when a ball is tossed to her, her striking pattern changes and she misses the ball. The ability to track the ball visually and the coordination required to strike the ball are still developing.

*Intense concentration is necessary to perform the skill.* The child has not yet mastered the skill to the point where she can perform it automatically. She must really concentrate on each performance to be successful.

*Skill performances are becoming more consistent with practice.* The child begins to perform the skill correctly more frequently. This is good evidence that she is learning the skill.



See "Balloon/Ball Juggle"  
Skill Set #3, Card #29



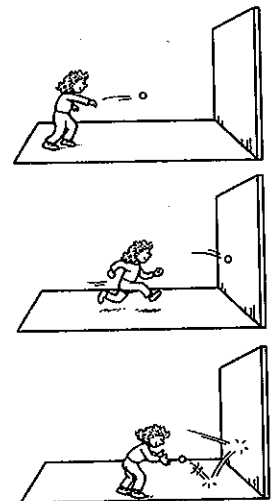
## 13 Ways You Can Make a Difference

Adults in Girl Scouting have a wonderful opportunity to be role models for Daisy and Brownie Girl Scouts and to influence the girls' development of sports skills through **GirlSports Basics**. As you lead the girls through the activity cards, maximize each girl's success by providing the following:



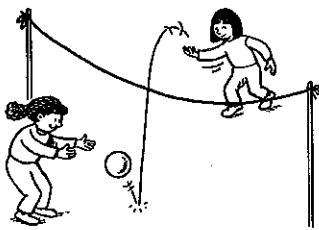
See "Throwing and Catching"  
Skill Set #4, Card #30

1. *A safe environment.* Safety first. Ensure that the facilities where you practice are safe for the activities you will be conducting. Make sure that equipment is in good working condition, that floors and/or playing areas are clean and free of potential hazards, and that girls are dressed appropriately. Make sure an adult certified in first aid and CPR is always present. Keep the first aid kit handy.
2. *A warm, positive learning environment where girls receive positive reinforcement and encouragement.* Girls need to learn and practice skills in a nonthreatening environment where it is okay to make mistakes. They need to be given positive reinforcement and encouragement for good work, for trying hard, and for sticking to it.
3. *An expectation of success.* If adults show, by their efforts, words, and behavior, that they believe girls will learn and perform skills successfully, it is much more likely that the girls will do so. If adults have low expectations for the girls' ability and performance, girls usually live up to (or down to) what was expected. Expect that girls will learn, and let them know that you think they can!
4. *Adaptations for success.* The old saying "success breeds success" is true in motor skills learning. If girls experience success in the beginning, they will keep working hard. If they experience continued failure, they will soon give up. You will need to observe the girls, monitor them, and occasionally intervene as they participate in the activities. If they seem to be struggling, modify the activity to help them become successful. For example, if a girl is having trouble hitting the target from 20 feet, have her move up to 15 feet or increase the size of the target. An 80 percent success rate is suggested for most practice tasks. Refer to the "Modifying the Activity" section on each activity card for suggestions on how to make the activity easier or more difficult, or to add a challenge.
5. *Plenty of practice opportunities.* To learn a skill thoroughly, a child must perform the skill thousands of times and in a variety of situations over time. When organizing the troop or group for practice, use formations that provide each girl with the maximum opportunity for practice. When appropriate, the **GirlSports Basics** activity cards suggest ways to maximize playing time and minimize waiting time. Whenever possible, every girl should have her own piece of equipment so that she can practice the skill as many times as necessary to achieve success. But make sure the task is appropriate for the girl's skill level. Practicing a task that is not appropriate will result in frustration.



See "Rebound"  
Skill Set #4, Card #34





See "High Arc Bounce"  
Skill Set #4, Card #35

6. *An environment free of comparisons.* We have noted that motor development is age-related, not age-dependent. Not all girls of the same age should be expected to perform at the same level. Do not expect that all the girls in the troop will be working on the same task at the same time. Some girls will be ready to move on to the next skill much sooner than others. Some girls will need more practice sessions before they are successful. There will often be a child who needs extra attention. Treat each girl individually. Do not make a girl move on to the next task until she has achieved success. It is helpful if all girls understand that each girl learns at a different rate.

Refer to the "Modifying the Activity" section on each activity card as needed.

7. *Simple instructions.* Brief, concise instructions have been provided for you on each activity card. Young children do not have the ability to take in too much information at once. Think of the KISS principle—Keep It Simple, Sister—and keep instructions short and simple. Limit the key performance phrases to one or two at a time, and always demonstrate the skill.
8. *Teaching phrases or short cues.* The first page of each activity set has short teaching phrases and cues. Emphasize them frequently. Girls can mentally rehearse the key phrase or word as they practice. Mental rehearsal will help them remember how to perform the skill correctly.
9. *Developmentally appropriate equipment.* A list of recommended equipment can be found at the beginning of each skill set. The equipment you select should be designed for young children. The size of the equipment should match the size of the child.

Balls should be soft, lightweight, and colorful. Soft balls are easier to catch and less dangerous. They are also less scary, so the fear of trying to catch a ball is reduced. The color of the ball should contrast with the color of the background the child sees as she watches the ball. Tracking ability in young children is not fully developed; colorful and slower-moving balls are easier to follow visually.

10. *Specific feedback.* Receiving specific feedback is crucial for learning. Try to observe each girl during practice activities. From your observations, try to give each girl specific feedback. Use the teaching phrases as the basis for your feedback: "Keisha, good job of stepping with your opposite foot when you throw the ball!"



See "Team Game —  
Keep Away"  
Skill Set #4, Card #37

11. *A sequence of simple to complex.* The activity cards are designed and organized in a simple to complex sequence. Girls should be successful at one activity before progressing to the next. Children do not learn sports skills by playing in games. They do learn by practicing the skills in a variety of gamelike situations.
12. *Realistic, short-term goals.* Set short-term goals and help girls work toward achieving them. Goal setting will help young girls understand that effort and practice contribute to success. Give instruction and appropriate practice to help girls achieve their goals.
13. *Frequent demonstrations.* Demonstrate the steps necessary to perform each skill several times before and during each activity. The steps have been illustrated for you at the beginning of most skill sets. Practice them yourself before teaching the girls. This will allow you to feel confident and well-prepared to teach the skill.



# Sports Skills Activity Cards

**GirlSports Basics** includes a set of activity cards for each of the following ten fundamental skills: locomotor and agility skills, throwing underhand and overhand, catching, throwing and catching, kicking, volleying, striking with a paddle or racquet, batting, dribbling, passing.

## The Skill Performance Card

### Teaching phrases and short cues

The first card in each set of activity cards is a skill card. This card lists the important teaching phrases and short cues to be used while you demonstrate each step of the skill. Use these phrases and cues frequently to remind the girls how to perform each part of the skill correctly.

### Illustrations

To assist you in demonstrating the skill, there is an illustration that corresponds to each teaching phrase and short cue. The illustration shows you how each important element of the skill is performed. You should demonstrate the entire skill before girls begin practicing.

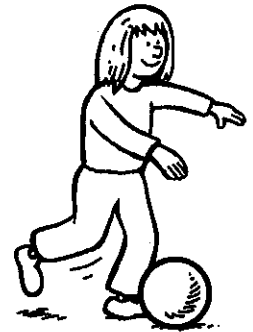
### Sequence of activity cards

The cards are arranged from simple to complex. They contain all the information you need to organize and conduct the activity or to play the game. Most activity cards include the following: title of the activity, goal of the activity, objective of the activity, diagram of how to organize the physical space and the girls, materials needed, directions, suggestions for modifying the activity, teaching phrases, and short cues. On some cards, a Leader's Note is provided.

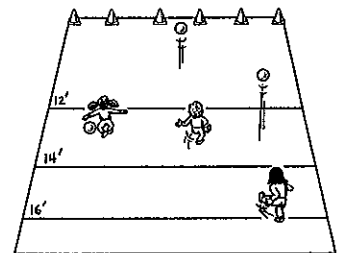
### Layout of activity cards

The activity cards are divided into the following categories to assist you with the instructions for each skill.

1. *Diagram and materials needed.* This section provides you with the information you need to set up the activity area and the equipment required.
2. *Goal.* This section describes the activity for the girls.
3. *Objective.* This section states the desired outcome of the activity for the leader.
4. *Directions.* This section tells you how to organize the girls, when and how to use signals, and what to say step by step.
5. *Emphasize.* This section appears on some of the cards. It contains learning phrases or short cues that should be repeated frequently to help girls perform the skill correctly.
6. *Leader's Note.* This section, which appears on some cards, provides helpful information unique to the specific activity you are working on.
7. *Modifying the activity.* This section suggests how to make adjustments to the level of difficulty. It is important to intervene when children are having difficulty completing the activity. Modifications may also be called for if an activity is too easy.



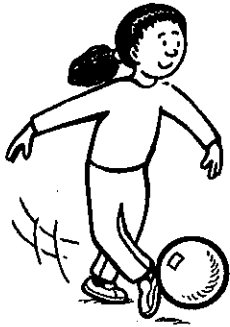
See "Kicking with the Top of the Foot"  
Skill Set #5, Card #38



See "Score a Goal"  
Skill Set #5, Card #46



## Tips for Using the Activity Cards



See "Kicking with the Inside of the Foot" Skill Set #5, Card #39

1. *With your troop/group, make a **GirlSports Basics** plan.* Determine how much time you can devote to **GirlSports Basics**. Then, decide which activities you will include. You might use one of the sample schedules provided in the Appendix to this guide.
2. *When making your plan, remember that young children need to practice skills throughout the year.* Children learn skills best when practice takes place over time and is not concentrated in a short period. For instance, the troop/group may complete the overhand throw cards #1 and #2 in September, #3 in October, #4 in November, #5 in December, and so forth. The other activities would also be spread across the year so that the girls would revisit the skills frequently.
3. *Before beginning a series of activity cards, introduce and demonstrate the skill.* Use the first card of each skill set to emphasize the proper steps for executing the skill. Use the teaching phrases and short cues from the cards and then demonstrate the skill yourself.
4. *Both Daisy and Brownie Girl Scouts should begin with the first activity card for each skill.* Expect the younger girls to need more practice time on each activity card before moving to the next card.
5. *The activity cards in each skill set should be completed in numerical order.* Since the cards in each skill set are sequenced from simple to complex, the girls should progress through the activities in order. With older Brownie Girl Scouts, you may progress through each activity quickly.
6. *Repeat an activity card as needed.* Repeat for practice and for fun. Repeating the activity at the beginning of the next activity session serves as a review and practice.
7. *The skill sets are ordered according to the sequence in which they should be introduced.* Refer to the Appendix in this guide for suggestions on how to sequence activities according to your time schedule.
8. *For 5- to 6-year-old Daisy Girl Scouts, if time is limited, concentrate on the following during the first year: locomotor skills, throwing underhand and overhand, catching, throwing and catching, kicking, and volleying.*

Progress to the next card once all girls have successfully completed the activity. It is likely that they may only complete half of the activity cards during the first year.



See "Partner Pass" Skill Set #5, Card #47

9. *Plan 15 to 20 minutes during your troop/group meeting for the activities.* Repeat an activity when desired or necessary. Prepare at least two activities for each meeting because girls are often able to complete an activity successfully in a short period of time. This may occur with the 7- to 8-year-old Brownie Girl Scouts, especially with skill sets #1 through #3.



10. *Prepare for the activity before the troop/group meeting.* Set up the activity area and equipment ahead of time. Review the card before the meeting so you are familiar with the activity, are ready to organize the girls, and are ready to explain and demonstrate the directions. This way, less time will be wasted and there will be more time for practice and for fun!
11. *Give all girls positive reinforcement and encouragement, especially girls who have difficulty.* Praise girls for their efforts as well as their achievements!
12. *Praise girls for other skills.* Praise girls for cooperating with their group, for encouraging others, and for helping others.
13. *Encourage girls to practice each activity at home.* Have parents review the information sheet at the end of this guide for ways they can help their daughters improve their motor skills. Have girls set goals and record their practice time on the reproducible form "**GirlSports Basics at Home**" on pages 29–30 in this guide.
14. *Record the amount of time the troop spends practicing on the back of the troop/group poster.* Have the girls also report back each week the amount of time they have spent practicing at home.
15. *Set time aside for girls to share their achievements.*



See "Volleying"  
Skill Set #6, Card #49

## Tips for Organizing the GirlSports Project

### How to Provide a Safe Environment

Mark boundary lines on playgrounds or on indoor spaces to keep girls inside a safe play area, away from any obstacles that may be a safety hazard. If there are any hazards, such as a hole in the asphalt, clearly mark them with cones and tell the girls to stay away from the area.

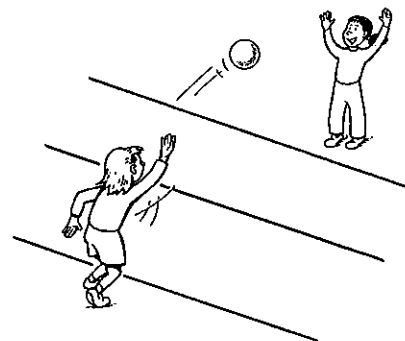
Use soft balls, plastic bats, and foam racquets or paddles.

Organize girls so they are a safe distance from one another, at least three to five feet in each direction, or more if they are swinging bats or racquets.

Establish a consistent stop signal, such as a whistle, a clap, a kazoo, or a bike horn. Teach the girls to stop moving immediately when they hear the signal.

Keep any extra balls or other equipment stored out of the play area. Do not allow girls to horseplay.

Make sure girls are wearing appropriate sports attire—athletic shoes, loose-fitting clothing, fabrics that suit the weather conditions.



See "Partner Volley"  
Skill Set #6, Card #56



## Where to Teach Girlsports Basics

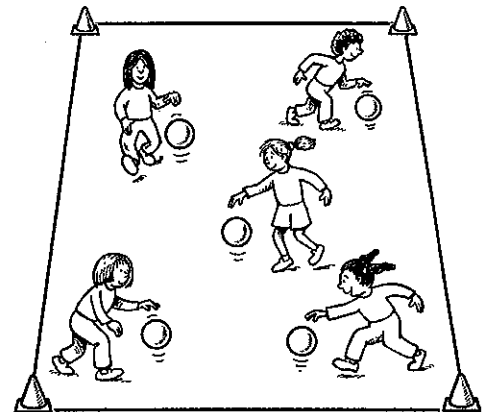
If you are meeting in a school building or "Y," ask to meet in a multipurpose room, cafeteria, or gym so you have a large space for the activities. In good weather, try the school playground or an outdoor field. But keep in mind that the balloon activities work best indoors. If you are meeting in a community place of worship, reserve a large hall.

## How to Utilize the Space

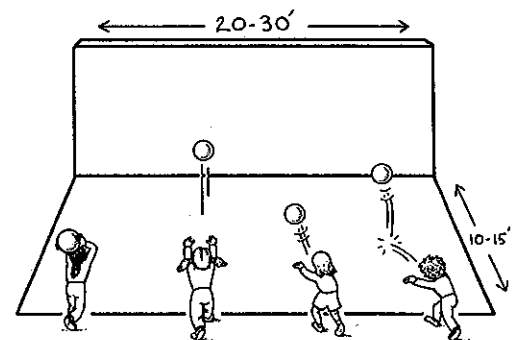
Whenever possible, involve all girls in the activity, and maximize each girl's opportunity to practice the skill. Listed below are suggested formations to assist you in organizing the girls.

### Self space/general space

Girls spread out in the play area. Each has her own personal space. (Personal space is the area a child can work in without touching or interfering with another.) This formation is usually used if you do not need equipment or if each child has her own piece of equipment. It maximizes practice opportunities for every girl.

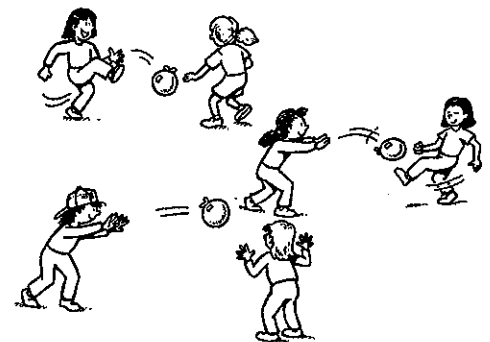


### Every girl at a wall space



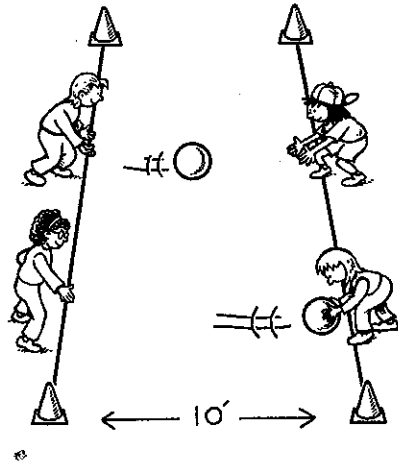
### Partners in general space

Partners share one piece of equipment such as a ball, or each has a piece of equipment such as a racquet. Partners work together on an activity 5 to 20 feet across from each other. Partner teams are scattered throughout the play area in no particular arrangement, but not interfering with others.



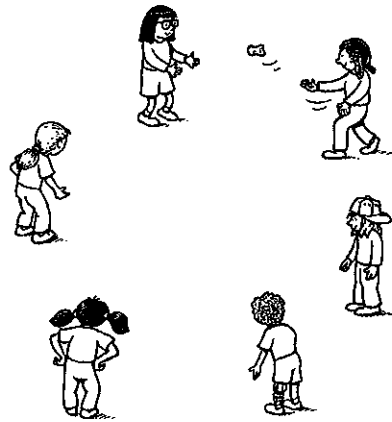
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**Partners across from each other on parallel lines**



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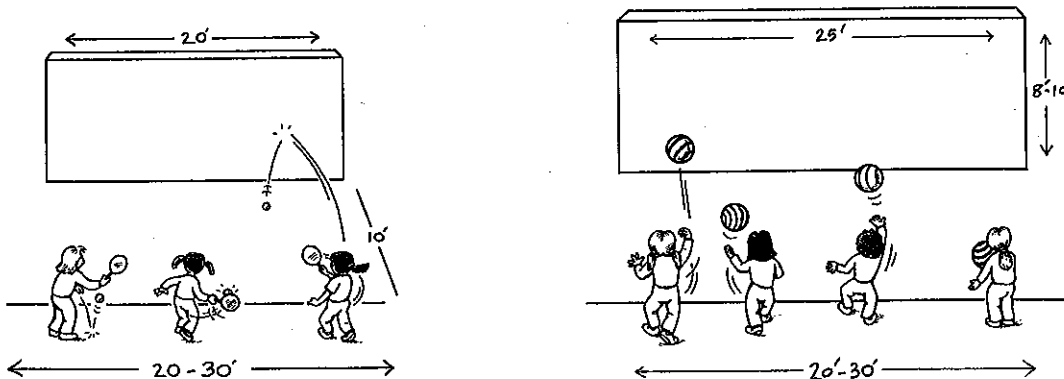
**Small groups (3 to 6) in a circle or square formation**



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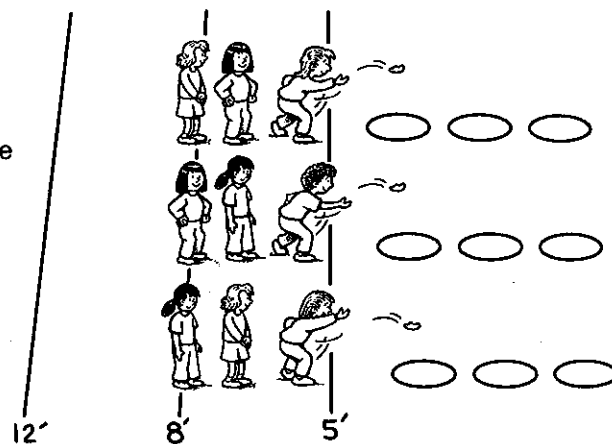
**Stations formation**

This involves small groups (2 to 5) at each station, with 3 or 4 stations set up in the available space. Usually different activities are provided at each station. This formation is used to review and practice previously learned skills and/or activities. It is a good way to provide practice if equipment is limited.



## Squads or groups (3 to 6) in a line

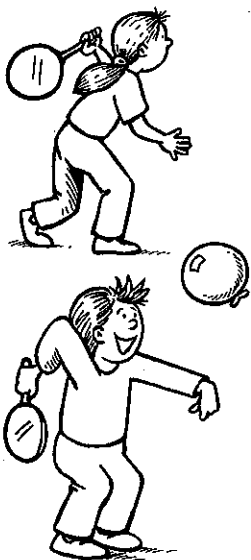
One person in each group performs while the rest of the group waits for a turn. This formation is used when there is limited equipment and space. It provides the *least* amount of practice.



## Tips for Organizing Groups of Girls into Partnerships or Small Groups

To form partner pairs or teams, the most diplomatic and easiest way to divide girls is to count off 1,2,1,2,1,2. The following are additional suggestions to consider when dividing girls into partnerships and teams:

- ✧ Do not allow girls to pick their teams. It takes too long and is always difficult for the last child selected.
- ✧ Occasionally, let girls pick a partner. They usually pick someone they work well with. Or, assign girls to partners and rotate partners for each meeting. This allows the girls to get to know everyone in the troop/group.
- ✧ If possible when dividing girls into small groups or teams, decide on the groups beforehand. This allows the girls more time for the activity.
- ✧ Sometimes you will want to pair the more highly skilled with the less skilled. Encourage a more highly skilled girl to help her partner. Other times you will want girls of the same ability to work together. Use variety in assigning groups.
- ✧ For fair competition in games, try to equalize the teams by placing the same number of highly skilled girls and less skilled girls on each team.



See "Partner Paddle"  
Skill Set #7, Card #65



## Age-Appropriate Equipment

Skill learning is enhanced by the use of equipment that is appropriate to the developmental age of the child.

As noted earlier, soft-textured, lightweight balls allow girls to learn to throw, catch, kick, strike, and volley without the fear of being hurt. Large, colorful balls that move slowly give young girls time to track visually and to react when they are trying to kick, catch, volley, or strike.

As their ability to track a ball matures, girls should practice and play with balls that travel at a faster speed. In the early stages of learning to catch or volley, use large balloons, then progress to beach balls. This will allow girls to be successful while their ability to visually track an object is still developing. Gradually decrease the size of the ball as success with the large balls is achieved.

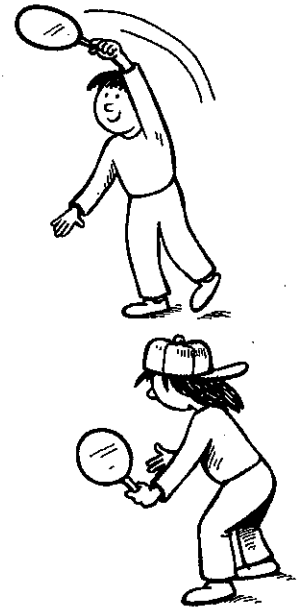
### Obtaining or Making Equipment

Each of the activity cards recommends age-appropriate equipment. In this section, suggestions are made for how and where to obtain equipment, and how to make equipment inexpensively.

#### GirlSports Basics equipment list

The following is a general list of suggested equipment for **GirlSports Basics**:

- \* Balloons (9- to 12-inch diameter)
- \* Beach balls (10- to 20-inch diameter)
- \* Beanbags (see page 16)
- \* Yarn balls (see page 16)
- \* Koosh® balls
- \* Soft, plastic, inflatable balls (7- to 9-inch diameter)
- \* Foam or Nerf® balls (softball size and soccer ball size)
- \* Rubber playground balls (7-inch diameter, child basketball size)
- \* Balzac® balls (balloons covered with colorful cloth, all sizes)
- \* Slo-Mo® balls (slow motion balls, made of a latex-type material)
- \* Plastic fat bats (look like a club, usually red or blue)
- \* Batting tee or 3-foot marking cones
- \* Foam paddles or racquets, light plastic paddles or racquets, or homemade paddles (see page 17)
- \* Plastic cones, poly spots, boundary markers, or targets (see page 17)
- \* Hula-Hoops®
- \* Rope (clothesline, nonplastic)
- \* Masking tape or chalk to indicate boundary lines

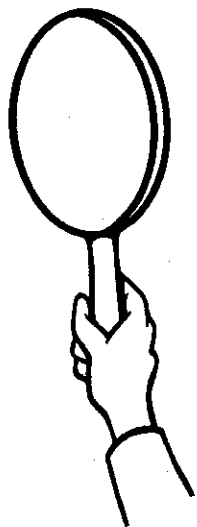


See "Partner Paddle"  
Skill Set #7, Card #65



## Obtaining equipment

Although it is ideal to have one piece of equipment for each girl in your troop, realistically this may not be possible. Some suggestions for obtaining equipment are provided below.



See "Striking:  
Gripping the Racquet"  
Skill Set #7, Card #57

*Share equipment with other troops/groups.* Purchase the equipment in conjunction with other troops/groups in your council area that are interested in **GirlSports Basics**. Rotate the equipment among the troops/groups as needed.

*Solicit donations.* Often, such businesses as community banks or insurance companies will have their advertisements printed on sports equipment items. They are usually happy to donate the equipment to youth-serving organizations. Local civic groups, such as Rotary Clubs and women's groups, may make donations. Community tennis clubs may donate old tennis balls.

*Borrow equipment.* If you are meeting in the local elementary school or "Y," check to see if the physical education teacher or director has equipment available for your use.

*Have each girl make or purchase her own equipment.* Girls who have their own equipment will be more likely to practice skills/activities at home with siblings or parents.

*Organize a troop/group money-earning project for making or purchasing equipment.*

## Ideas for making or substituting equipment

If you are unable to purchase equipment, consider making some of the items. Enlist other troops/groups to assist with sewing projects.

*Newspaper balls.* Crumble old newspaper into the size of a softball. Cover with pieces of masking, duct, or athletic tape.

*Stuffed sock balls.* Have troop members save old socks. Use a sock with no holes in the toes as the outside cover. Cut the sock in half between the toe and the heel. Stuff the toe half of the sock with other socks. Stitch the end of the sock closed.

*Beanbags.* Cut pieces of sturdy cloth (good-quality muslin or old denim) into 5- to 7-inch squares. Stitch three sides, fill with dried beans, peas, wheat, or rice, then stitch the fourth side.

*Yarn balls.* Use two skeins of yarn per ball; two "donuts" (cut out of cardboard), 5 to 6 inches in diameter; and pieces of strong, light sash cord. Place the two cardboard donuts on top of each other. Thread the yarn through the center of the donuts. Continue to wrap the yarn around both donuts until the center of the hole is filled with yarn. Place the yarn-wrapped donuts on a flat surface, insert a pair of scissors between the two donuts, and cut the yarn around the entire outer edge. Insert a strand of sash cord between the two donuts and catch all of the individual strands of yarn around the middle with the cord. Then tie the cord as tightly as possible with a double knot. Remove the donuts and trim the yarn. Use colorful yarns and mix colors.



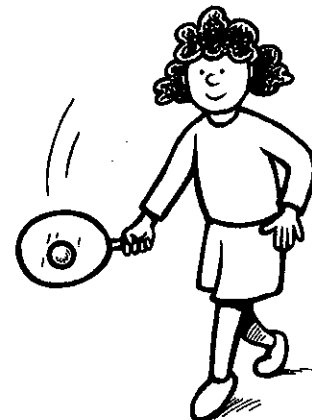
See "Striking: The Overhand"  
Skill Set #7, Card #61

**Paddles.** Take a wire coat hanger, untwist the wire at the neck, and reshape the hanger into a diamond-shape kite with a tail. The tail becomes the paddle handle. Then cut off a leg from a pair of sturdy pantyhose, and slide it over the hanger. Pull the hose tightly over the hanger and tape it at the handle to keep it taut. Wrap duct tape to pad the handle; for safety, make sure the handle is completely covered. These paddles will work well for paddle-striking activities with balloons and very lightweight balls.

**Plastic boundary markers/targets** (instead of cones). Collect plastic gallon milk cartons and/or 1-liter plastic soda containers with tops. Fill the containers one-quarter full with sand or gravel to give them weight so they will stay in place. Spray-paint the bottles neon colors.

**Hoops.** Collect old bicycle tires. (Ask the local bike shops to keep discarded tires for you.) Spray-paint the tires bright colors.

**Boundary lines.** Cut clothesline into needed lengths (20 to 30 feet to mark long lines, 6 to 10 feet to shape round targets). Tape the ends so they do not unravel. Spray-paint or dye the lines with bright colors for better visibility.



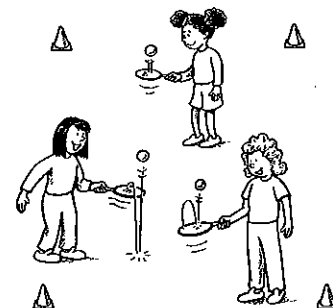
See "Striking: The Forehand"  
Skill Set #7, Card #58

## Adapting the Activities for Girls with Disabilities

Young girls with disabilities often share the same interest in participating in sports as other girls. Unfortunately, girls with disabilities are frequently not provided with opportunities to develop the prerequisite skills, movement, and confidence needed to play sports successfully. Girls with disabilities may be behind their peers in the development of fundamental motor skills. **GirlSports Basics** can be easily adapted to address each girl's needs and abilities. Inclusion in **GirlSports Basics** will allow girls with disabilities to experience the benefits of sports and increase their success in future sports activities. All girls must be included in all activities to the extent they are able. Expect all girls to succeed.

In planning for a girl with a disability, seek assistance from her parents and local educational professionals who work with her. Ask for suggestions on how to make necessary adaptations to fit her needs. Community agencies specializing in girls with disabilities may also provide guidance or share techniques. Use college students studying special education, recreational therapy, physical therapy, and/or physical education as resources, as well. You can also refer to the GSUSA resource *Focus on Ability: Serving Girls with Special Needs*, for additional suggestions.

General modifications to **GirlSports Basics** activities can be found on each activity card. Specific adaptations for girls with disabilities are provided in the following sections.



See "Paddle Bounce"  
Skill Set #7, Card #67



## Adaptations for Specific Disabilities

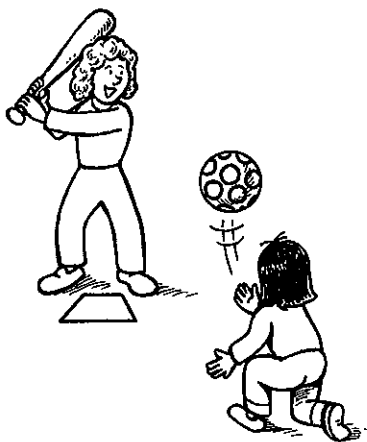
The following suggestions include appropriate adaptations in equipment and materials, safety concerns, and instructional approaches. Although the adaptations are organized by general needs of children with certain disabilities, remember that children are individuals. They may have very different and specific needs regardless of disability. Get to know the girl and her abilities before making adaptations. Be creative and develop your own adaptations as needed. Evaluate the situation and make changes that will help to include her in each activity and help her to be successful at performing each skill. Sometimes the best adaptations are simple. Involve troop members; children can be very good at ideas for inclusion. Use the adaptation suggestions below as a starting point for developing your own ideas.



See "Batting"  
Skill Set #8, Card #73

### Suggested adaptations for girls with visual impairments

- ✧ Use brightly colored balls that contrast with the surrounding environment.
- ✧ Use large balls for activities in which the girl will be receiving or striking a ball.
- ✧ Use soft balls to minimize injury and the fear factor.
- ✧ Use audible balls/beeper balls that emit a steady beep for easy tracking and location. If audible balls are not available, use balls that have bells inside.
- ✧ Use audible goal locators that emit clicking sounds to help the girl locate the target or goal. If audible locators are not available, use a metronome, radio, or another girl to give audible cues.
- ✧ Use guide ropes to help girls find their way to targets, retrieve balls, or get to bases.
- ✧ Vary the texture of boundaries for games. For example, you might hang crepe paper strands from the ceiling to indicate boundaries.
- ✧ Keep the play area free of unnecessary equipment.
- ✧ Physically guide the girl through the performance of a desired skill if she is unable to see the demonstration.
- ✧ Use peer tutors, helpers, or guides to assist the girl.
- ✧ Give specific directions. Instead of pointing and saying, "The ball is over there," say, "The ball is directly in front of you."

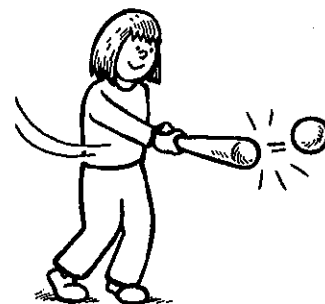


See "Toss and Swing"  
Skill Set #8, Card #78

### Suggested adaptations for girls low in strength, speed, and endurance

- ✧ Raise or lower targets (batting tees, volleyball nets, etc.), depending on the girl's limitations.
- ✧ Reduce the distance and dimensions of playing areas. For example, have the girl throw from 10 feet instead of 20 feet.
- ✧ Reduce the weight and/or size of bats, racquets, and balls. Substitute balloons, beach balls, Nerf® balls, and partially deflated balls for catching, volleying, and striking. Substitute smaller balls that can be easily gripped for throwing.
- ✧ Have the girl sit down while practicing between turns or when the play is at the other end of the court or field.
- ✧ Allow the girl frequent breaks. When playing games, have another girl available to rotate in for her.

- ✧ Where appropriate, use partially deflated balls (which will not travel as far), balls suspended from the ceiling (which make the ball more accessible to the girl), or balls tied with a long line to a wheelchair so that the girl can easily and quickly retrieve the ball and have more practice opportunities.
- ✧ Decrease activity time and increase rest time for girls who fatigue easily.
- ✧ Reduce the speed of the game by altering the rules. For example, have all players pass the ball to a teammate instead of dribbling and running down the floor.
- ✧ Where appropriate, have everyone sit to do an activity in order to equalize speed and mobility. Lower volleyball nets, use slower balls, and reduce the playing area.



See "Batting"  
Skill Set #8, Card #73

### **Suggested adaptations for girls who have difficulty with balance and mobility**

- ✧ Lower the girl's center of gravity. Have her bend her knees or sit on a chair, stool, or bench to participate.
- ✧ Widen the girl's base of support. Widen her foot stance or place her in a position so that as much of her body as possible is in contact with a surface. For example, have her sit on the floor to catch, or lie on her stomach to roll the ball to the target.
- ✧ Provide a bar, chair, or partner for the girl to hold onto for stability. Have her participate with a walker or wheelchair as necessary.
- ✧ Use scooters for stability/mobility. Have the girl sit or lie on a gym scooter board during a game or activity. To equalize the activity, all players can use scooters.

### **Suggested adaptations for girls who have difficulty with coordination and accuracy**

- ✧ Use large, light, softer balls for catching, striking, kicking, and volleying.
- ✧ Decrease distance when the girl is throwing or kicking. Increase distance when she is receiving to allow for more reaction and preparation time.
- ✧ Reduce the speed of the ball as it is thrown, kicked, or rolled to the girl.
- ✧ Increase the target or goal size so the girl will do well at accuracy tasks. Gradually decrease the size of the target as she becomes more successful.
- ✧ Use lighter targets, such as plastic bowling pins.
- ✧ For throwing activities, use smaller balls that can be easily grasped.
- ✧ Partially deflate balls for dribbling activities in order to reduce the bounce.
- ✧ Start with stationary balls for striking, kicking, and volleying activities before using moving balls.
- ✧ Increase the striking surface of a striking implement by using a fat bat or large-head racquet.
- ✧ To reduce time spent chasing balls, use a backdrop or wall when a ball will be moving toward the girl.

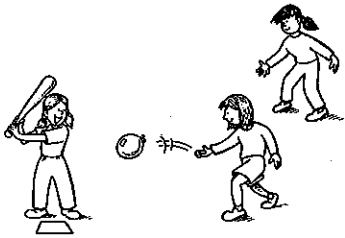


See "Toss and Swing"  
Skill Set #8, Card #78



### Suggested adaptations for girls with hearing impairments

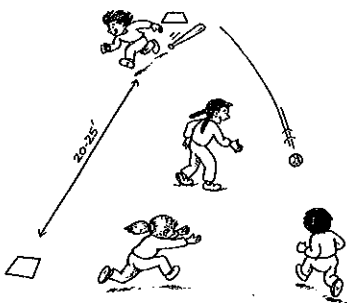
- ✦ Have the girl sit in front of and close to the leader when the leader is giving directions or explaining/demonstrating a new skill or activity.
- ✦ Face the girl when you are talking so she can read your lips.
- ✦ Give visual demonstrations as well as verbal explanations.
- ✦ Use visual signals for getting the attention of the group. For example, turn lights off and on, raise your hands, or touch the child on the shoulder when you speak to the group.
- ✦ Learn some simple, frequently used words/directions in sign language so you can better communicate with the girl.



See "Bat the Balloon"  
Skill Set #8, Card #77

### Suggested adaptations for girls with mental disabilities or developmental delays

- ✦ Simplify the task and minimize variables that the girl must attend to.
- ✦ Keep verbal directions to a minimum.
- ✦ Use both verbal and visual directions/instructions. Use extra demonstrations.
- ✦ Use physical assistance or manual guidance to help the girl understand how to perform the skill.
- ✦ Remove as much distraction from the environment as possible so the girl can concentrate on the task.
- ✦ Maintain a routine so the girl knows what to expect.
- ✦ Provide many repetitions.
- ✦ Break skills down into smaller parts or steps and allow the girl to practice one part at a time.
- ✦ Give the girl direct instructions on how to use the equipment.
- ✦ Reinforce the girl's successes and efforts with frequent praise. Minimize failure.
- ✦ Measure the girl's progress and reinforce her skill development in small increments.



See "Hit the Pitch and Run"  
Skill Set #8, Card #79

## Program Links

### Daisy Girl Scout Activity Book

Alphabet Hike, p. 23  
Cool Ways to Count, pp. 26-27  
Move with Me, pp. 34-35

### Guide for Daisy Girl Scout Leaders

Activity: Daisies Move And Dance, p. 45  
Activity: Daisy-to-Daisy, p. 11  
Characteristics of Daisy-Age Girls,  
pp. 12-13  
Obstacle Course, p. 71  
Quick Activity: Beanbag Toss, p. 51  
Tips for Working with Daisy Girl Scouts,  
pp. 14-18

### Brownie Girl Scout Handbook

Basketball, activity for Girl Scout Birthday  
(March 12), p. 21  
Changes in Your Body, pp. 54-55  
Eat Right!, pp. 48-49  
Games from Around the World,  
pp. 130-131  
Getting Ready for the Outdoors,  
pp. 106-115  
Growing Strong Families, p. 80  
Moving Parts, p. 46  
Sports Safety Tips, p. 47  
What Are Your Interests?, p. 58  
What's Next?, p. 46

### Guide for Brownie Girl Scout Leaders

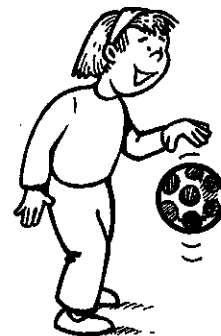
People Near and Far, p. 50  
Planning Activities, Events, and Outings,  
pp. 19-24  
Planning Troop Meetings, pp. 22-29  
Sample Activities from Girl Scout  
Resources for Each Developmental  
Area, pp. 20-21  
Yoga for Youngsters, p. 42

### Brownie Girl Scout Try-Its

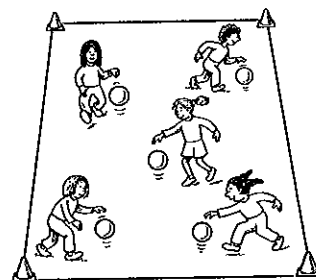
Dancersize, p. 24  
Eat Right, Stay Healthy, p. 26  
**GirlSports**, p. 28  
Healthy Habits, p. 32  
My Body, p. 44  
Outdoor Adventurer, p. 118  
Playing Around the World, p. 160  
Ready, Set, Go Camping, p. 124  
Safety Sense, p. 50  
Sports and Games, p. 52

### Other Girl Scout Publications

*Brownie Girl Scouts Sports Diary*  
*Focus on Ability: Serving Girls*  
*with Special Needs*  
*Games for Girl Scouts*  
*Safety-Wise*  
*Sports Coloring Book for*  
*Daisy Girl Scouts*



See "Dribbling"  
Skill Set #9, Card #80



See "Dribble 'n' Move"  
Skill Set #9, Card #83



# Resources

## Publications

Council on Physical Education for Children (COPEC). *Developmentally Appropriate Physical Education Practices for Children: A Position Statement of the Council on Physical Education for Children.*

Reston, Virginia: National Association for Sport and Physical Education, 1992.

Foster, E., Hartinger, K., and Smith, K. *Fitness Fun: 85 Games and Activities for Children.* Champaign, Illinois: Human Kinetics Publishers, 1992.

Gallahue, D., and Ozmun, J. *Understanding Motor Development: Infants, Children, Adolescents, Adults.* 4th ed. Boston, Massachusetts: WCB McGraw-Hill, 1998.

Harrison, J. *Hooked on Fitness.* West Nyack, New York: Parker Publishing Company, 1993.

Kotnour, M. *Physical Fitness Games & Activities Kit.* West Nyack, New York: Parker Publishing Company, 1990.

## Organizations

IDEA, The Health & Fitness Source (worldwide organization of health and fitness professionals)  
6190 Cornerstone Court East, Suite 204  
San Diego, California 92121-3773  
1-800-999-4332  
[www.idealife.com](http://www.idealife.com)

National Association of Sport and Physical Education (NASPE)  
1900 Association Drive  
1-703-476-3410  
E-mail: [naspe@aahperd.org](mailto:naspe@aahperd.org)  
[www.aahperd.org](http://www.aahperd.org)

## Equipment Catalogs

### BNS Sports

P.O. Box 7726  
Dallas, Texas 75209  
1-800-899-0149

### Flaghouse Inc.

601 Flaghouse Drive  
Hasbrouck Heights, New Jersey 07604  
1-800-793-7900  
[www.flaghouse.com](http://www.flaghouse.com)

### Gopher Sport

220 24th Avenue N.W.  
Owatonna, Minnesota 55060-0998  
1-800-533-0446  
[www.gophersport.com](http://www.gophersport.com)

### S&S Worldwide

75 Mill Street  
P.O. Box 513  
Colchester, Connecticut 06415-0513  
1-800-243-9232  
[www.snswwide.com](http://www.snswwide.com)

### Sportime

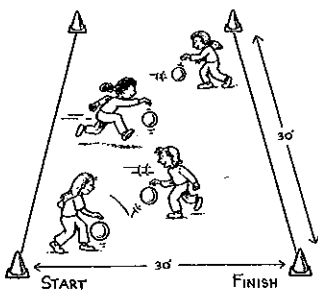
One Sportime Way  
Atlanta, Georgia 30340  
1-800-283-5700  
[www.sportime.com](http://www.sportime.com)

### Toledo Physical Education Supply Co., Inc.

P.O. Box 5618  
Toledo, Ohio 43613  
1-800-225-7749



See "Dribbling"  
Skill Set #9, Card #80



See "Dribble Mania"  
Skill Set #9, Card #84



# Appendix

## GirlsSports Basics: Sample Schedules

Troops/groups meet on a variety of timetables, and *GirlsSports Basics* can be modified to meet your particular needs. Here are some sample schedules (six weeks, three months, and six months).

### Six-Week Sample Schedule

(30- to 40-minute sessions with 2 or 3 activities per session)

#### Week 1

- Skill Set #1 Locomotor and Agility Skills Activity: Card #3 Animal Moves
- Skill Set #1 Locomotor and Agility Skills Activity: Card #5 Musical Hoops
- Skill Set #2 Underhand Throwing Activity: Card #12 Mouth of the Whale

#### Week 2

- Skill Set #2 Underhand Throwing Activity: Card #13 Sea Lion Toss
- Skill Set #2 Overhand Throwing Activity: Card #18 Hit the Wall
- Skill Set #3 Catching Activity: Card #26 Go Get It!

#### Week 3

- Skill Set #2 Overhand Throwing Activity: Card #19 Power Throw
- Skill Set #3 Catching Activity: Card #27 Roll and Catch
- Skill Set #3 Catching Activity: Card #28 Bounce, Toss, and Catch

#### Week 4

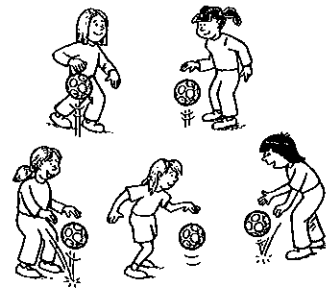
- Skill Set #2 Overhand Throwing Activity: Card #20 Target Practice
- Skill Set #3 Catching Activity: Card #29 Balloon/Ball Juggle
- Skill Set #5 Kicking Activity: Card #41 Balloon Kick

#### Week 5

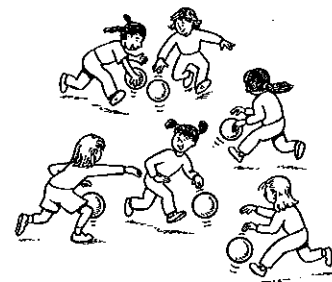
- Skill Set #3 Catching Activity: Card #29 Balloon/Ball Juggle
- Skill Set #4 Throwing and Catching Activity: Card #32 Hot Potato
- Skill Set #5 Kicking Activity: Card #42 Kick 'n' Go

#### Week 6

- Skill Set #2 Overhand Throwing Activity: Card #23 Team Game—Keep It Out
- Skill Set #4 Throwing and Catching Activity: Card #33 Major Leagues
- Skill Set #5 Kicking Activity: Card #44 Foot Dribble



See "Dribble in Place"  
Skill Set #9, Card #82



See "Dribble Tag"  
Skill Set #9, Card #86

## Three-Month Sample Schedule

(One session per week, 30-minute activity session, 2 or 3 activities)

### Week 1

Skill Set #1 Locomotor and Agility Skills Activity: Card #3 Animal Moves  
 Skill Set #1 Locomotor and Agility Skills Activity: Card #4 On the Move

### Week 2

Skill Set #2 Underhand Throwing Activity: Card #12 Mouth of the Whale  
 Skill Set #3 Catching Activity: Card #26 Go Get It!  
 Skill Set #3 Catching Activity: Card #27 Roll and Catch

### Week 3

Skill Set #5 Kicking Activity: Card #41 Balloon Kick  
 Skill Set #6 Volleying Activity: Card #51 Balloon Volley

### Week 4

Skill Set #2 Underhand Throwing Activity: Card #13 Sea Lion Toss  
 Skill Set #3 Catching Activity: Card #28 Bounce, Toss, and Catch

### Week 5

Skill Set #1 Locomotor and Agility Skills Activity: Card #5 Musical Hoops  
 Skill Set #5 Kicking Activity: Card #42 Kick 'n' Go

### Week 6

Skill Set #3 Catching Activity: Card #29 Balloon/Ball Juggle  
 Skill Set #6 Volleying Activity: Card #52 Partner Volley  
 Skill Set #6 Volleying Activity: Card #53 Underhand Serve

### Week 7

Skill Set #2 Overhand Throwing Activity: Card #18 Hit the Wall  
 Skill Set #2 Overhand Throwing Activity: Card #19 Power Throw  
 Skill Set #7 Striking Activity: Card #63 Ball Balance

### Week 8

Skill Set #3 Catching Activity: Card #29 Balloon/Ball Juggle  
 Skill Set #8 Batting Activity: Card #75 T-Ball Batting Practice

### Week 9

Skill Set #2 Overhand Throwing Activity: Card #20 Target Practice  
 Skill Set #7 Striking Activity: Card #64 Balloon Strike  
 Skill Set #8 Batting Activity: Card #75 T-Ball Batting Practice

### Week 10

Skill Set #4 Throwing and Catching Activity: Card #33 Major Leagues  
 Skill Set #5 Kicking Activity: Card #43 Kick for Distance  
 Skill Set #6 Volleying Activity: Card #54 Two-Handed Volley Practice

### Week 11

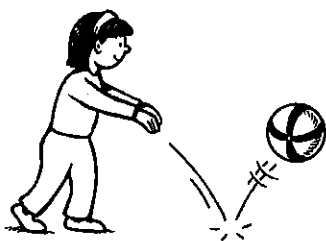
Skill Set #1 Locomotor and Agility Skills Activity: Card #6 Frogs  
 Skill Set #9 Dribbling Activity: Card #82 Dribble in Place  
 Skill Set #9 Dribbling Activity: Card #83 Dribble 'n' Move

### Week 12

Skill Set #2 Overhand Throwing Activity: Card #23 Team Game—Keep It Out  
 Skill Set #4 Throwing and Catching Activity: Card #34 Rebound  
 Skill Set #4 Throwing and Catching Activity: Card #35 High Arc Bounce



See "Passing:  
 The Chest Pass"  
 Skill Set #10, Card #88



See "Passing:  
 The Bounce Pass"  
 Skill Set #10, Card #89



# Six-Month Sample Schedule

(One session per week, 30-minute activity session, 2 or 3 activities per session)

## Week 1

- Skill Set #1 Locomotor and Agility Skills Activity: Card #3 Animal Moves
- Skill Set #2 Underhand Throwing Activity: Card #12 Mouth of the Whale
- Skill Set #3 Catching Activity: Card #26 Go Get It!

## Week 2

- Skill Set #1 Locomotor and Agility Skills Activity: Card #4 On the Move
- Skill Set #2 Underhand Throwing Activity: Card #14 Let's Bowl!
- Skill Set #3 Catching Activity: Card #27 Roll and Catch

## Week 3

- Skill Set #1 Locomotor and Agility Skills Activity: Card #5 Musical Hoops
- Skill Set #2 Overhand Throwing Activity: Card #18 Hit the Wall
- Skill Set #3 Catching Activity: Card #28 Bounce, Toss, and Catch

## Week 4

- Skill Set #3 Catching Activity: Card #29 Balloon/Ball Juggle
- Skill Set #5 Kicking Activity: Card #41 Balloon Kick
- Skill Set #6 Volleying Activity: Card #51 Balloon Volley

## Week 5

- Skill Set #4 Throwing and Catching Activity: Card #32 Hot Potato
- Skill Set #5 Kicking Activity: Card #42 Kick 'n' Go
- Skill Set #7 Striking Activity: Card #63 Ball Balance

## Week 6

- Skill Set #1 Locomotor and Agility Skills Activity: Card #6 Frogs
- Skill Set #2 Overhand Throwing Activity: Card #19 Power Throw
- Skill Set #5 Kicking Activity: Card #43 Kick for Distance

## Week 7

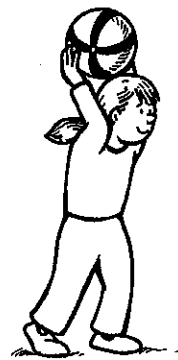
- Skill Set #3 Catching Activity: Card #28 Bounce, Toss, and Catch
- Skill Set #5 Kicking Activity: Card #44 Foot Dribble
- Skill Set #6 Volleying Activity: Card #52 Partner Volley

## Week 8

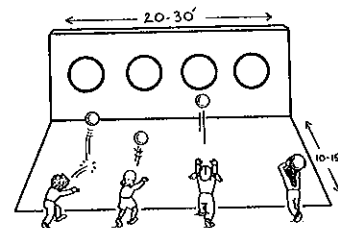
- Skill Set #1 Locomotor and Agility Skills Activity: Card #4 On the Move
- Skill Set #3 Catching Activity: Card #29 Balloon/Ball Juggle
- Skill Set #6 Volleying Activity: Card #53 Underhand Serve

## Week 9

- Skill Set #2 Overhand Throwing Activity: Card #20 Target Practice
- Skill Set #5 Kicking Activity: Card #45 Soccer Drills
- Skill Set #7 Striking Activity: Card #63 Ball Balance



See "Passing:  
The Two-Handed  
Overhand Pass"  
Skill Set #10, Card #90



See "Hit the Target"  
Skill Set #10, Card #93

### Week 10

Skill Set #4 Overhand Throwing Activity:  
 Skill Set #4 Throwing and Catching Activity:  
 Skill Set #5 Kicking Activity:

Card #23 Team Game—Keep It Out  
 Card #32 Hot Potato  
 Card #44 Foot Dribble

### Week 11

Skill Set #2 Overhand Throwing Activity:  
 Skill Set #6 Volleying Activity:  
 Skill Set #7 Striking Activity:

Card #19 Power Throw  
 Card #54 Two-Handed Volley Practice  
 Card #64 Balloon Strike

### Week 12

Skill Set #1 Locomotor and Agility Skills Activity:  
 Skill Set #3 Catching Activity:  
 Skill Set #7 Striking Activity:

Card #9 Partner Tag  
 Card #29 Balloon/Ball Juggle  
 Card #65 Partner Paddle

### Week 13

Skill Set #4 Throwing and Catching Activity:  
 Skill Set #9 Dribbling Activity:  
 Skill Set #9 Dribbling Activity:

Card #32 Hot Potato  
 Card #82 Dribble in Place  
 Card #83 Dribble 'n' Move

### Week 14

Skill Set #2 Overhand Throwing Activity:  
 Skill Set #4 Throwing and Catching Activity:  
 Skill Set #5 Kicking Activity:

Card #21 The Carnival Toss  
 Card #33 Major Leagues  
 Card #45 Soccer Drills

### Week 15

Skill Set #4 Throwing and Catching Activity:  
 Skill Set #5 Kicking Activity:  
 Skill Set #7 Striking Activity:

Card #33 Major Leagues  
 Card #46 Score a Goal  
 Card #66 The Backswing

### Week 16

Skill Set #5 Kicking Activity:  
 Skill Set #8 Batting Activity:  
 Skill Set #9 Dribbling Activity:

Card #46 Score a Goal  
 Card #75 T-Ball Batting Practice  
 Card #84 Dribble Mania

### Week 17

Skill Set #2 Overhand Throwing Activity:  
 Skill Set #7 Striking Activity:  
 Skill Set #9 Dribbling Activity:

Card #19 Power Throw  
 Card #67 Paddle Bounce  
 Card #84 Dribble Mania

### Week 18

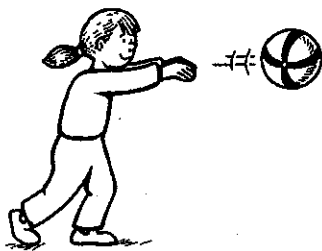
Skill Set #2 Underhand Throwing Activity:  
 Skill Set #4 Throwing and Catching Activity:  
 Skill Set #6 Volleying Activity:

Card #15 Team Game—Freeze Tag  
 Card #34 Rebound  
 Card #55 Overhand Volley Practice

### Week 19

Skill Set #5 Kicking Activity:  
 Skill Set #8 Batting Activity:  
 Skill Set #10 Passing Activity:

Card #47 Partner Pass  
 Card #75 T-Ball Batting Practice  
 Card #92 Wall Pass



See "Passing:  
 The Two-Handed  
 Overhand Pass"  
 Skill Set #10, Card #90



See "Dribble and Pass  
 Keep-Away"  
 Skill Set #10, Card #96

**Week 20**

- Skill Set #1 Locomotor and Agility Skills Activity: Card #8 Bumpers
- Skill Set #2 Overhand Throwing Activity: Card #22 Alley-Oop Through the Hoop
- Skill Set #6 Volleying Activity: Card #55 Overhand Volley Practice

**Week 21**

- Skill Set #7 Striking Activity: Card #68 Bounce and Strike
- Skill Set #8 Batting Activity: Card #76 Batting Target Practice
- Skill Set #9 Dribbling Activity: Card #86 Dribble Tag

**Week 22**

- Skill Set #2 Overhand Throwing Activity: Card #23 Team Game—Keep It Out
- Skill Set #4 Throwing and Catching Activity: Card #35 High Arc Bounce
- Skill Set #5 Kicking Activity: Card #48 Rolling Kick

**Week 23**

- Skill Set #6 Volleying Activity: Card #55 Overhand Volley Practice
- Skill Set #7 Striking Activity: Card #68 Bounce and Strike
- Skill Set #8 Batting Activity: Card #77 Bat the Balloon

**Week 24**

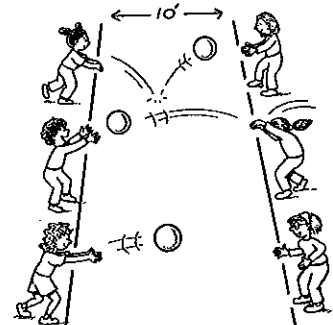
- Skill Set #1 Locomotor and Agility Skills Activity: Card #9 Partner Tag
- Skill Set #4 Throwing and Catching Activity: Card #34 Rebound
- Skill Set #9 Dribbling Activity: Card #87 Guarded Dribble

**Week 25**

- Skill Set #2 Overhand Throwing Activity: Card #23 Team Game—Keep It Out
- Skill Set #4 Throwing and Catching Activity: Card #36 Team Game—Fly Ball
- Skill Set #7 Striking Activity: Card #69 Toss and Strike

**Week 26**

- Skill Set #4 Throwing and Catching Activity: Card #37 Team Game—Keep Away
- Skill Set #7 Striking Activity: Card #70 Underhand Strike
- Skill Set #8 Batting Activity: Card #78 Toss and Swing



See "Partner Pass"  
Skill Set #10, Card #94



See "Passing:  
The Bounce Pass"  
Skill Set #10, Card #89



## Progress Card: Sport Station Spectacular Circuit

Station	Card	Activity	Best Score
Station 1	12	"Mouth of the Whale"	
Station 2	14	"Let's Bowl!"	
Station 3	19	"Power Throw"	
Station 4	46	"Score a Goal"	
Station 5	52	"Partner Volley" (Direction 1)	
Station 6	64	"Balloon Strike" (Directions 4 and 5)	
Station 7	76	"Batting Target Practice"	
Station 8	84	"Dribble Mania" (Direction 5)	
Station 9	93	"Hit the Target"	



Note to the leader: This page may be reproduced and used in conjunction with the "Sport Station Spectacular Circuit" found on the *GirlSports Basics* troop/group poster.

# GirlSports Basics at Home

To Girls: If you practice **GirlSports Basics** skills at home, you will get better and better at them. If possible, have your parents/guardians practice with you. Keep track of the amount of time you spend practicing. See the chart below. For every 15 minutes you spend practicing, shade in one box. For example, if you practice 30 minutes, shade in two boxes. To avoid confusion, change the color of your pen, pencil, or crayon each time you practice. Ask your parent or guardian if you need help with the chart.

## Girls: Home Practice Chart

Name: _____																				

After you have filled out the chart, give it to your parent or guardian. She or he can then fill out the record on page 30.





# Information About GirlSports Basics for Parents and Guardians of Participants

## What is *GirlSports Basics*?

**GirlSports Basics**, a component of the **GirlSports** initiative, is a sports-readiness project designed for children ages 5 through 8. This is the best time for children to learn locomotion and motor skills, because they are physically ready to run, jump, hop, skip, throw, catch, and kick.

**GirlSports Basics** helps girls in this age range to learn the basic sports skills that require handling a ball, such as kicking, throwing, catching, batting, and dribbling. These skills are used in sports such as softball, soccer, bowling, basketball, volleyball, tennis, baseball, and track and field.

**GirlSports Basics** materials include a Leader's Guide and a series of activity cards designed to teach girls the safe and correct ways to perform these sports skills.



## Why is it important for young girls to develop basic sports skills?

Girls who learn these skills at an early age are more likely to succeed when they participate later on. They will be less inclined to become frustrated and give up. And they will have more fun!

Learning sports skills helps young girls develop self-confidence. This encourages them to participate in sports and other physical activities throughout their lives.

## How do sports skills benefit girls?

The U.S. Surgeon General's Report on Physical Activity and Health showed that regular physical activity substantially reduces several health risks.

The President's Council on Physical Fitness and Sports study found that by exercising and taking part in sports, girls can enhance their physical and mental health, build greater bone mass, maintain proper weight, improve their school performance, and increase their self-esteem and self-image. The study also found that athletes are more likely to attend college than non-athletic students.



## What can you do at home?

Support and encouragement from parents/guardians and other family members will help your daughter succeed. You can encourage her to practice on her own, with siblings or friends, and with you. Remind siblings to be supportive, and keep your own comments positive and affirmative, which will also help young girls to gain confidence.

Note: Girl Scout leaders may copy and distribute pages 31 and 32 to parents and guardians of participants.

Be sure your daughter uses equipment that is designed for young children. Balls that are soft, lightweight, colorful, and of various sizes and textures, such as bean-filled, rubber, and beach balls filled with air, are great.

Show interest in her Girl Scout troop/group sports activities, and help her track her progress.

Volunteer to help with the **GirlSports Basics** activities at her troop/group meetings.

Find out what sports activities are offered for girls in your community so that if she is interested you can help her participate. And the one big “don’t”—don’t push her into organized, competitive sports until she is ready and wants to participate.

Here are a few activities you can do with your daughter: play catch, kick a ball, play “follow the leader,” play miniature golf, bat a ball, swing a tennis racquet. Make up your own games, and have fun!

