



## Program Leaders Guide

# Multi-Sport



Canada 



Ontario

*Special Olympics*  
*Olympiques spéciaux*  
Canada



# Multi-Sport

## Program Leaders Guide

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*"For nearly 30 years, I have witnessed this organization grow as volunteers, sponsors and athletes alike develop new friendships, surpass expectations and discover the important and vital world of Special Olympics. With our new focus on youth the Youth Multi-Sport program promises to engage and develop young athletes to be Active 4 Life."*

—Glenn MacDonell, President

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# YMS Introduction



## Introduction to Youth Multi-Sport

YMS (Youth Multi-Sport) is a program targeted for athletes 11+. YMS combines physical literacy skills built from Active Start and FUNdamentals with sport specific skills training and opportunities for competition. This program contains four modules. Each module will include 9-week sessions for Bocce, Basketball, Soccer and Athletics including bonus sessions for each sport. Following the Canadian Sport for Life (CS4L) and Long Term Athlete Development (LTAD) guidelines the YMS program streamlines athletes out of the FUNdamentals phase and into the Learn to Train phase of development. This very crucial and important step takes athletes from learning the fundamental movement skills in isolation to putting the fundamental movement skills in the context of sport. The sports skills developed within the CS4L's Learn to Train stage will lay the groundwork for an athlete to truly become Active 4 Life!

The *YMS Program Leader Guide* is developed so coaches have the tools to ensure that the experiences of their athletes are informative, positive and safe. This manual is designed to guide leaders through four 9 week modules to introduce athletes to the Special Olympics sports of Bocce, Basketball, Soccer and Athletics. Introduction to these 4 specific Special Olympics sports will provide an educational foundation in physical literacy and competition in the context of sport which can be expanded upon within Special Olympics community programs and/or school programs.

## YMS Rational

YMS engages athletes who have passed the FUNdamentals LTAD stage and are ready for more challenge and physical literacy development. Within the YMS program athletes will be introduced to the Special Olympics sports of Bocce, Basketball, Soccer and Athletics. Each sport specific lesson plan in the YMS Manual will provide unique sets of challenges and goals.

The intramural sessions offered in session 9 of each module are essential for providing athlete incentive for skill development through competition. A fundamental cornerstone of Special Olympics is that all participants, regardless of their ability, have the right to quality sport training and competitive opportunities that respect the tenets of equal access and equity. Special Olympics athletes are introduced not just to competition, but to all that competition brings with it--community, friendship and joy.

## Benefits

Engraining the Active 4 Life philosophy within athletes will encourage an active lifestyle important for a balanced life. Athletes who are particularly interested in the competition aspect sport can also join further school and community programming for their sport of choice to stay active and build a larger community within Special Olympics. Special Olympics provides a network of peers for athletes to engage with beyond the confines of their particular community.

## Active 4 Life

Active 4 Life is a non-profit dedicated to assisting coaches, caregivers and/or parents with the necessary resources to ensure every athlete has a chance to develop physical literacy. You may be asking, what is physical literacy? Physical literacy is the ability to perform learned movement skills. Like reading and writing--movement is a learned skill. When an athlete has learned the fundamental movement skills and is able to perform in the context of sport the athlete has incentive to continue to develop and goal set--therefore becoming Active 4 Life.

To access Active 4 Life resources for coaches visit: <http://activeforlife.com/lesson-plans-and-resources/>

## Health & Nutrition

Athletes are very active people who spend a lot of time practicing and competing in sporting events. To be able to stay active, it is important to keep general energy levels up. Food provides the energy to walk, run, and play sports. It also keeps athletes focused while they are participating in an event, whether it is bocce, basketball, soccer or athletics. For many athletes, knowledge about health and nutrition is limited at this stage. As the athlete progresses through the YMS program he



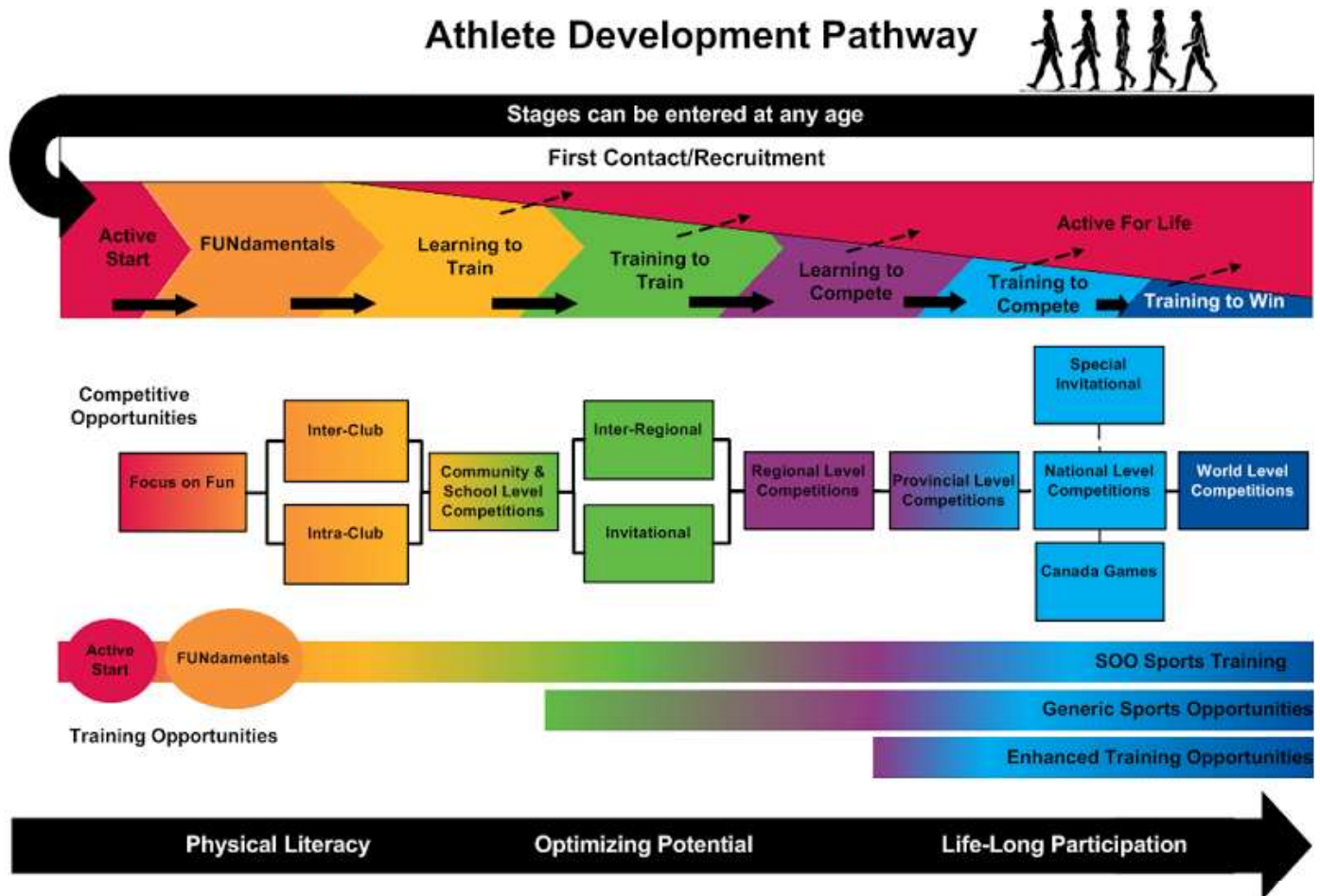
# YMS Introduction



or she will gain understanding of the Canadian Food Guide, Portion Sizes, Hydration and Making Meal Times Fun. Practicing good nutrition can facilitate improvement in sport!

Get your copy of the Special Olympics Nutrition Guide at:

Get your copy of the Canadian Food Guide at: <http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/order-commander/index-eng.php>



## What is LTAD?

### Learn to Train

The YMS program is an extension from the FUNDamentals LTAD stage which focuses on the development of fundamental movement skills. The purpose of YMS is to reinforce all fundamental motor skills and acquisition of basic sport skills. The Learn to Train stage recommends that athletes be 8-11 for females and 9-12 for males. However this age will remain flexible as Special Olympics serves a wide range of ability levels. The recommendation remains that athletes first have the basic movement skills acquired from the FUNDamentals stage of LTAD.

Athletes in the Learn to Train stage are ready to begin training according to more formalized methods. However, the emphasis should still be on general sports skills suitable to a number of activities. A greater amount of time should be spent training and practicing skills than competing.

### Why is LTAD important for Special Olympics in Canada?

The Learn to Train stage of LTAD is the most important stage for the development of sport-



specific skills. This stage represents a sensitive period of accelerated adaptation to skills training and fine motor control. It is also a time when athletes enjoy practicing their skills and seeing their own improvement. By this stage, athletes should have developed clear ideas about the sports they like. Their enthusiasm and personal sense of success should be encouraged. YMS works to give athletes experience in four sports allowing them to explore their own ability and passions. This is an important time to work on flexibility through warm up stretching and cool down. Stamina and strength should be developed through games, relays, and own-body weight exercises as opposed to more formalized physical training.

## History of Special Olympics

Special Olympics is a world-wide organization providing sports training and competitive opportunities for persons with intellectual disabilities. The Special Olympics organization is recognized by Sport Canada as the main provider of these services to people whose primary diagnosis is an intellectual disability, although some participants also have a physical disability.

## The Birth of Special Olympics in Canada

In the early sixties, testing of children with intellectual disabilities revealed that they were only half as physically fit as their non-disabled peers. It was assumed that their low fitness levels were a direct result of their disability. Dr. Frank Hayden, a Toronto researcher, questioned this assumption and conducted valuable research, which concluded that given the opportunity, people with an intellectual disability could become physically fit, and acquire the physical skills necessary to participate in sport. Inspired by his discoveries, Dr. Hayden began searching for ways to develop a national sports program for people with an intellectual disability. His work came to the attention of the Kennedy Foundation in Washington, D.C. and led to the creation of Special Olympics. The first sports competition organized under the Special Olympics banner was held at Soldier's Field in Chicago in 1968.

To ensure Canada's representation at the competition, Dr. Hayden called on the renowned broadcaster, successful businessman and humanitarian, Harry "Red" Foster. Mr. Foster saw this as an opportunity to enhance the lives of Canadians with an intellectual disability, and upon returning to Canada set about laying the foundation for the Special Olympics movement in Canada.

Today, over 31,000 athletes with an intellectual disability participate in Special Olympics programs across the country. Across the world, Special Olympics has grown to service over three million athletes in more than 160 countries. In 1969, the first Special Olympics event was held in Toronto.

## Motor Skill Development

### The Basics

Basic motor/movement skills are the building blocks on which all movement is based. By introducing children to movement early in life, they will develop the basic motor skills needed for future introduction not only to sport and games, but to activities necessary for daily activities. Within the first five years of life, basic motor/movement skill patterns normally emerge as the child deals with the challenges of locomotion and as they manipulate the numerous objects encountered in their environment. A young child will exhibit movements that appear to be quite random. As the child develops their movements become more orderly and recognizable. It is believed that the sequence of development of motor/movement skills is predictable and approximately the same for all children. However, in general, for an individual with an intellectual disability the progress of development will be delayed. Most young children with an intellectual disability begin to show a lag in motor skill development. They may lack the balance, dexterity, coordination and motor/movement skills necessary for performing daily activities.

Early intervention is especially important for children with an intellectual disability because of the developmental delay most of these children exhibit. Young children who receive instruction at an early age will be much more capable of participating in more complex movement skills as they grow older.





The best way to develop basic motor/movement skills is through early intervention, practice and working at the individual's ability level. The more movement experiences to which an individual can be exposed, the better their skills will become because of the amount of practice time they will receive. However, it is important to recognize that it is not only the quantity of practice time but also the quality of practice time which makes the difference. Time allocations are made throughout the lesson plans, but by no means are steadfast rules. Lesson plans may be extended, shorted or modified to fit athletes' needs.

## Fundamental Movement Skills (FMS)

### What are FMS?

FMS (Fundamentals Movement Skills) include manipulation, transportation and balancing skills and are essential building blocks for development as an athlete. "Physical literacy is the combination of mastering fundamental movement skills and fundamental sport skills. This allows children to see, understand and react to movements going on around them." (CS4L, 2011) FMS develop an athlete's physical literacy through the combination of FMS and sport specific training.

### Why are FMS required?

YMS is the third step in the athlete development model. "Most skills require a series of developmental stages, which can be detrimental if missed." (CS4L, 2011) Active Start and FUNdamentals serve as the rudimentary building blocks for physical literacy development. A slower and more isolated approach will need to be taken with athletes who have not had previous FMS development through Active Start and FUNdamentals. FUNdamentals Program Leaders Manuals may be provided to supplement for skills which have not been developed prior to the commencement of YMS. The *FUNDamentals Program Leader Guide* breaks down FMS more thoroughly.

### How will YMS builds on FMS?

The YMS program is an extension from the FUNdamentals stage which focuses on the development of FMS listed below. The purpose of YMS is to reinforce all FMS and acquired basic sport skills.

## The Skills

Basic motor/movement skills are divided into three main areas; manipulation skills, transport skills and balancing skills. A brief description of each of these categories of motor/movement skills is provided, as well as a set of 9 lesson plans for different sport-specific skills in each of the four different YMS sports of Bocce, Soccer, Basketball and Athletics which can allow a coach to structure a basic introductory sports skills program.

### 1. Bocce Skills

These lessons are designed to develop the rudimentary skills and introductory knowledge of the game of Bocce:

- Rolling
- Underhand Throwing
- Shooting at a target
- Teamwork

### 2. Soccer Skills

These lessons are designed to develop the rudimentary skills and introductory knowledge of the game of soccer:

- Running
- Kicking
- Passing
- Shooting on a target
- Teamwork



### 3. Basketball Skills

These lessons are designed to develop the rudimentary skills and introductory knowledge of the game of basketball:

- Running
- Dribbling
- Passing
- Shooting on a target
- Teamwork

### 4. Athletics Skills

These skills are associated with the rudimentary skills and introductory knowledge of Track and Field events:

- Running for time
- Jumping for distance
- Throwing for distance

## Development Perspective

It is important to keep a developmental perspective while working with Special Olympics Athletes in the physical activity setting. There are a number of factors that contribute to skill development. The Council of Physical Education for Children (1998) has developed guidelines for movement programs. There are 6 components to motor development that we need to consider when planning lessons for Special Olympics Athletes:

**1) Development is qualitative:** Movement patterns will increase in mechanical efficiency; as a child acquires skills the quality of performance increases.

**2) Development is individual:** All individuals progress through the same sequence but they will go at their own rate. To have generalized expectations of what each child should be able to do in your program is not realistic because children will be at different stages and development is dependent upon experience.

**3) Development is sequential:** Progress from simple to more complex actions in a somewhat predetermined sequence (i.e. Crawling happens before walking; catch a large ball before catching a smaller one). By understanding the sequence of development, leaders can plan progress.

**4) Development is cumulative:** Previously learned skills are the building blocks for skills that develop later.

PAHL *Physical Activity & Healthy Living*

Multi-Sport



**Special Olympics**  
**Olympiques spéciaux**  
Canada







## PAHL (Physical Activity and Healthy Living)

PAHL is an initiative created to promote healthy active living to Special Olympics athletes. The primary goal is to bridge new athletes into the Special Olympics movement, enhance existing athletes' abilities to train and compete, and empower all athletes to invest in their overall health and well-being.

To achieve this goal, PAHL offers a variety of programs and resources catering to the Physical Activity and Healthy Living needs of our stakeholders (i.e., athletes, students, coaches, teachers, parents, volunteers, and caregivers). The programs that fall underneath its umbrella are:

1. PAHL Festivals
2. Healthy Athletes
3. Step Into Action

To organize a PAHL Day in your school / community contact [youth@specialolympicsontario.com](mailto:youth@specialolympicsontario.com) for more information and guidance.

## Healthy Athletes

Healthy Athletes is a program designed to improve our athletes' health by receiving a variety of health services through clinics conducted by Health Care professionals who volunteer their time and expertise. The purpose of the Healthy Athletes Program is to:

- (a) improve access and health care for Special Olympics athletes
- (b) make referrals to local health practitioners when appropriate
- (c) train health care professionals and students about the needs and care of people with ID
- (d) collect, analyze and disseminate data on the health status and needs of people with ID
- (e) advocate for improved health policies and programs for people with ID

The program offers health screenings in seven areas:

1. Fit Feet (podiatry)
2. FUNfitness (physical therapy)
3. Health Promotion (better health and well-being)
4. Healthy Hearing (audiology)
5. MedFest (sports physical exam)
6. Opening Eyes (vision)
7. Special Smiles (dentistry)

## PAHL Resource Guides

Another component of PAHL is the development and delivery of **physical activity & healthy living resources** for our broad spectrum of athletes, ranging from our everyday community athletes to our high performance athletes. The resources are:

1. Preparing to Compete Guide
2. High Performance Guide
3. Nutrition Guide
4. Interactive *Step Into Action* website



## Step Into Action

The **Step Into Action** program is an interactive web based program designed to increase the physical fitness levels of participants by tracking their physical activity and nutrition online at [step.specialolympicsontario.com](http://step.specialolympicsontario.com). The 'Step' component of the program includes any type of activity that can be measured by a pedometer, such as: walking, jogging, running, participating in sports, or even dancing. PAHL provides pedometers and resources free of charge to coaches, teachers, or volunteers who register as a Program Leader.

On the website [step.specialolympicsontario.com](http://step.specialolympicsontario.com): Athletes can track their steps, track their nutrition and visually see their progress over time. Coaches can download nutrition and physical activity resources, and also, track the progress of all participating athletes!

Resources included into Step-Into Action:

- a) Step Into Action Guide
- b) Comprehensive Program Leader Guide
- c) Athlete Guide
- d) Comprehensive Nutrition Guide designed to educate the athletes about goal setting, physical fitness and nutrition; with the ultimate goal of helping them along the path of incorporating an active and healthy lifestyle into their daily lives.

In addition to the health benefits, Step Into Action aims to develop the participants skills in the areas of: goal setting, goal achievement, responsibility, accountability, and computer literacy.

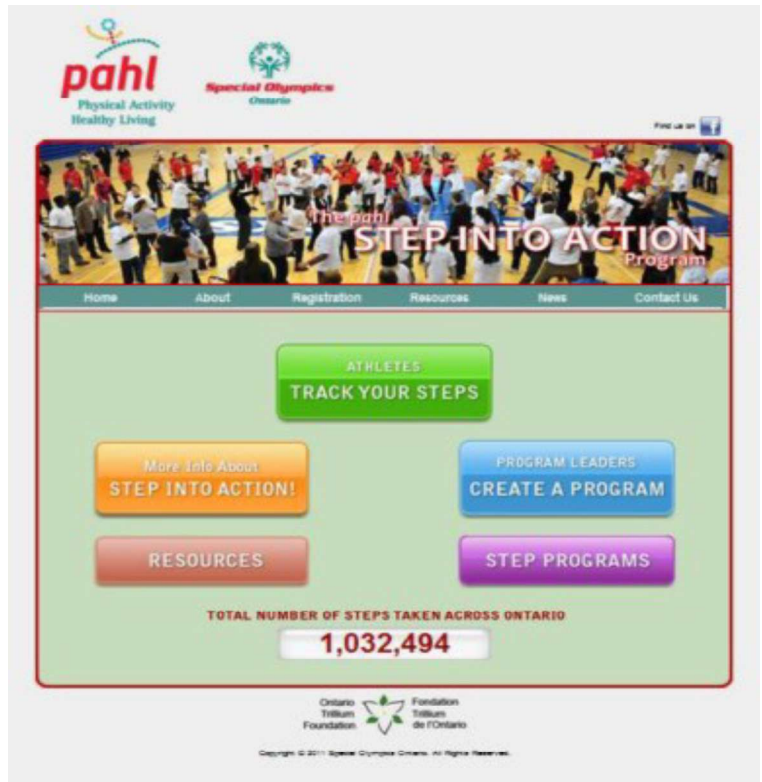
Step Into Action can be used as the overarching program to get new athletes and coaches involved with SOO on a daily, weekly, monthly and yearly basis. The benefit of getting athletes consistently involved with Special Olympics is once students reach the age to transition into their community, they will already be involved with Step Into Action – if not other school and/or community sport programs – as a result of the connection made early on.

## Nutrition Guide

The Special Olympics Ontario Nutrition Guide was designed to act as an informational tool to be used in conjunction with the Step Into Action program.

This Guide contains valuable information about what an athlete needs to stay healthy, as well as examples and tips about healthy snacks and meals that will help boost energy and supply essential nutrients needed throughout the day. Included are some very tasty and healthy recipes that are quick and easy to make.

The Nutrition Guide contains a section where athletes can set daily and weekly nutritional goals to introduce and incorporate lifelong healthy and nutritious eating habits into daily living. In this section, there is a **Daily Nutrition Tracking Sheet** for each day of the week. These sheets make it easy to track how many servings of each food group are consumed during each meal. There is also a space at the bottom to record nutrition goals, and the steps being taken to meet these goals. At the end of every day, registered athletes can use this information to update their interactive **Nutrition Tracker** on the Step Into Action website ([step.specialolympicsontario.com](http://step.specialolympicsontario.com)).







## Project Unify & Risk Management



# Multi-Sport



**Special Olympics**  
**Olympiques spéciaux**  
Canada





## Project Unify

Special Olympics Project UNIFY is an education and sport based strategy. Project Unify increases athletic and leadership opportunities for youth with and without intellectual disabilities, while creating communities of acceptance. In Unified Sports, teams are made up of people of similar age and ability, making practices and games more challenging and exciting for everyone participating. Having sport in common is just one more way that preconceptions and false ideas are swept away.

## Why Unify?

Youth with intellectual disabilities can experience negative treatment from their peers. This can include social isolation, rejection and even victimization in the form of bullying. Project Unify unifies youth through education and sports. Project Unify provides participants with the knowledge, attitudes and skills necessary to create and sustain communities that promote acceptance, respect and human dignity for all individuals.

## Inclusive Sports and Fitness

Project Unify provides any youth with opportunities to participate in sports activities alongside one another and which we have found to be among the most conducive activity for breaking down stereotypes.

## Outcomes

- Athletes without ID hold more positive attitudes toward their peers with intellectual disabilities.
- Athletes with ID feel as though their community is more inclusive and gain confidence in their abilities.
- Communities of acceptance where individuals with intellectual disabilities feel welcome and are routinely included in, and feel a part of, all community activities, opportunities and functions.
- Perception of Special Olympics as a community partner that offers inclusive programming that benefits all youth.

For more information on Project Unify visit:

[http://specialolympics.org/Sections/What\\_We\\_Do/Project\\_Unify/Project\\_Unify.aspx](http://specialolympics.org/Sections/What_We_Do/Project_Unify/Project_Unify.aspx)

## Spread the Word to End the Word

The R-word is the word 'retard(ed)'. Why does it hurt? The R-word hurts because it is exclusive. It's offensive. It's derogatory.

Having a conversation about the R-word can be difficult and often uncomfortable. Use the dialogue scenarios and tips below to help you successfully articulate why the R-word is hurtful in everyday speech.

The campaign asks people to pledge to stop using the R-word with the goal of creating more accepting attitudes and communities for all people. Language affects attitudes and attitudes affect actions.

Inclusion and unity are crucial for YMS, beginning this pledge for young athletes helps to eradicate the R-Word at an early age. Youth that pledge together and are taught that the R-Word does hurt will become more tolerant later in life. Removing the derogatory R-Word out of all of our vocabularies and replacing a respectable term allows for acceptance and friendship. For more information visit: <http://r-word.org/>

## Mentorship

Throughout Special Olympic programs mentorship is an important factor. An athlete and coach relationship is one of the most common relationships that encourage mentorship. Youth can be involved in the program as well. Peer mentorship can benefit both the athlete and the volunteer, creating friendships and removing stigma from individuals with ID.

The volunteer will benefit from the leadership aspects of the mentorship and the athlete will gain a companion and role model. This pairing can help the athlete through his training on a one-on-one level.

Within Youth Multi Sport youth mentorship will assist the athlete with training precise skills. The one-on-one training will allow both the volunteer and athlete to build confidence in their athletic skills.

For more tips on mentorship visit:

[http://media.specialolympics.org/soi/files/resources/Project\\_Unify/Tips-for-a-Meaningful-Mentor-Relationship.pdf](http://media.specialolympics.org/soi/files/resources/Project_Unify/Tips-for-a-Meaningful-Mentor-Relationship.pdf)



## Safety and Emergency Action Plan

### SAFETY

The safety of all participants is paramount within the YMS program and is the responsibility of all program leaders. Below is a list of guidelines that will ensure that the athlete participation is conducted in a safe and positive environment.

#### Lesson Plans:

- Ensure that the program lesson plans provide an opportunity for progressive skill development and is presented in a manner that modifies the equipment or rules of the activities that is consistent with safety. The athletes will benefit from activities that show improvement.
- Try to develop a flow to the practice and ensure that athletes are continually moving. Long waits can lead to athletes losing interest and acting out in dangerous behavior.
- Ensure that lesson plans provide opportunities to be simplified or extended. Athletes need an optimal level of challenge so that they are interested in the activity, if the activity is too easy or difficult they will lose interest.

#### Equipment:

- The equipment used for the YMS program will in most cases be provided through your Special Olympics Provincial Chapter. However it is important that the equipment accommodates the athlete's ability, age and physical development.
- Always take time before each practice to examine the equipment that is being used and ensure that it is not showing any signs of deterioration in a manner that could cause an injury to a participant.
- Any equipment that has been modified to meet the needs of participants should be first tested before use.
- Equipment should always be kept locked when it is not being used.

## Emergency Action Plan

- An Emergency Action Plan (EAP) is a plan that is created by program leaders to assist when responding to emergency situations. The EAP will ensure that program leaders can respond quickly and efficiently if an emergency occurs. Always remember that in case of an emergency calling 911 should be your first step.
- The EAP should always be designed with the facility that your program regularly uses for practice in mind.

### An Emergency Action Plan Should Include the Following:

- *Who is responsible in the case of an emergency? (It may be You!)*
- Always have a fully charged cell phone or know exactly where there is access to a public phone.
- Always have emergency phone numbers with you that include the Facility Manager, Police, Fire Department etc. Refer to your Special Olympics Provincial medical form for participant medical information.
- Ensure that you have the address of the facility on hand and it is a good idea to include the closest intersection or local landmark to help emergency personnel find the facility as quickly as possible.
- Always have a first aid kit that is fully stocked with necessary equipment.
- Your EAP should include the name of a pre-assigned person that will be responsible for calling emergency services and ensure that this person also has detailed facility directions.

### An Emergency Action Plan should be activated if a participant:

- *Is not Breathing*
- Does not have a Pulse
- Is Bleeding Excessively
- Is having Difficulty Staying Conscious
- Has an Injury to their Back , Neck, or Head
- Has a Visible Trauma to a Limb



## Emergency Action Plan Checklist:

- ☐ Cell Phone or Knowledge of Local Access (Change Available for Public Phone)
- ☐ List of Emergency Phone Numbers
- ☐ Accurate Directions to Venue
- ☐ Participant Information (Contact Numbers and Medical Profile)
- ☐ Personnel Information - Who is in Charge?
  - Who will make calls to emergency services?
  - Assistants supervising other athletes are identified?
- ☐ First Aid Kit

## SAMPLE EMERGENCY ACTION PLAN

### Charge Person:

- Clear the risk of further harm to the injured person by securing the area and shelter the injured person from the elements.
- Designate who is in charge of the other participants.
- Protect yourself (wear gloves if he/she is in contact with body fluids such as blood).
- ABCs: (checks that the airway is clear, breathing is present, a pulse is present, and there is no major bleeding).
- Wait by the injured person until EMS arrives and the injured person is transported.
- Fill in a medical incident report form.

### Call Person:

- Call for emergency help.
- Provide all necessary information to dispatch (e.g. facility location, nature of injury, any first aid has been done).
- Clear any traffic from the entrance/access road before ambulance arrives.
- Wait by the driveway entrance to the facility to direct the ambulance when it arrives.
- Call the emergency contact person listed on the injured person's medical profile.
- *(©Special Olympics Canada and Coaching Association of Canada 2006, 40)*



## SPECIAL OLYMPICS MEDICAL INCIDENT REPORT FORM

NAME: \_\_\_\_\_  
DATE OF ACCIDENT: \_\_\_\_\_  
LOCATION OF ACCIDENT: \_\_\_\_\_

### DESCRIPTION OF ACCIDENT:

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### DESCRIPTION OF INJURY:

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### ACTION TAKEN:

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### FOLLOW UP ACTION NEEDED:

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DATE: \_\_\_\_\_  
SIGNATURE: \_\_\_\_\_  
POSITION: \_\_\_\_\_



## Planning a Practice



# Multi-Sport







## PLANNING A PRACTICE

Planning a practice that meets the needs of participants but also ensures a safe and positive learning experience is crucial to the success of any sport program. Included in the “Planning a Practice” section of the guide are a number of considerations when planning a practice, such as what elements should be included in a proper lesson as well as lesson plans for the Youth Multi-Sport program that will guide you through 9 weeks of all 4 sports. You can repeat any lesson or activity as you see fit.

### Always Consider:

- Ensure that the activities are developmentally appropriate for the age, fitness, and ability level of the athletes.
- Engage the whole athlete (physical, cognitive and affective) in the activity
- Ensure activities include athlete friendly cues that focus on the key elements of the skill and help encourage success
- Ensure that the practice starts with a warm-up, and that the activities include a reasonable progression and challenge for the athletes.
- Ensure that the activities and environment are appropriate for all athletes identifying that alternative activities are selected given any of the associated disabilities of the athletes.
- Adjust activities for athletes who cannot perform them as planned with the larger group.
- Provide opportunities for quality practice

## DESIGNING AN EMERGENCY ACTION PLAN

Always have your EAP on hand and ensure that all volunteers are familiar with the information within it.

## INSPECTING EQUIPMENT AND FACILITIES

- Ensure that you are fully aware of the specific safety standards related to the equipment used in your activity.  
Take an inventory of collective and individual equipment.
- Take an inventory of available first aid equipment. Carry a first aid kit at all times.
- Assess the safety of the facility itself (e.g. walls, playing area, lighting) by completing a facility safety checklist.
- Identify environmental, equipment and facilities and human risk factors.

## INFORMING ATHLETES, CAREGIVERS AND PARENTS/GUARDIANS

- Inform the parents/caregivers and the athletes of the risks inherent to the activities.
- Properly explain the safety procedures and instructions related to all activities, and check that the athletes understand them.
- When giving explanations for an activity during a practice highlight potential risks.
- Examples: If athletes are required to cross paths, ask them to keep their heads up and to be alert to where others are as they are moving around.

## SUPERVISING ACTIVITIES

- Ensure that the number of athletes involved is not so high as to compromise adequate supervision and safety. Youth Multi-Sport programs should have a minimum of 2 facilitators.
- Keep in mind that athletes need to be constantly supervised. Stop all activities when you have to leave the room or site.
- Look for signs of fatigue and aggression in athletes and, if necessary, stop the activity.

## Skills Assessment Report Cards

Reports are used throughout the sessions to track progress within the YMS Program. The “Report Cards” can be photocopied and given out to athletes to take home to their parent/guardian and/or caregiver to show athletes’ interests and skills. This will help to give parent/guardian and/or caregivers an idea about what Special Olympics Four Corners sports an athlete may be interested in pursuing at the secondary school level and/or in the community. This card will provide a reference point for goal setting. YMS will include a take home report card and certificate for competition of each section. Sport specific skills assessment tools are found within the Skills Assessment section of each sport.



## LESSON PLANS:

### CHARACTERISTICS TABLE AND OBJECTIVES

At the beginning of each lesson plan is a characteristics table of the movement skill that the lesson is focusing on. Movements progress from simple to complex and move from initial to mature. Most participants will begin showing characteristics of the initial stage. It is the overall goal of the program to move participants to the mature stage. This will not happen in one lesson. Skill development is dependent upon a number of factors (strength, coordination, maturation to name a few). It is your job as the instructor, to know the key characteristics and use the teaching cues and hints to help develop the athlete to improve each skill and eventually move them to the next stage within the skill.

### WARM UP

The warm up is an important component of any practice. A warm up, if implemented properly can prevent many injuries. The warm up gets the athletes moving and should be designed to get everybody ready for the activities that are to follow. The warm up can be fun and accomplished by playing different games. However, it is important to be sure that the warm up incorporates the muscles that are going to be used during the practice. It is also a good idea to try to incorporate some form of mild stretching into the warm up.

### INTRODUCTION

The introduction can be incorporated into the warm up, however it also can be implemented separately as well. The introduction mainly introduces the participants to the skill they will be focusing on. The introduction describes the skill and how to perform the skill properly. It provides athletes with an example of the final goal.

### INDIVIDUAL SKILL DEVELOPMENT

The aim of this component is to develop sport specific skills that will help the athlete participate and grow in each of the four Youth Multi-Sports. The individual skills focused on in the sample lesson plans provided are basic sports skills based on an introductory knowledge of each sport. Most motor/movement skills are learned gradually and must follow natural progression. Therefore, it is important to break each skill into simple steps. By breaking the skill into simple steps, you will be able to determine the level of complexity at which each athlete is ready to start practicing a skill.

This component also provides key words and teaching cues that should be reinforced so the athlete will develop and understand sport specific vocabulary.

### SPECIFIC SKILL GAMES & ACTIVITIES

Quality practice and repetition are essential for improving basic sport specific skills. The aim of this component is to provide you with different games and activities that are designed specifically to improve the skills practiced in the previous section. These games and activities are a fun and effective way to practice individual skills.

### COOL DOWN/ NUTRITION BREAK

The cool down is also an important component of a lesson plan. It allows the instructor/coach to slow the participants down. The nutrition break will serve as a basic information session for athletes to encourage the process of developing a strong foundation for healthy food choices throughout life.

### GOALS AND GOAL SETTING

By acknowledging the athletes skill development athletes gain confidence in areas where they have succeeded and understand areas where improvement is needed. By providing athletes with areas for improvement a base line ability from which to jump off from. Goals for improvement will be set and perused through practice and perseverance.



Stretching



# Multi-Sport





## Stretching Basics

Flexibility is critical to an athlete's optimal performance in both training and competition. Flexibility is achieved through stretching.

Stretching follows an easy aerobic jog at the start of a training session or competition or during cool-down. Begin with an easy stretch to the point of tension, and hold this position for 15-30 seconds until the pull lessens. When the tension eases, slowly move farther into the stretch until tension is again felt. Hold this new position for an additional 15 seconds. Each stretch should be repeated up to four or five times on each side of the body.

It is important to continue to breathe while stretching. When leaning into the stretch, exhale. Once the stretching point is reached, keep inhaling and exhaling while holding the stretch. Stretching should be a part of everyone's daily life. Regular, daily stretching has been demonstrated to have the following effects:

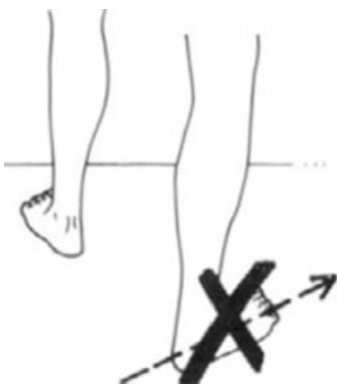
- Increases the length of the muscle/tendon unit
- Increases joint range of motion
- Reduces muscle tension
- Develops body awareness
- Promotes increased circulation
- Makes you feel good

Some athletes, such as those with Down syndrome, may have low muscle tone that makes them appear more flexible. Be careful to not allow these athletes to stretch beyond a normal, safe range. Several stretches are dangerous for any athlete to perform, and should never be part of a safe stretching program. These unsafe stretches include the following:

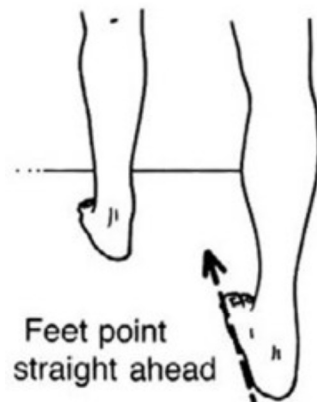
- neck backward bending
- trunk backward bending
- spinal roll

Stretching is effective only if the stretch is performed accurately. Athletes need to focus on correct body positioning and alignment. Take the calf stretch, for example. Many athletes do not keep the feet forward, in the direction that they are running. The feet should be pointing straight ahead rather than turning out or in.

### Incorrect



### Correct





# YMS Stretching



Another common fault in stretching is bending the back in an attempt to get a better stretch from the hips. An example is a simple sitting forward leg stretch. The athlete should think of stretching forward from the waist rather than down from the upper back.

**Incorrect**



**Correct**



This guide will focus on some basic stretches for major muscle groups.

## Stretching - Quick Reference Guidelines

### **Start Relaxed**

Do not begin until athletes are relaxed and muscles are warm.

### **Be Systematic**

Start at the top of body and work down.

### **Progress from General to Specific**

Start general, then move into event specific exercises.

Make slow, progressive stretches.

Be controlled.

Do not bounce or jerk to stretch farther.

### **Use Variety**

Make it fun. Use different exercises to work the same muscles.

### **Breathe Naturally**

Do not hold breath, stay calm and relaxed.

### **Allow for Individual Differences**

Athletes start and progress at different levels.

### **Stretch Regularly**

Always include time for warm-up and cool-down.

### **Stretch at home.**





# YMS Stretching



Upper Body Stretch	Direction	Low Back & Glutes:	Direction
<b>Chest Opener</b>	<ul style="list-style-type: none"> <li>• Clasp hands behind back</li> <li>• Palms facing in</li> <li>• Push hands toward sky</li> </ul>	<b>Deep Hip Stretch</b>	<ul style="list-style-type: none"> <li>• Kneel, cross left knee over right</li> <li>• Sit between heels</li> <li>• Hold knees, lean forward</li> </ul>
<b>Side Stretch</b>	<ul style="list-style-type: none"> <li>• Raise arms over head</li> <li>• Clasp forearms</li> <li>• Bend to one side and then the other</li> </ul>	<b>Crossed Ankle Stretch</b>	<ul style="list-style-type: none"> <li>• Sit, legs outstretched and crossed at ankles</li> <li>• Reach extended arms in front of body</li> </ul>
<b>Side Arm Stretch</b>	<ul style="list-style-type: none"> <li>• Raise arms over head</li> <li>• Clasp hands, palms up</li> <li>• Push hands toward sky</li> <li>• Athletes unable to clasp their hands can still get a good stretch by pushing their hands to the sky.</li> </ul>	<b>Groin Stretch</b>	<ul style="list-style-type: none"> <li>• Sit, bottoms of feet touching</li> <li>• Hold feet/ankles</li> <li>• Bend forward from hips</li> <li>• Ensure that the athlete is pulling up in his lower back</li> </ul>
<b>Trunk Twist</b>	<ul style="list-style-type: none"> <li>• Stand with back to wall</li> <li>• Turn, reach palms to wall</li> </ul>	<b>Hip Rolls</b>	<ul style="list-style-type: none"> <li>• Lie on back, arms outstretched</li> <li>• Bring knees to chest</li> <li>• Slowly drop knees to left (exhale)</li> <li>• Bring knees back to chest (inhale)</li> <li>• Slowly drop knees to right (exhale)</li> <li>• Work on keeping the knees together to get the full stretch through the buttocks</li> </ul>
<b>Triceps Stretch</b>	<ul style="list-style-type: none"> <li>• Raise both arms overhead</li> <li>• Bend right arm, bring hand to back</li> <li>• Grasp elbow of bent arm and pull gently toward the middle of the back</li> <li>• Repeat with other arm</li> </ul>	<b>Camel Stretch – Half</b>	<ul style="list-style-type: none"> <li>• Kneel, place hands on low back</li> <li>• Push hips forward</li> <li>• Tilt head back</li> <li>• Use this stretch for athletes who need to gain greater flexibility in their quadriceps, hip flexor and groin.</li> </ul>
<b>Shoulder Triceps Stretch</b>	<ul style="list-style-type: none"> <li>• Take elbow into hand</li> <li>• Pull to opposite shoulder</li> <li>• Arm may be straight or bent</li> </ul>	<b>Camel Stretch – Full</b>	<ul style="list-style-type: none"> <li>• Bring hands to heels of feet</li> <li>• Push chest up and out</li> <li>• Straighten the back by pushing the hips up. The athlete will feel a greater stretch in the quadriceps.</li> </ul>
<b>Shoulder Triceps Stretch with neck Twist</b>	<ul style="list-style-type: none"> <li>• Take elbow into hand</li> <li>• Pull to opposite shoulder</li> <li>• Turn head in the opposite direction of the pull</li> <li>• Arm may be straight or bent</li> <li>• Teaching correction: the athlete above is turning her head in the wrong direction.</li> <li>• To get the maximum benefit of the stretch, make sure that the head is turned toward the shoulder being stretched, or in the direction opposite the pull.</li> </ul>	<b>Spine Hamstring Stretch</b>	<ul style="list-style-type: none"> <li>• Lie on back, legs outstretched</li> <li>• Alternating legs, bring legs to chest</li> <li>• Bring both legs to chest at the same time</li> </ul>
<b>Chest Stretch</b>	<ul style="list-style-type: none"> <li>• Clasp hands behind head.</li> <li>• Push elbows back</li> <li>• Keep the back straight and tall</li> <li>• Don't pull forward on head</li> <li>• This is a simple stretch that the athlete may not feel strongly when stretching. However, it opens up the chest and inner shoulder areas, preparing the chest and arms for the workout.</li> </ul>	<b>Spine Curl</b>	<ul style="list-style-type: none"> <li>• Lie on back</li> <li>• Bring left knee to chest</li> <li>• Hold leg on hamstring with both hands</li> <li>• Lift head and shoulders to knee</li> <li>• Alternate legs</li> </ul>



# YMS Introduction



## Lower Body:

## Direction

### Calf Stretch



Stand facing wall/fence  
Lean arms and forehead on wall/fence  
Bend forward leg slightly  
Bend ankle of back leg

### Calf Stretch with Bent Knee



Bend both knees to ease strain

### Hamstring Stretch

Legs straight out and together  
Legs are not locked  
Bend at hips, reach toward ankles  
As flexibility increases, reach for feet but don't pull on toes  
Push out through the heels, pointing toes to the sky

### Seated Straddle Stretch

Legs straddled, bend at hips  
Reach out toward the middle  
Keep the back straight

### Step-Ups

Step onto support, with bent leg  
Push hips in, toward support

### Standing Hamstring Stretch

Rest heel of foot  
Push chest/shoulders in and up  
Don't rest heel on something too high  
Don't overstretch

### Forward Bend

Stand, arms outstretched overhead  
Slowly bend at waist  
Bring hands to ankles or shins or knees without strain  
Point fingers toward feet



## Goal Setting



# Multi-Sport



# Goal Setting

## Goals and Goal Setting

Accomplishing goals at practice through repetition in settings similar to the competition environment will instill confidence. Goal setting is a joint effort between athletes and coaches. The main features of goal setting are:

- Goals need to be structured as short-term, intermediate and long-term.
- Goals need to be viewed as stepping stones to success.
- Goals must be accepted by the athlete.
- Goals need to vary in difficulty — from easily attainable to challenging.
- Goals must be measurable.
- Goals need to be used to establish the athlete's training and competition plan.

Athletes with or without an intellectual disability may be more motivated by accomplishing short-term goals rather than long-term goals; however, do not be afraid to challenge athletes. Include athletes in setting their personal goals.

For example, ask the athlete, *"How many correct passes do you want to make today?"* Let's see how many correct passes you made at the last practice. *"What is your personal best?"* *"What do you think you can do?"* Awareness of why the athlete is participating is also important when setting goals.

There are participation factors that may influence motivation and goal setting:

- Age appropriateness
- Ability level
- Readiness level
- Athlete performance
- Family influence
- Peer influence
- Athlete preference

## Performance Goals versus Outcome Goals

Effective goals focus on performance, not outcome. Performance is what the athlete controls. Outcomes are frequently controlled by others. An athlete may have an outstanding performance and not win a contest because other athletes have performed even better. Conversely, an athlete may perform poorly and still win if all other athletes perform at a lower level. If an athlete's goal is to run the course in a certain time, the athlete has greater control in achieving this goal than winning. However, the athlete has even greater control of achieving a goal if the goal is to finish the course using the correct form. This performance goal ultimately gives the athlete more control over his/her performance

## Motivation through Goal Setting

Goal setting has proved to be one of the most simple and effective motivational devices developed for sport within the past three decades. While the concept is not new, today the techniques for effective goal setting have been refined and clarified. Motivation is all about having needs and striving to have those needs met. How can you enhance an athlete's motivation?

1. Provide more time and attention to an athlete when he/she is having difficulty learning a skill.
  2. Reward small gains of achievement in skill level.
  3. Develop other measures of achievement outside of winning.
  4. Show your athletes that they are important to you.
  5. Show your athletes that you are proud of them and excited about what they are doing.
  6. Fill your athletes with self-worth.
- Goals give direction. They tell us what needs to be accomplished. They increase effort, persistence and the quality of performance. Establishing goals also requires that the athlete and coach determine techniques for how to achieve those goals.

# Goal Setting

## Measurable and Specific

Effective goals are very specific and measurable. Goals stated in the form of "I want to be the best that I can be!" or "I want to improve my performance!" are vague and difficult to measure. It is positive sounding but difficult, if not impossible, to assess whether they have been reached. Measurable goals must establish a baseline of performance recorded during the past one or two weeks for them to be realistic.

## Difficult, but Realistic

Effective goals are perceived as challenging, not threatening. A challenging goal is one perceived as difficult, but attainable within a reasonable amount of time and with a reasonable amount of effort or ability. A threatening goal is one perceived as being beyond one's current capacity. Realistic implies that judgment is involved. Goals based upon a baseline of performance recorded during the past one or two weeks are likely to be realistic.

## Long vs. Short-Term Goals

Both long- and short-term goals provide direction, but short-term goals appear to have the greatest motivational effects. Short-term goals are more readily attainable and are stepping stones to more distant long-term goals. Unrealistic short-term goals are easier to recognize than unrealistic long-term goals. Unrealistic goals can then be modified before valuable practice time has been lost.

## Positive vs. Negative Goal Setting

Positive goals direct what to do rather than what not to do. Negative goals direct our attention to the errors we wish to avoid or eliminate. Positive goals also require coaches and athletes to decide how they will reach those specific goals. Once the goal is decided, the athlete and coach must determine specific strategies and techniques that allow the goal to be successfully attained.

## Set Priorities

Effective goals are limited in number and meaningful to the athlete. Setting a limited number of goals requires that athletes and coaches decide what is important and fundamental for continued development. Establishing a few carefully selected goals also allows athletes and coaches to keep accurate records without becoming overwhelmed with record keeping.

## Mutual Goal Setting

Goal setting becomes an effective motivational device when athletes are committed to achieving those goals. When goals are imposed or established without significant input from the athletes, motivation is unlikely to be enhanced.

## Set Specific Time Lines

Target dates provide urgency to an athlete's efforts. Specific target dates tend to eliminate wishful thinking and clarify which goals are realistic and which are not. Timelines are especially valuable in high-risk sports where fear often promotes procrastination in learning new skills.

## Formal vs Informal Goal Setting

Some coaches and athletes think that goals must be set in formal meetings outside of practice and require long periods of thoughtful evaluation before they are decided upon. Goals are progressions that coaches have been using for years but are now expressed in measurable, performance terms rather than as vague, generalized outcomes.

## Team vs Individual Goals

While team goals appear to have great importance for team sports, the reality is that most team goals can be broken down into individual roles or responsibilities. Each player must achieve these individual roles or responsibilities for the team to function effectively.

## Goal Setting Domains

When asked to set goals, athletes typically focus on the learning of new skills or performances in competitions. A major role of the coach is to broaden the athlete's perception of those areas, and goal setting can be an effective tool. Goals can be set to enhance fitness, improve attendance, increase intensity, promote sportsmanship, develop team spirit, find more free time or establish consistency.



# Goal Setting

## Athlete Participation in Goal Setting

Have athletes write or discuss their long-term and intermediate goals for the full 9 weeks of each session and revisit these goals at the conclusion of each session and the end of the YMS program. At the beginning of each session discuss the short term goals for the day and revisit these goals at the end of the session. Athletes can key "Goal Setting Journals" to keep track of their short term, intermediate and long term goals.

Good questions to ask include:

1. Is the goal under the athlete's control in that it focuses on his/her needs and no one else's?
2. Is the goal an actual goal and not a result?
3. Is the goal important to the athlete so that he/she will want to work toward achieving it (and will have the time and energy to do it)?
4. How will this goal make the athlete's life different?
5. What barriers might the athlete encounter in working toward this goal?
6. What more does the athlete know?
7. What does the athlete need to learn how to do?
8. What risks does the athlete need to take

## Athlete Goal Setting Journal

Athletes can keep track of their goals throughout the YMS program to chart their improvements, successes and challenges. Athletes can share these journal entries with peers, coaches and caregivers/parents. Not only will this help athletes to challenge themselves through sport it provides an opportunity for improvements in written communication. Skills.

# Bocce Session 1: *Introduction*



Multi-Sport



**Special Olympics**  
**Olympiques spéciaux**  
Canada





## Bocce Session 1: Introduction to Court, Equipment and Rules of Bocce

### Basics and Aim of Bocce

Bocce is played with a set of eight large balls and one small target ball called a pallina (Italian for little ball). The pallina is sometimes also called a jack, kitty, cue ball or pill. The larger balls are roughly 107mm in diameter and weigh approximately 900 grams. Each of the opposing team's balls are of two distinct different colors and sometimes have markings. The different markings assist people who may have a visual impairment and require touch to differentiate balls.

Events are usually singles, doubles or teams (any more on a court can lead to overcrowding). A game is begun by the toss of a coin to establish who goes first. Once the initial toss has been made, the pallina and the first ball of that team is rolled. The opposition will then roll their first ball down the court and hope that they get closer to the pallina.

If the opposition is successful in their attempt, the first team will try and better it again. If they are not successful, they will continue to try until they achieve their goal or have rolled all their balls. Each team gets to roll or toss their four larger Bocce balls towards the pallina.

The object of the game is to get as many of your balls as close to the target ball as your opponent. After both teams have thrown all their balls, the frame has ended and the distances between the Pallina and the Bocce balls are considered and points awarded. Only one team can score in each frame or end.

Scoring is one point for each ball that is closer to the pallina than the opponent's balls. In this way you can score up to four points in each frame or end.

Competition games are usually scored up to 12 or 16 points per game; however, scoring in recreational games is limited only by the time players have to spare. It can be from three or four ends to nearly 30, depending on the number of points awarded following completion of each end. Depending on the skill of the players, a game can last anywhere from 15 minutes to an hour.

### Benefits of Bocce

Even when played on official courts, bocce is not a physically demanding sport. There is no pounding on the spine and knees as in basketball, no sprinting and sliding as in athletics or softball.

You don't have to be in shape to play bocce, though physical fitness controls the fatigue factor in any competitive sport. On the other hand, the mental and social benefits of bocce are incalculable. Competing in any sport fosters a healthy outlook on life. And after all things are considered, bocce meets today's health and fitness standard of favoring lifetime sports over those that you can enjoy only in your youth.

There are also the social mainstreaming benefits that occur when the "playing field" is level, in that this game does not require a vast amount of intellectual acumen for a player to be at the top level of the sport. Therefore a person with a disability can compete on an even basis against a competitor who has no impairment.

### Bocce Attire

Appropriate bocce attire is required for all competitors. As coach, you should discuss the types of sport clothes that are acceptable and not acceptable for training and competition. Discuss the importance of wearing properly fitted clothing, along with the advantages and disadvantages of certain types of clothing worn during training and competitions. For example, long pant jeans to blue jean shorts are not proper bocce attire for any event. Explain that athletes cannot perform their best while wearing jeans that restrict their movement. Take athletes to high school or collegiate training sessions or competitions and point out the attire being worn. You can even set the example, by wearing appropriate attire to training and competitions and not rewarding athletes who do not come properly dressed to train and/or compete.

- The athlete should always wear comfortable clothing.
- Clothes should always allow freedom of movement of all parts of the body.
- Regular school clothes are acceptable.



- In a tournament, white or light colored clothes are preferred.
- Players are not permitted to wear shoes which may damage or disrupt the court surface.
- Players are not permitted to play without shoes. Sandals and sandals should also be avoided as they provide little or no protection if a ball is dropped onto the foot.
- Players should be advised of the need for sun screen, hats and other protection from the sun's rays.

## Bocce Equipment

Bocce requires the type of sporting equipment listed below. It is important for athletes to be able to recognize and understand how equipment for the specific events works and impacts their performance. Have your athletes name each piece of equipment as you show it and give the use for each. To reinforce this ability within them, have them select the equipment used for their events as well.

- Bocce balls
- Pallina
- Measuring Device
- Ping Pong Paddle
- Scoring Device
- Timer
- Pinnies
- Coin (for "coin toss")

## Goals

Realistic yet challenging goals for each athlete are important to the motivation of the athlete both at training and during competition. Goals establish and drive the action of both training and competition plans. Sport confidence in athletes helps to make participation fun and is critical to the athlete's motivation.

## Goal Setting

Setting goals is a joint effort involving the athlete and coach. The main features of goal setting include the following.

- Structured into short-term, intermediate and long-term
- Stepping stones to success
- Must be accepted by the athlete
- Vary in difficulty - easy attainable to challenging
- Must be measurable

## Long Term Goal

The athlete will acquire basic bocce skills, appropriate social behavior and functional knowledge of the rules necessary to participate successfully in bocce competitions.

## Short Term Objectives

As mentioned before, the setting of short term goals should be athlete driven and athlete focused. Unless you have the athlete's drive, direction and commitment to any goals set, they may not be achieved as they may be your goals and not the athlete's.



## Athlete Participation in Goal Setting

Have athletes write or discuss their long-term and intermediate goals for the full 9 weeks and revisit these goals at 9 weeks and the end of the YMS program. At the beginning of each session discuss the short term goals for the day and revisit these goals at the end of the session. Good questions to ask include:

1. Is the goal under the athlete's control in that it focuses on his/her needs and no one else's?
2. Is the goal an actual goal and not a result?
3. Is the goal important to the athlete so that he/she will want to work toward achieving it (and will have the time and energy to do it)?
4. How will this goal make the athlete's life different?
5. What barriers might the athlete encounter in working toward this goal?
6. What more does the athlete know?
7. What does the athlete need to learn how to do?
8. What risks does the athlete need to take



## Objectives:

- To introduce the equipment necessary to play bocce (bocce balls, pallina, coin toss)
- Introduce athletes to the bocce court
- Introduce athletes to the basic rules of Bocce
- Introduce the athletes to the terms foul, pointing, hitting, banking and rebounding.

## Equipment:

- Bocce Balls (varying weights)
- Pallina
- Tape
- Cones
- Scoreboard
- Ping Pong Paddle

## Nutrition Break :

Have athletes grab some water and sit in a circle to begin the **Nutrition Break**. This week's **Nutrition Break** theme is **Canada's Food Guide** focusing on fruits and veggies. Explaining the importance of vitamins and minerals in the context of sport. A good balance between fruits and vegetables should be consumed daily. Good fuel equates to good results in general health and athletics.

Questions: What are you favorite fruits and vegetables? How many servings of fruits and vegetables should you get?

Answer: Male and Female Ages 9-13 = 6 Servings

Male Ages 14-18 = 8 Servings

Female Ages 14-18 = 7 Servings

## Teaching Cues:

- To introduce the equipment (bocce balls, pallina, coin for coin toss, etc.)
- Introduce athletes to the bocce court
- Introduce athletes to the basic rules of bocce
- Introduce the athletes to the terms foul, pointing, hitting, banking and rebounding.
- Introduce equipment piece by piece have athletes repeat how each piece of equipment in the game of bocce
- Athlete will understand some but not all of the bocce terms outlined in session one.

### THE GRIP:

**HINT:** You may have to help the athlete who has smaller hands and may not be able to grip the ball correctly and therefore has little/no control of the bocce ball.

**HINT:** If holding the ball is uncomfortable the ball can also be held in inverted position, although this is not entirely suitable for players with small hands

**CUE:** As a test to see if an athlete is ready to play with an inverted grip, ask the athlete to invert his/her hand, with a ball held in it, to ensure the ball is sitting securely and doesn't drop from hand.

### THE STANCE:

Athlete will be able to spread legs into a triangle formation however will not be square to the target.

**HINT:** Stand shoulder width apart, not too wide, not too narrow.

**CUE:** Make a triangle with your legs. The leg in front will correspond with the throwing arm.

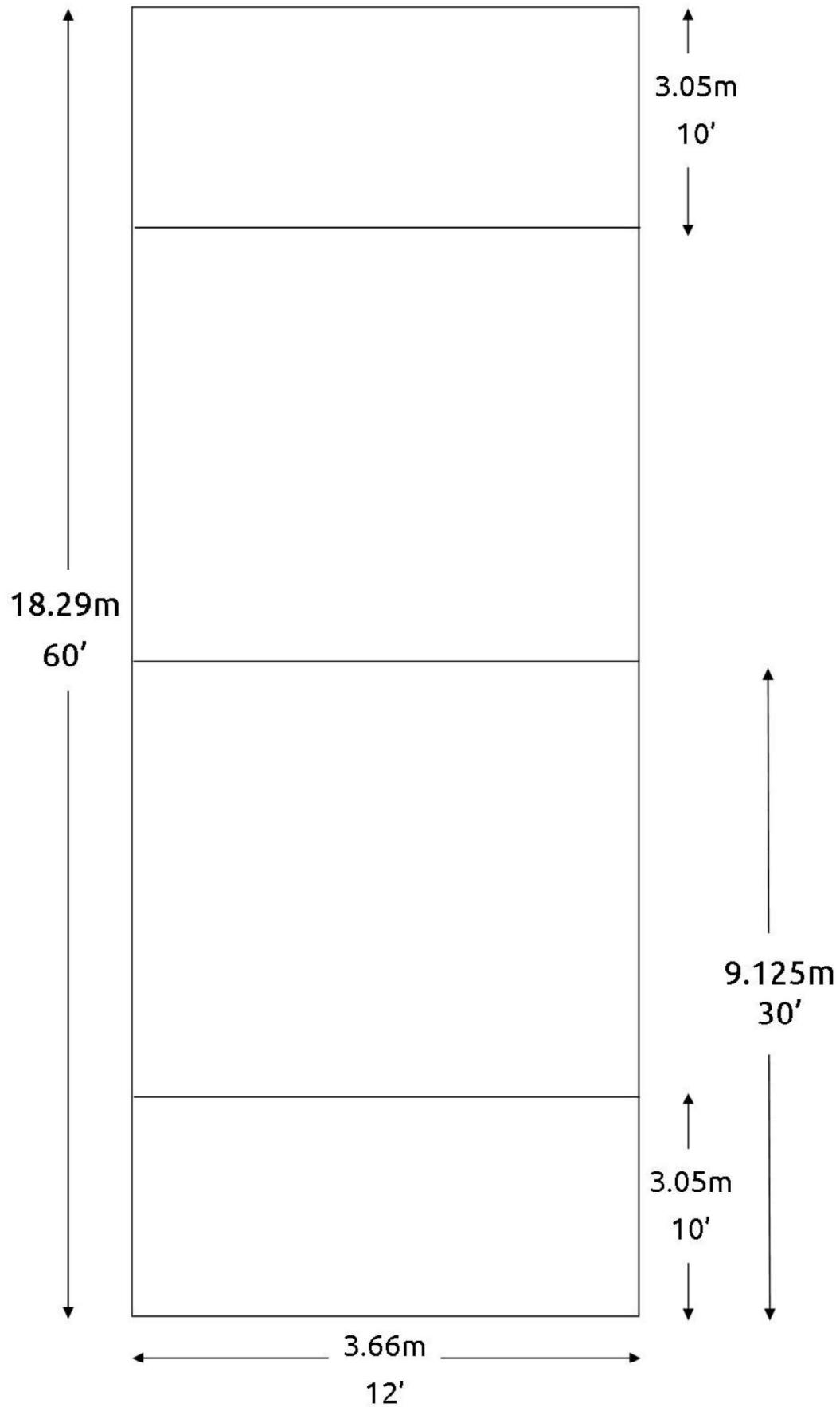




Time	Activity	Directions
15 Minutes	<b>Introduction—Warm Up &amp; Stretch</b>	<p>Athletes should jog, run or walk around the gym/field for 5 minutes while you collect the necessary equipment (bocce kits and court). Have athletes do stretches such as touching their toes, moving their arms, legs and stretching out shoulders and neck. Include a couple squats and leg lunges explaining that the legs and arms will be important to the game of Bocce.</p> <p>Introduce bocce. Many will not have heard of the sport before. The best comparison will be to have them think of bowling or lawn bowling.</p>
15 Minutes	<b>Whose Bocce is it Anyway?</b>	<p>The game of Bocce will need quite a bit of explanation because most athletes will be learning this for the first time.</p>
5 Minutes	<b>Getting A Grip</b>	<ul style="list-style-type: none"> <li>• Holding a Bocce Ball</li> <li>• Pick up and bring to waist level.</li> <li>• Ensure ball is sitting in the palm of your hand.</li> <li>• Ensure fingers are spread evenly across bottom of ball.</li> <li>• Thumb is used to hold ball in place, not as a pressure point.</li> <li>• Slightly close all fingers evenly around ball.</li> <li>• Have the athletes toss the ball with no target</li> </ul>
5 Minutes	<b>The Stance</b>	<ul style="list-style-type: none"> <li>• Mark a line on the gymnasium or utilize a pre-existing marker</li> <li>• Line each student up instructing that their toes should not pass the front line</li> <li>• Just HOLD the bocce ball during this exercise</li> <li>• Ensure your feet are pointing toward the target</li> <li>• Ensure the stance isn't too narrow the stance should be slightly narrower than shoulder width.</li> <li>• Ensure that you hold the shoulders level and the body square to target, with weight evenly distributed.</li> <li>• Take one step forward before moving arms.</li> <li>• The one step forward should be on the opposite leg to the arm with which you will roll, i.e. a right-handed athlete steps with the left foot forward.</li> <li>• Ensure the step is not too large, slightly narrower than shoulder width.</li> <li>• Bend knee slightly to encourage relaxation.</li> <li>• Ensure your feet are pointing toward the target, and your eyes are focused</li> <li>• Once the stance is established begin to move the throwing arm like a</li> </ul>
5 Minutes	<b>Grip-Hop Stance-Go!</b>	<ul style="list-style-type: none"> <li>• Have athletes stand in a circle with instructor in the center.</li> <li>• Have all athletes grab a bocce ball and place it in front of them.</li> <li>• Instructor will say "Grip" and athletes will bend down to grab the ball in the proper grip outlined above.</li> <li>• The instructor says, "Hop" and athletes will hop up and down with the ball in grip.</li> <li>• When the instructor says, "Stance" athletes will hop into the proper stance outlined above.</li> <li>• When the instructor says "Stop" athletes will pause.</li> <li>• When the instructor says "GO!" athletes will place the bocce ball at their feet and run until the instructor says "Stop" again.</li> </ul>
10 Minutes	<b>Cool Down—Stretches, Nutrition</b>	<p>Have athletes gather in a stretch circle stretching out wrists, hands and legs. See <b>Appendix for Bocce Stretching Basics</b>. Have athletes grab some water and sit in a circle to begin the <b>Nutrition Break</b>.</p>



## BOCCE COURT





## Bocce Session 2:

### *Movements—Body Positions for Throwing*



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## Objectives:

- Shifting body weight to adjust stance
- Adjusting body positioning to reach a target
- Adjusting strength of throw to reach a target
- Grasping the rules and general overview of the Bocce Game
- Learn proper grip technique

## Equipment:

- Bocce Balls (varying weights)
- Pallina
- Tape
- Cones
- Bean bags

## Nutrition Break :

This week's theme is **Canada's Food Guide** focusing on meat/ meat alternatives. Explain the importance of vitamins and minerals in the context of sport. Good fuel equates to good results in athletics and life.

What are examples of meat/meat alternatives?

What makes something a meat alternative?

How many servings of meat and meat alternatives should an athlete consume?

Answers:

Meat alternatives contain sufficient protein to supplement a serving of animal meat.

Male and Female Ages 9-13 = 1-2 Servings

Male Ages 14-18 = 3 Servings

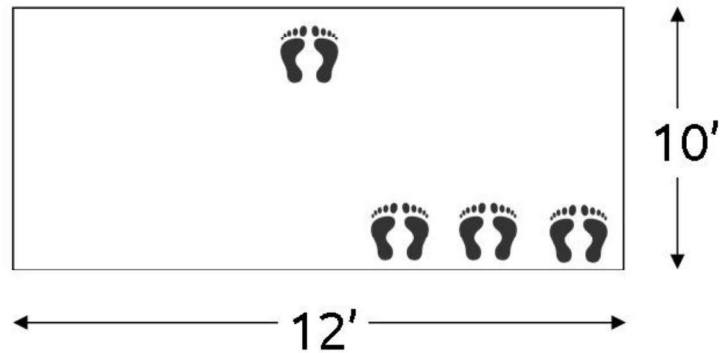
Female Ages 14-18 = 2 Servings

## Teaching Cues:

- Make sure the athlete identifies his/her ball by the color.
- Make sure the athlete has control over the weight/size of ball.
- While the athlete is holding the ball, look at spread of fingers underneath the bocce ball.
- Ensure ball is sitting on front portion of hand rather than nearly the back, by wrist.
- Emphasize that the hand controls the ball's direction, speed and distance, so it is important that the ball is held correctly to ensure a good result.



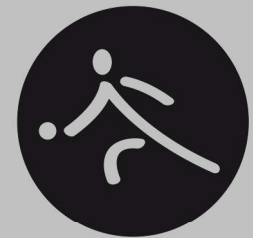
Time Frame	Activity	Direction
15 Minutes	<b>Introduction—Warm Up &amp; Stretch</b>	<p>Athletes should jog, run or walk around the gym/field for 5 minutes while you collect the necessary equipment (bocce kits and court)</p> <p>Have athletes do stretches such as touching their toes, moving their arms, legs and stretching out shoulders and neck. Include a couple squats and leg lunges explaining that the legs and arms will be important bocce. Many will not have heard of bocce before. The best comparison will be to have them think of bowling or lawn bowling. Curling will be the best example of how the scoring will work. Explain slowly encouraging lots of questions.</p>
15 Minutes (Throwing)	<b>Bocce Cone Toss</b>	<ul style="list-style-type: none"> <li>Mark two or three 10 ft. x 12 ft. squares with tape on the gymnasium floor</li> <li>Set up 10 cones in horizontal lines at various distances away from box you've created. 2 cones should be placed 12ft apart at 10ft, 20ft, 30ft, 40ft and 50 ft. Tape should be placed from one cone to the other to help athletes judge distance across the court.</li> <li>Split athletes into two or three groups depending on how many squares you were able to make in the space available</li> <li>Line athletes up one behind each other to take turns throwing at the cones</li> <li>Athletes should have four bean bags, or indoor bocce balls depending on wrist and arm strength.</li> <li>The first round each athlete will attempt to throw to the 10 ft. cone, and then proceed to the 20ft, 30ft, 40ft and 50ft cones.</li> <li>Once they achieve all 5 levels proceed to the next activity.</li> <li>If athletes have difficulty stop the activity when athletes have pushed their ability to the maximum potential</li> <li>GOAL: Athletes should be building on the stance and bocce all holding skills learned in Session 1.</li> </ul>
15 Minutes (Understanding)	<b>Bocce Basics</b>	<ul style="list-style-type: none"> <li>Create a Bocce Court with tape or using a Bocce Court Outline</li> <li>Have a mock game demonstration using a few athlete volunteers. Review difficult concepts from Session 1. Many athletes will struggle with "Whose Bocce is it Anyways?" and will need additional instruction on which team is in play when.</li> </ul>
10 Minutes (Awareness)	<b>Cool Down—Stretches, Hydration Nutrition Break</b>	<p>Have athletes gather in a stretch circle stretching out wrists, hands and legs. See <b>Appendix for Bocce Stretching Basics</b>. Have athletes grab some water and sit in a circle to begin the <b>Nutrition Break</b>.</p>





## Bocce Session 3:

### *Aim for Success: Throwing with Aim*



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## Objectives:

- Build skills of throwing for accuracy in the context of Bocce from Session 2
- Learn how to shoot at a target
- Improve control of grip and release to accurately hit a target
- Put the grip/hold, stance the pointing, hitting and spocking shot together

## Equipment:

- 4 hula hoops or rings from the FUNdamentals kit
- Bocce Balls and bean bags
- Bocce Court or Tape
- Cones

## Nutrition Break :

This week's theme is **Canada's Food Guide** focusing on grain products. Explain the importance of vitamins and minerals in the context of sport. Good fuel equates to good results in athletics and life.

### Questions:

What are examples of grain products?  
 What are some examples of grain products?  
 How many servings of grain should an athlete consume?

### Answers:

Meat alternatives contain sufficient protein to supplement a serving of animal meat.  
 Male and Female Ages 9-13 = 6 Servings  
 Male Ages 14-18 = 7 Servings  
 Female Ages 14-18 = 6 Servings

## Teaching Cues:

### The Stance:

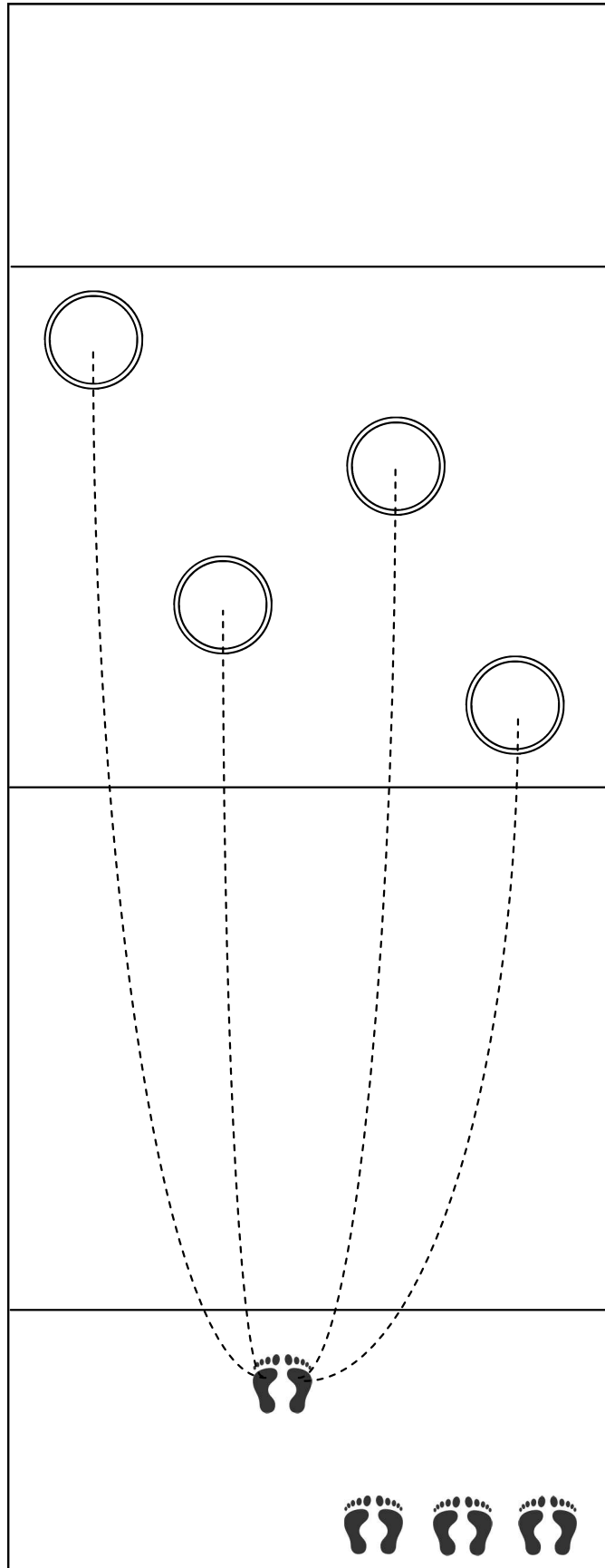
- Stand behind the athlete and help him/her to get the correct stance
- Ensure athlete is facing directly at the target
- Adjust athlete's shoulders to be square to the target
- Ensure athlete keeps the head as still as possible
- Emphasize a good wide balance during the whole movement of delivering the bocce ball
- Help the athlete not to overstep, i.e. step too far forward or step to a too-narrow base



Time Frame	Activity	Direction
15 Minutes	<b>Introduction— Warm Up &amp; Stretch</b>	<p>Athletes should jog, run or walk around the gym/field for 5 minutes while you collect the necessary equipment (bocce kits and court). Set up the Bocce Court, or tape the outline onto the floor.</p> <p>Have athletes do stretches such as touching their toes, moving their arms, legs and stretching out shoulders and neck. Have athletes grab a hula hoop and try to hula to the beat of a song of their choice. Include a couple squats and leg lunges explaining that the legs and arms will be important to the game of Bocce.</p>
15 Minutes (Throwing to Aim)	<b>Hula Hoops and Bean Bags Relay</b>	<p>Once the hula hooping has concluded have athletes place 4 hula hoops in each court at varying distances past the half court line. Have athletes line up in the front box of the bocce court and shoot bean bags into the hoops while staying within the box—making sure their toes don't cross. This will be a relay style activity. Each team will have 4 athletes to replicate the amount of athletes that will be on each bocce team. Each student will have to toss 4 bean bags into 4 hula hoops. Once the student has tossed the next athlete will toss, until all 4 have completed the relay.</p>
15 Minutes (Understanding)	<b>Upping the Ante</b>	<p>Athletes will complete the relay race again—this time using the indoor bocce balls. This will increase the difficulty and bring the athletes back into the context of Bocce.</p>
10 Minutes (Awareness)	<b>Cool Down— Stretches Hydration Nutrition Break</b>	<p>Have athletes gather in a stretch circle stretching out wrists, hands and legs. See <b>Appendix for Bocce Stretching Basics</b>. Have athletes grab some water and sit in a circle to begin the <b>Nutrition Break</b>.</p>



## Hula Hoops /Bean Bag Relay



## Bocce Session 4: That's the Shot!



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## Objectives:

- Putting the Grip, Stance and Throw Together
- Learning The Pointing and Hitting Shot
- Feeling confident with the basic shot techniques

## Equipment:

- Bocce Ball
- Pallina
- Bocce Court or Tape
- Cones *or* Bocce Court Outline

## Nutrition Break :

This week's theme is **Canada's Food Guide** focusing on dairy. Explain the importance of vitamins and minerals in the context of sport. Good fuel equates to good results in athletics and life.

### Questions:

What are examples of dairy products?

How many servings of dairy should an athlete consume?

### Answers:

Male and Female Ages 9-13 = 3-4 Servings

Male Ages 14-18 = 3-4 Servings

Female Ages 14-18 = 3-4 Servings

## Teaching Cues:

Once the athlete begins to use the proper movement from a standing position, if athletes wants to progress to a running shot, have the athlete get into an approach rhythm and count steps. Count "1" for 1st step and ball moves forward, "2" for 2nd step and ball moves back, "3" for 3rd step and ball comes forward, "4" for 4th step and "release the ball." Do this without a ball a few times, increasing the speed of action each time. Repeat after a few times using a ball.

### The Hitting/Spocking Shot

- This shot is played with the same motion as the pointing shot except that it is played with more force.
- Have the player swing the ball forward, and ensure the ball is being released in a smooth motion.
- Here the emphasis is to deliver the bocce ball with greater force than for a "Pointing" delivery.
- For the player to establish good speed through the final stage of delivery, he/she needs to start with the ball high in the back swing to gain force behind the ball.
- Ensure that the athlete is square to the target and keeps his/her eyes on the target to ensure an accurate shot.

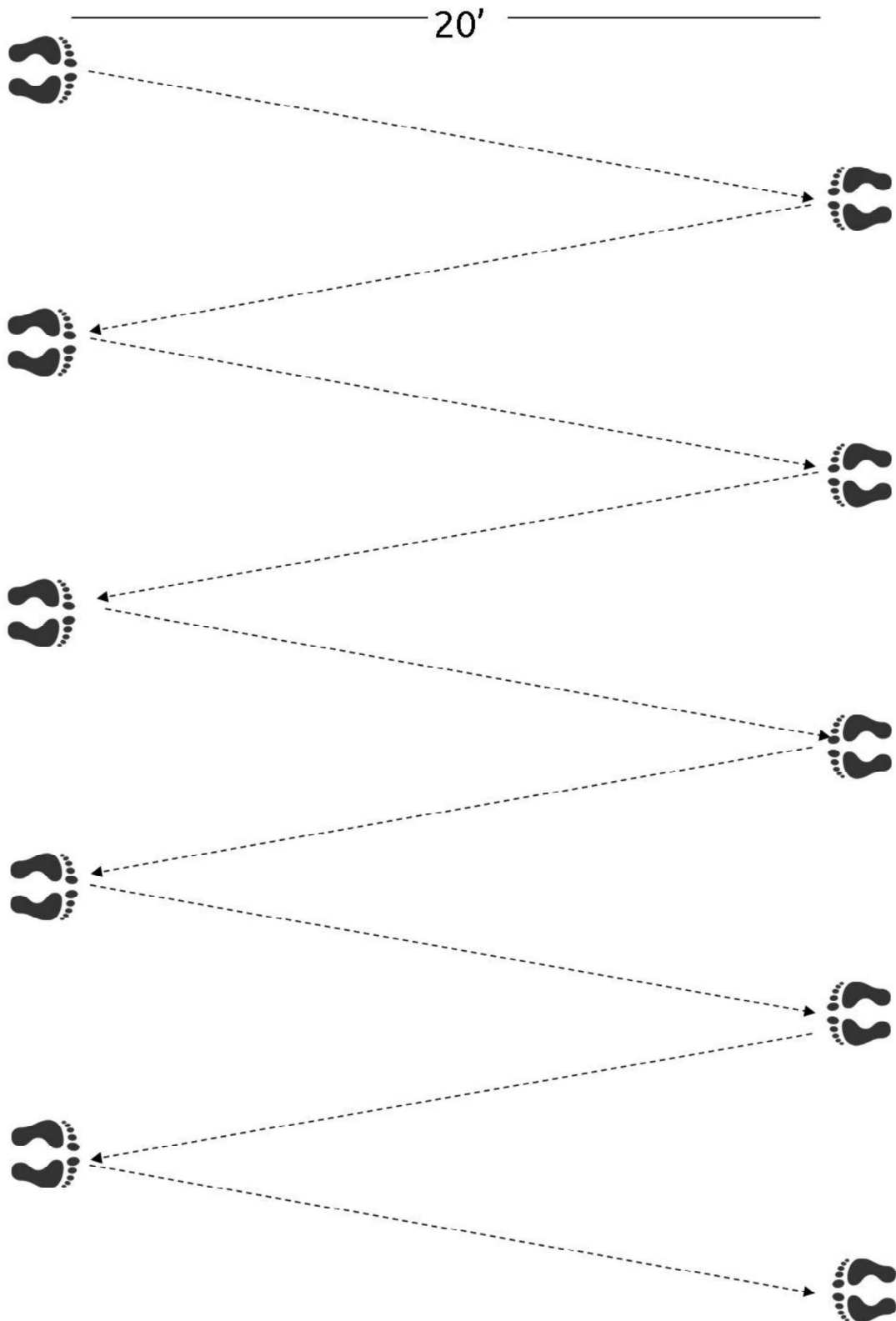


Time Frame	Activity	Direction
15 Minutes	<b>Introduction—Warm Up &amp; Stretches</b>	Athletes should jog, run or walk around the gym/field for 5 minutes while you collect the necessary equipment (bocce kits and court). Set up the Bocce Court, or tape the outline onto the floor. Have athletes do stretches such as touching their toes, moving their arms, legs and stretching out shoulders and neck. Grab water if need be. Explain the session's activity.
10 Minutes	<b>Tossing Line</b>	Divide athletes into pairs. Have athletes stand opposite each other 20 ft apart. Using the bocce ball throwing skills learned in sessions 1-3 have students throw indoor bocce balls or bean bags to each other. Using proper technique the athletes will pass back and forth to each other. Once athletes have maintained confidence begin the <b>Tossing Line</b> activity. Athletes will stand opposite of each other and angle their bodies to pass to the person in front and left of them. Start 5 bocce balls down the line and when students have reached the end of the line with the last ball proceed to <b>The Pointing Shot</b> .
10 Minutes (Throwing)	<b>The Pointing Shot</b>	<b>The Pointing Shot</b> is played more as a gentle smooth shot. It is generally rolled, as opposed to being thrown/tossed, and is used to either gain a point or increase the number of points already held. This is in contrast to trying to displace other balls through a forceful delivery. Have an athlete throw the pallina into each court you've set up. Once the pallina has been thrown, have athletes line up in groups of 4 in the front section of the bocce court. Athletes will take turns throwing into the court practicing their Pointing Shot.
10 Minutes (Locomotion)	<b>The Spocking/ Hitting Shot:</b>	The hitting or spocking shot is played more as a power shot. It is rolled/thrown with great force to displace the ball/s to either gain the point by displacing the opponent's ball/s or reduce the number of points the opponent is holding. This is in contrast to trying to get your ball closer through a slow gentle roll-up. The athlete spreads feet slightly apart, the width of the shoulders. Take one step forward on the opposite leg to the arm with which he/she rolls, i.e. a right-handed athlete steps with left foot forward. Ensure your feet are pointing toward the target. And remember to always focus your eyes on the target. Push the ball forward to approximately eye level followed by a downward swing. Bring your arm straight back, close to your body. Keep your elbow straight and take your weight mainly on the back foot. As you smoothly bring your arm straight forward, transfer your weight to your front foot. As your arm passes close to your leg, your weight should be balanced between both feet.
10 Minutes (Awareness)	<b>Cool Down—Stretch Hydration Nutrition Break</b>	Have athletes gather in a stretch circle stretching out wrists, hands and legs. See <b>Appendix for Bocce Stretching Basics</b> . Have athletes grab some water and sit in a circle to begin the <b>Nutrition Break</b> .





## Bocce Tossing Line



## Bocce Session 5: We're on a Roll



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## Objectives:

- Improve the athlete's ability to deliver consistently well-directed balls using both the previous skills drills for distance and direction.
- Athletes will roll bocce balls on cue to specific areas of the court
- Athletes will recall the different types of shots
- Athletes will revisit the proper form of throwing/tossing
- This drill's purpose is to highlight whether an athlete requires further instruction on playing a ball to one particular part on the court, i.e. an athlete may find it easy to roll to a position nearer a wall than in the middle of the court, as he/she may use the walls to guide the ball up the court.
- This should also be used as a guide for an athlete who has a difference in his/her long or short game.

## Equipment:

- Bocce Balls
- Tape
- Bocce Court
- Cones

## Nutrition Break :

This session will focus on Making Lunch a Team Effort. This session will focus on the teamwork element of meal preparation. Sandwich assembly line, preparing lunch the night before. Discuss leftovers and the ways to store them to bring to school.

Question: What did you have for lunch? Do you help to make your lunch? What are your favorite foods to have at lunch time?

## Teaching Cues:

**CUE:** Keeping all the various lines of the body movements as straight as possible assists in getting good results.

**CUE:** Encourage strong follow through when the ball disconnects with the hand.

## Rolling

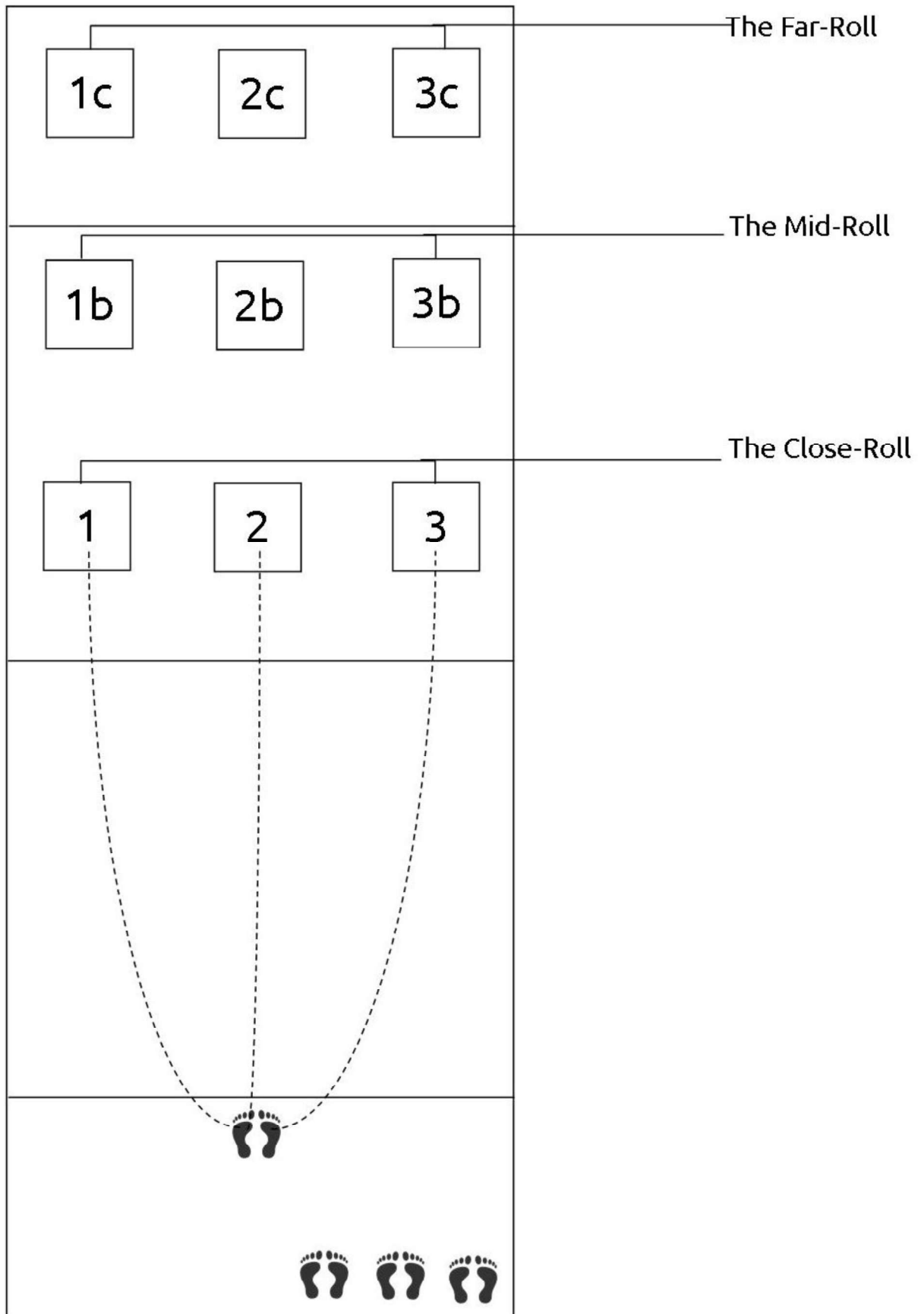
- Athletes need to understand the significance of the speed of delivery, and coaches should place an emphasis on this.
- The further down the court a ball is rolled, the greater the push needed to get it there.
- A softer roll means a lesser distance traveled by the ball
- Smoothness through all stages of the arm pendulum swing is key
- Emphasize keeping eyes on the target to ensure an accurate roll
- In order to aim the roll, athletes need to understand the significance of the initial set up prior to the delivery and coaches should place an emphasis on this factor



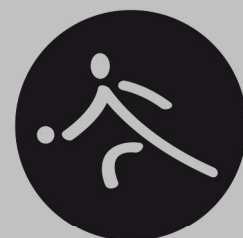
Time Frame	Activity	Description
10 Minutes	<b>Introduction—Warm Up &amp; Stretches</b>	Athletes should jog, run or walk around the gym/field for 5 minutes while you collect the necessary equipment (bocce kits and court). Set up the Bocce Court, or tape the outline onto the floor. Have athletes do stretches such as touching their toes, moving their arms, legs and stretching out shoulders and neck. Have athletes do arm swings to get them ready to roll! Grab water if need be. Explain the session's activity.
10 Minutes	<b>On a Roll Set Up!</b>	Have athletes tape 9 1ft X1ft squares in the court all in the "in play" section of the court past the center line. 1 in the top right, one in the top left one in the top center, one at the middle right, one at the middle center, one at the middle left, one about 1 <sup>st</sup> past the center line to the right, center and middle. If athletes has difficulty seeing the squares have an educator stand or place cones where the athlete should be aiming.
10 Minutes (Throwing)	<b>The Close-Roll</b>	Have athletes line up behind designated courts. Athletes must aim for the close right, then close middle and then close left. Once completed they move to the back of the line. Once all athletes have completed this exercise they will begin to practice the mid-roll.
10 Minutes (Locomotion)	<b>The Mid-Roll</b>	Have athletes line up behind their designated courts. Athletes must aim for the middle right, then middle center, then middle left. Once athletes roll three times they move to the back of the line. Once all athletes have completed this exercise they will begin to practice the far-roll.
10 Minutes	<b>The Far Roll</b>	Have athletes line up behind their designated courts. Athletes must aim for the far right, then far center, then far left. Once athletes roll three times they move to the back of the line.
10 Minutes (Awareness)	<b>Cool Down—Stretch Hydration Nutrition Break</b>	Have athletes gather in a stretch circle stretching out wrists, hands and legs. Have athletes grab some water and sit in a circle to begin the <b>Nutrition Break</b> .



## "On A Roll" Activity



# Bocce Session 6: Colours and Courts in Context



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**Objectives:**

- Athletes will learn how to set up bocce court
- Athletes will become confident to play at the right time
- Athletes will be able to understand general rules of bocce
- Athletes with guidance will be able to practice their shots in a mock game.
- This session will be used as a game day overview
- Athletes will learn by doing and play Bocce in at a slowed down pace where the mistakes will be addressed as the athletes move through the plays.

**Equipment:**

- Bocce Ball Set
- Bocce court and/or tape
- Color coded paddle
- Tape Measure

**Nutrition Break :**

This session will focus on Big Bones & Big Muscles. The importance of healthy bones and muscles are reliant on certain vitamins, minerals and amino acids. Vitamin D, calcium and protein are all very important to the development of healthy teeth, bones and muscles which are ALL important for well-rounded health. Milk is a good source of vitamin D and calcium—which are great for your bones. Protein is also crucial for Big Muscles—lean chicken is a good source of protein as with most foods in the meat and meat alternatives food group.

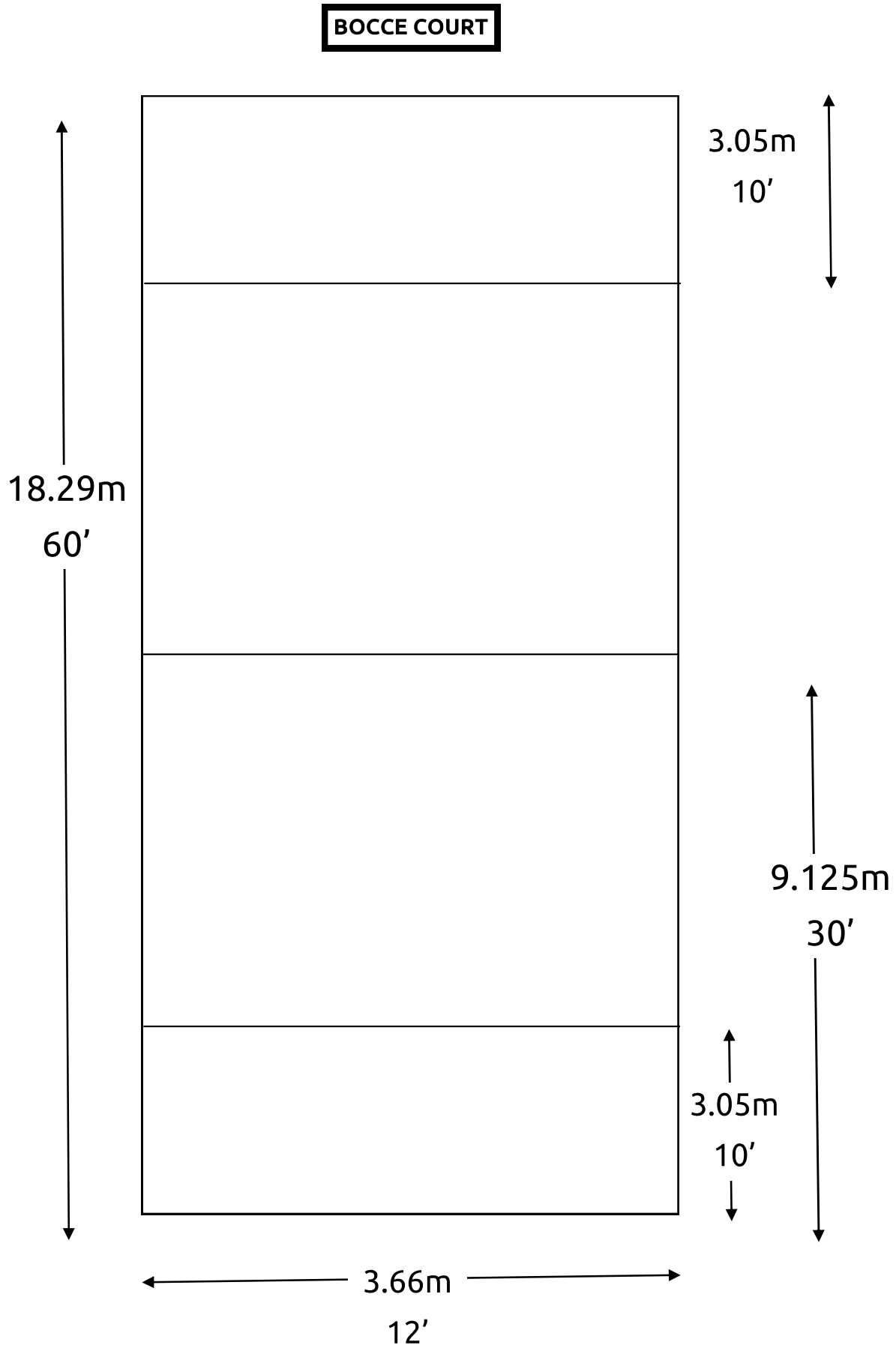
**Teaching Cues:**

- This session will be used as a game day overview
- Athletes will learn by doing and play Bocce in at a slowed down pace where the mistakes will be addressed as the athletes move through the plays.
- Provide play by play instructions and quick in the moment explanations of mistakes
- Allow athletes to discover the game by actually going through the motions of game play





Time Frame	Activity	Description
15 Minutes	<b>Introduction—Warm Up &amp; Stretch</b>	Athletes should jog, run or walk around the gym/field for 5 minutes while you collect the necessary equipment (bocce kits and court). Don't set up the bocce courts. Athletes will have a chance to learn to do this in the session. Have athletes do stretches such as touching their toes, moving their arms, legs and stretching out shoulders and neck. Grab water if need be. Explain the session's activity.
3 Minutes	<b>Dividing Teams</b>	Split the athletes up in to groups of 4. Match 4 on 4 based on similar ability level. This may be the athletes' first experience with team divisions. Explain why team division is important based on age and ability level to fair game play and competition.
5 Minutes	<b>Assigning Courts</b>	At each court there will be one referee who will hold the color paddle and score board. For full scoring guidelines see Bocce Appendix. At each court there should be full bocce kit 8 bocce balls, 4 of each color, a pallina, and a coin for the coin toss. Preferably each court will have an educator or volunteer. This is a session which would be perfect to incorporate the <b>Unified Sport</b> initiative. Information about <b>Unified Sport</b> is found in the introduction. Explain how the ball colors correspond to each team and that the paddle corresponds to the team who should be throwing team who should be throwing.
10 Minutes	<b>Setting Up the Bocce Courts</b>	Athletes along with coach or volunteer will set up the bocce court outlines. Either with tape or with an official court outline. The 8 balls will be grouped with like colors one color will go on either side of the court. The pallina will be placed in the center of the two sets of bocce balls.
5 Minutes	<b>Assess and Review</b>	Review the specific questions of athletes and the individual concerns that they may have. Use the assessment tools to review concepts that the athletes have had general issues with throwing
10 Minutes	<b>Game Demo</b>	Instructor for each court will walk through slowly and methodically through the steps of a game. This will be one round. Once it is time for the teams to switch ends, as in a normal game of bocce the teams will start the game over again. <ul style="list-style-type: none"> <li>· Coin Toss</li> <li>· Team who wins coin toss throws the pallina</li> <li>· The team who threw the pallina will throw the first ball</li> <li>· The next team will throw their bocce ball</li> <li>· The team whose ball is farthest from the pallina will throw next.</li> </ul> <i>Utilize the colored paddle to indicate which team should be throwing.</i> This will continue until there are no balls left. <ul style="list-style-type: none"> <li>· Once all the balls have thrown, calculate points. (Ex. If the green team has two bocce balls closest to the pallina they will receive 2 points for the round, red will receive no points. Refer to full scoring detail in the Bocce Scoring Section) included in the Appendix</li> <li>· Explain that the winner of the previous frame will have the pallina advantage (will throw the pallina and first ball of the next frame).</li> </ul>
10 Minutes (Awareness)	<b>Cool Down—Stretches, Nutrition Break</b>	Have athletes gather in a stretch circle stretching out wrists, hands and legs. Have athletes grab some water and sit in a circle to begin the <b>Nutrition Break</b> .



## Bocce Session 7: Game Day



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## Objectives:

- Cooperation in a competitive play environment
- Combining the skills learned in the past 6 sessions to successfully play a full 20 minute game of Bocce in line with Special Olympics Rules
- Presenting sportsman qualities (encouraging others and accepting success and/or failures in a respectful manner)
- Show confidence in the rules of bocce game play

## Equipment:

- Bocce Balls
- Bocce Court
- Colour Coded Ping Pong Paddle
- Measuring Tape
- Timer
- Score Chart
- Pencil and Paper

## Nutrition Break :

This session will focus on the importance of **Breakfast**. As the first meal of the day discuss why eating a balanced meal first thing in the morning is a good start for physical and mental functioning.

What did you have for breakfast? What are some examples of healthy breakfast food?

## Teaching Cues:

- Encourage team members to cheer on their team members and opposing teams
- Give directional tips to athletes when it is their turn to toss
- Make clear whose play it is using the color coded Ping Pong Paddle
- Explanation of how and why points are being awarded
- Assist in understanding of bocce ball colours coordinating with team.
- Encourage attempts to aim at the pallina.
- Body movement can be adjusted for close, mid and far throws.
- Adjustments to proper stance/grip should be made at this stage.



Time Frame	Activity	Description
15 Minutes	<b>Introduction—Warm Up &amp; Stretches</b>	Athletes should jog, run or walk around the gym/field for 5 minutes while you collect the necessary equipment (bocce kits and court). Don't set up the bocce courts. Athletes will have a chance to learn this in the session with varying level of support. Have athletes do stretches such as touching their toes, moving their arms, legs and stretching out shoulders and neck. Make sure athletes completes arm swings of both left and right Grab water if need be. Explain the session's activity.
5 Minutes	<b>Team Division</b>	Split the athletes up in to groups of 4. Match 4 on 4 based on similar ability level to make team opposing each other equal strength.
5 Minutes	<b>Court Set Up</b>	Have athletes work together with coaches to set up the courts. The time frame of this activity may vary widely because of wide ranges in ability of the athletes participating in each session.
20 Minutes	<b>Game 1</b>	This session educators will be the referees, scorekeepers and timers. Athletes will play a full game of bocce with a team of similar ability level. Games will last 20 minutes in total. <ul style="list-style-type: none"> <li>• Coin Toss</li> <li>• Team who wins coin toss throws the pallina</li> <li>• The team who threw the pallina will throw the first ball</li> <li>• The next team will throw their bocce ball</li> <li>• The team whose ball is farthest from the pallina will throw next.</li> </ul> <i>Utilize the colored paddle to indicate which team should be throwing. This will continue until there are no balls left.</i> <ul style="list-style-type: none"> <li>• Once all the balls are thrown, calculate points. <i>(Ex. If the green team has two bocce balls closest to the pallina they will receive 2 points for the round, red will receive no points. Refer to full scoring detail in the Bocce Scoring Section)</i></li> <li>• Explain that the winner of the previous frame will have the pallina advantage (will throw the pallina and first ball of the next frame).</li> <li>• Switch sides, and continue until time runs out.</li> </ul> <i>NOTE: Do not let time run out mid-frame. Ex. If there is 2 minutes left on the timer—end the game if you know the teams will not get through another frame before the 20 minutes is up.</i>
10 Minutes (Awareness)	<b>Cool Down—Stretches Hydration Nutrition Break</b>	Have athletes gather in a stretch circle stretching out wrists, hands and legs. Have athletes grab some water and sit in a circle to begin the <b>Nutrition Break</b> .



# Bocce Session 8: Follow the Leader Game Day!



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## Objectives:

- Introduce athletes to the roles of scorekeeping
- Introduce athletes to refereeing (using the colour coded ping-pong paddle).
- Introduce athletes to stop watch
- Leadership positions including "coach", referee and scorekeeper will be introduced and supervised by coaches and/or volunteers

## Equipment:

- Bocce Balls
- Bocce Court
- Colour Coded Ping Pong
- Measuring Tape
- Timer
- Score Chart
- Pencil and Paper
- Markers for all athletes
- Paper plates for all athletes

## Nutrition Break :

This session the group will discuss Portion Size. Use a paper plate and ask athletes to divide the plate into meat/meat alternatives, vegetables and/or fruits and grain. Once they have drawn their portion have them hold up their work. Make note of athletes who were close to the correct answer! Now present the correct plate and explain why food groups are the sizes that they are. The correct an answer can be found in the Nutrition Guide

## Teaching Cues:

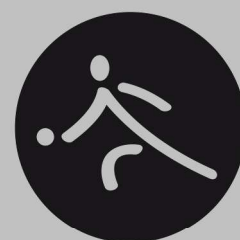
- Goal Setting is important, as well as sportsmanship. Ensure that the colours of the balls and the team colour corresponds to make clear who is the throwing team
- Exaggerate the referee calls and to lead the athletes into the characteristics of their new roles—either players, referee, coach, scorekeeper or timer
- If the leadership roles are too much too fast for the athletes in your particular session revert back to the Session 7 lesson plan



Time	Activity	Description
15 Minutes	<b>Introduction - Warm Up &amp; Stretches</b>	Athletes should jog, run or walk around the gym/field for 5 minutes while you collect the necessary equipment (bocce kits and court). Don't set up the bocce courts. Athletes will have a chance to learn to do this in the session. Have athletes do stretches such as touching their toes, moving their arms, legs and stretching out shoulders and neck. Make sure athletes completes arm swings of both left and right Grab water if need be. Explain the session's activity.
5 Minutes	<b>Team Division, Role Dispersal and Role Explanation</b>	Split the athletes up into two teams and assign roles of coach, scorekeeper, referee and timer keeper Ensure that all athletes are aware of the "role" that they will have. <b>Coach</b> —encouragement and direction (1 coach/team) <b>Scorekeeper</b> —responsible for keeping score after each frame <b>Timekeeper</b> —timing the game for 20 minutes and making sure that the game stops before the 20 minute mark <b>Referee</b> —communicating verbally and with ping pong paddle whose play it is—is it green ball or red ball?
5 Minutes	<b>Court Set Up</b>	Have athletes work together with coaches to set up the courts. The time frame of this activity may vary widely because of wide ranges in ability of the athletes participating in each session.
10 Minutes	<b>Mini Game Time</b>	This session athletes will be the coach, referees, scorekeepers and timers. Athletes will play a full game of bocce with a team of similar ability level. Games will last 10 minutes in total. <ul style="list-style-type: none"> <li>Coin Toss</li> <li>Team who wins coin toss throws the pallina</li> <li>The team who threw the pallina will throw the first ball</li> <li>The next team will throw their bocce ball</li> <li>The team whose ball is farthest from the pallina will throw next. <i>Utilize the colored paddle to indicate which team should be throwing.</i> This will continue until there are no balls left</li> <li>Once all the balls have thrown, calculate points. <i>(Ex. If the green team has two bocce balls closest to the pallina they will receive 2 points for the round, red will receive no points. Refer to full scoring detail in the Bocce Scoring Section)</i></li> <li>Explain that the winner of the previous frame will have the pallina advantage (will throw the pallina and first ball of the next frame)</li> <li>Switch sides, and continue until time runs out <i>NOTE: however do not let time run out mid-frame. Ex. If there is 2 minutes left on the timer—end the game.</i></li> </ul> <p><i>With mini games you should have time for 2 frames</i></p>
10 Minutes	<b>Mini-Game 2</b>	In this game have athletes switch roles athletes who were in "Leadership" roles will have a chance to be "Athletes" and "Athletes" will have a chance to be "Leaders"
15 Minutes (Awariness)	<b>Cool Down—Stretches Hydration Nutrition Break</b>	Have athletes gather in a stretch circle stretching out wrists, hands and legs Have athletes grab some water and sit in a circle to begin the <b>Nutrition Break</b>



## Bocce Session 9: Intramural



Multi-Sport



**Special Olympics**  
**Olympiques spéciaux**  
Canada





## Objectives:

- Introduce athletes to a competition style events
- Foster cooperation and communication between unfamiliar teams
- Modeling and instilling socially appropriate behavior including fair play
- Inclusion of volunteers and “buddies” in the community/school to assist in running this session's intramural

## Equipment:

- Bocce Balls
- Bocce Court
- Colour Coded Ping Pong Paddles
- Pinnies
- Measuring Tape
- Timer
- Score Chart
- Pencil and Paper

## Nutrition Break :

This session's Nutrition Break will focus on **Eating Together Means FUN**. When you eat together you can help each other make healthy choices. This week we will have a snack together. Discussion question examples: Do you eat lunch/dinner with friends/family/caregiver? Do you like sharing a meal? Do you have fun when you eat with a group?

## Teaching Cues:

- This session can stay within the 60 minutes or be a whole morning or afternoon of fun
- Athletes will be able to show sportsmanship, encouragement for his or her team as well as the opposition. Athlete will be confident in all or most aspects of play
- Athletes may still need one to one coaching when it is their turn to throw the bocce ball and/or the pallina
- Athletes will need reminders of game play basics as well occasional intervention on proper technique

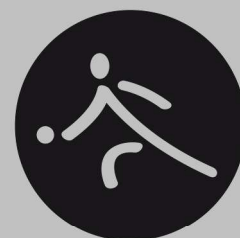


Time	Activity	Description
15 Minutes	<b>Introduction—Group Warm Up &amp; Stretches</b>	Athletes should jog, run or walk around the gym/field for 5 minutes while you collect the necessary equipment (bocce kits and court). Don't set up the bocce courts. Athletes will have a chance to learn to do this in the session. Group aerobics with music is a wonderful ice breaker for athletes who have never met. Have athletes do stretches such as touching their toes, moving their arms, legs and stretching out shoulders and neck. Make sure athletes completes arm swings of both left and right Grab water if need be. Explain the session's activity.
5 Minutes	<b>Court Set Up</b>	Have athletes work together with coaches to set up the courts. The time frame of this activity may vary widely because of wide ranges in ability of the athletes participating in each session.
3 Minutes	<b>Team Organization</b>	Have athletes wear pinnies or team shirts to differentiate themselves. Place teams with similar ability level opposite each other to give athletes the most fair chance in the intramural.
20 Minutes	<b>Game 1</b>	This session educators will be the referees, scorekeepers and timers. Athletes will play a full game of bocce with a team of similar ability level. Games will last 20 minutes in total. <ul style="list-style-type: none"> <li>• Coin Toss</li> <li>• Team who wins coin toss throws the pallina</li> <li>• The team who threw the pallina will throw the first ball</li> <li>• The next team will throw their bocce ball</li> <li>• The team whose ball is farthest from the pallina will throw next. <i>Utilize the colored paddle to indicate which team should be throwing.</i> This will continue until there are no balls left.</li> <li>• Once all the balls have thrown, calculate points. <i>(Ex. If the green team has two bocce balls closest to the pallina they will receive 2 points for the round, red will receive no points. Refer to full scoring detail in the Bocce Scoring Section)</i></li> <li>• Explain that the winner of the previous frame will have the pallina advantage (will throw the pallina and first ball of the next frame).</li> <li>• Switch sides, and continue until time runs out.</li> </ul> <p><i>NOTE: however do not let time run out mid-frame. Ex. If there is 2 minutes left on the timer—end the game.</i></p>
20 Minutes	<b>Game 2</b>	If you have enough time and athletes to do a tournament style intramural have the 2 winning teams from game 1 will play each other. The two losing team will play each other. If there are only 2 teams in total have athletes play again and coach areas for improvement. <ul style="list-style-type: none"> <li>• Coin Toss</li> <li>• Team who wins coin toss throws the pallina</li> <li>• The team who threw the pallina will throw the first ball</li> <li>• The next team will throw their bocce ball</li> <li>• The team whose ball is farthest from the pallina will throw next. <i>Utilize the colored paddle to indicate which team should be throwing.</i> This will continue until there are no balls left.</li> <li>• Once all the balls have thrown, calculate points.</li> <li>• Explain that the winner of the previous frame will have the pallina advantage (will throw the pallina and first ball of the next frame).</li> </ul>
15 Minutes	<b>Cool Down—Stretches, Nutrition Break</b>	Have athletes gather in a stretch circle stretching out wrists, hands and legs. Have athletes grab some water and sit in a circle to begin the <b>Nutrition Break</b> . Award athletes for their participation . Special awards may be presented to the first place, second place and third place winners.



**Bocce:**

***Bonus Lesson Plans***



**Multi-Sport**



***Special Olympics***  
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## Objectives:

- The object of this drill is to improve the athlete's ability to deliver consistently well-directed balls using both the previous skills drills, for distance and direction
- Athletes will roll bocce balls on cue to specific areas of the court
- Athletes will recall the different types of shots
- Athletes will revisit the proper form of throwing/tossing techniques covered in earlier sessions
- This drill's purpose is to highlight whether an athlete requires further instruction on playing a ball to one particular part on the court, i.e. an athlete may find it easy to roll to a position nearer a wall than in the middle of the court, as he/she may use the walls to guide the ball up the court

## Equipment:

- Bocce Ball Set
- Bowling Pins (water bottles, cones, or other available equipment)
- Bocce court and/or tape
- Color coded paddle
- Tape Measure
- Gym Benches or tape

## Nutrition Break :

This Nutrition Break will focus on how to read nutritional information off of a nutrition information label. Look at the Calories, Fat and Protein. This should also include information on how to read vitamins and minerals. For this lesson bring in some examples of typical snack foods to look at the nutrition content. Additionally, bring in a healthy granola bar option to compare one healthy snack and one unhealthy snack (ex. Cookies).

## Teaching Cues:

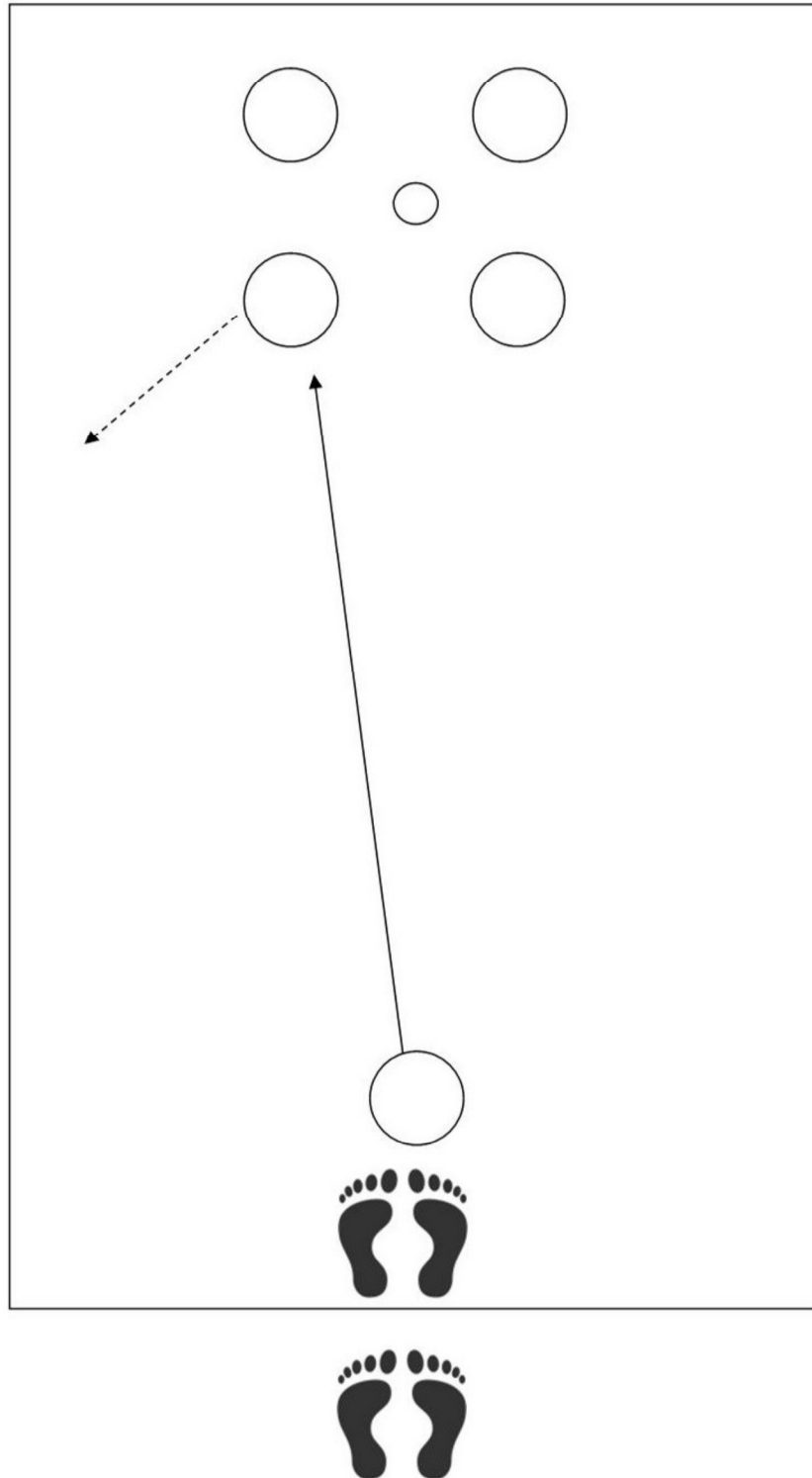
- Athletes need to understand the significance of the speed of delivery, and coaches should place an emphasis on this.
- The further down the court a ball is rolled, the greater the push needed to get it there.
- A softer roll means a lesser distance traveled by the ball
- Smoothness through all stages of the pendulum swing is key
- Emphasize keeping eyes on the target to ensure an accurate roll
- In order to aim the roll, athletes need to understand the significance of the initial set up prior to the delivery and coaches should place an emphasis on this factor
- Focus on "laser eyes" and follow through to this focal point



Time Frame	Activity	Description
15 Minutes	<b>Introduction—Warm Up &amp; Stretches</b>	<p>Athletes should jog, run or walk around the gym/field for 5 minutes while you collect the necessary equipment (bocce kits and court). Set up the Bocce Court, or tape the outline onto the floor.</p> <p>Have athletes do stretches such as touching their toes, moving their arms, legs and stretching out shoulders and neck. Have athletes do arm swings to get them ready to roll! Grab water if need be. Explain the session's activity.</p>
15 Minutes (Throwing/ Aiming)	<b>Bocce Bowling</b>	<p>Set up a bocce court, by adding benches on the sides. Set up bowling pins, with available equipment (cups, bowling pins, etc.). Have students line up and take turns bowling with the bocce ball. Just like in bowling each team member will have three chances to knock down the pins, unless the athlete is able to achieve a strike or spare.</p>
15 Minutes	<b>Hit That Ball</b>	<p>Divide athletes into teams with 4 players each—the number of teams will be dependent on program size. Set up a bocce court. Set up 4 bocce balls from the opposing team around the pallina. Have the first team stand on the end of the bocce court, practice hitting the opposing team's balls away from the pallina. Once all team members have had an attempt, next team is up.</p>
10 Minutes (Awareness)	<b>Cool Down—Stretch Hydration Nutrition Break</b>	<p>Have athletes gather in a stretch circle stretching out wrists, hands and legs.</p> <p>Have athletes grab some water and sit in a circle to begin the Nutrition Break.</p>

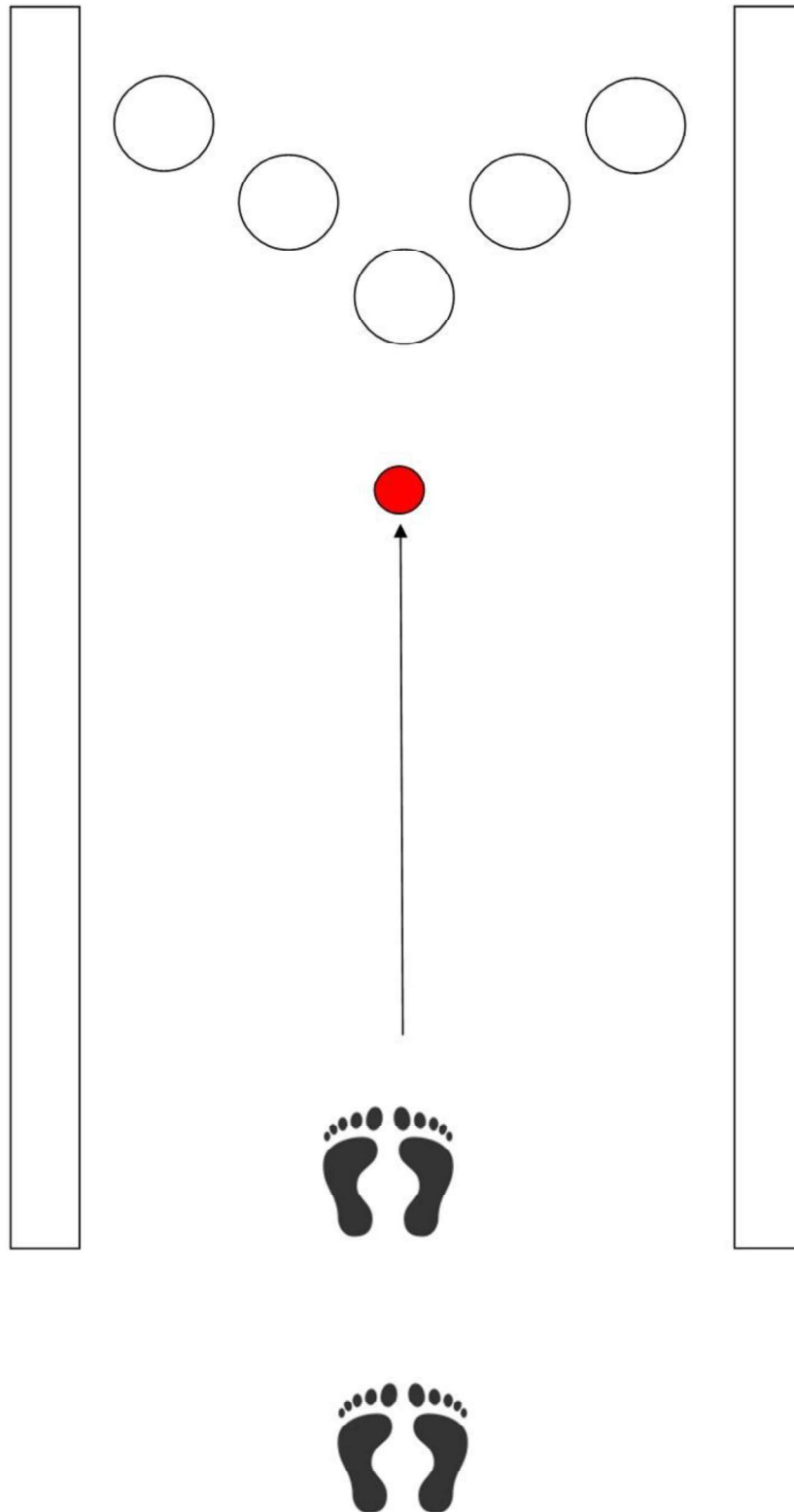


## HIT THAT BALL ACTIVITY





## BOCCE BOWLING ACTIVITY





## Objectives:

- Establish “lazer eyes” on target (in this case the hula hoop)
- Work on straight aim to the hula hoop with purposefully follow through
- Establish confidence with stance and grip of the bocce ball to achieve more independence while playing the game of bocce
- To feel the difference for rolling for differing distancing the adjustment of throwing force that goes along with this change

## Equipment:

- Bocce Balls
- Bocce Court
- Hula Hoops

## Nutrition Break :

This week’s theme is **Canada’s Food Guide** focusing on Making Healthy Choices. Explaining the importance of how a balanced diet can improve athletic performance by fueling the body with proper vitamins and minerals. These vitamins and minerals are crucial for the development of healthy muscles and bones needed for all forms of activity. Making Healthy *Balanced* Choices is essential for endurance and short burst muscle movement.

## Teaching Cues:

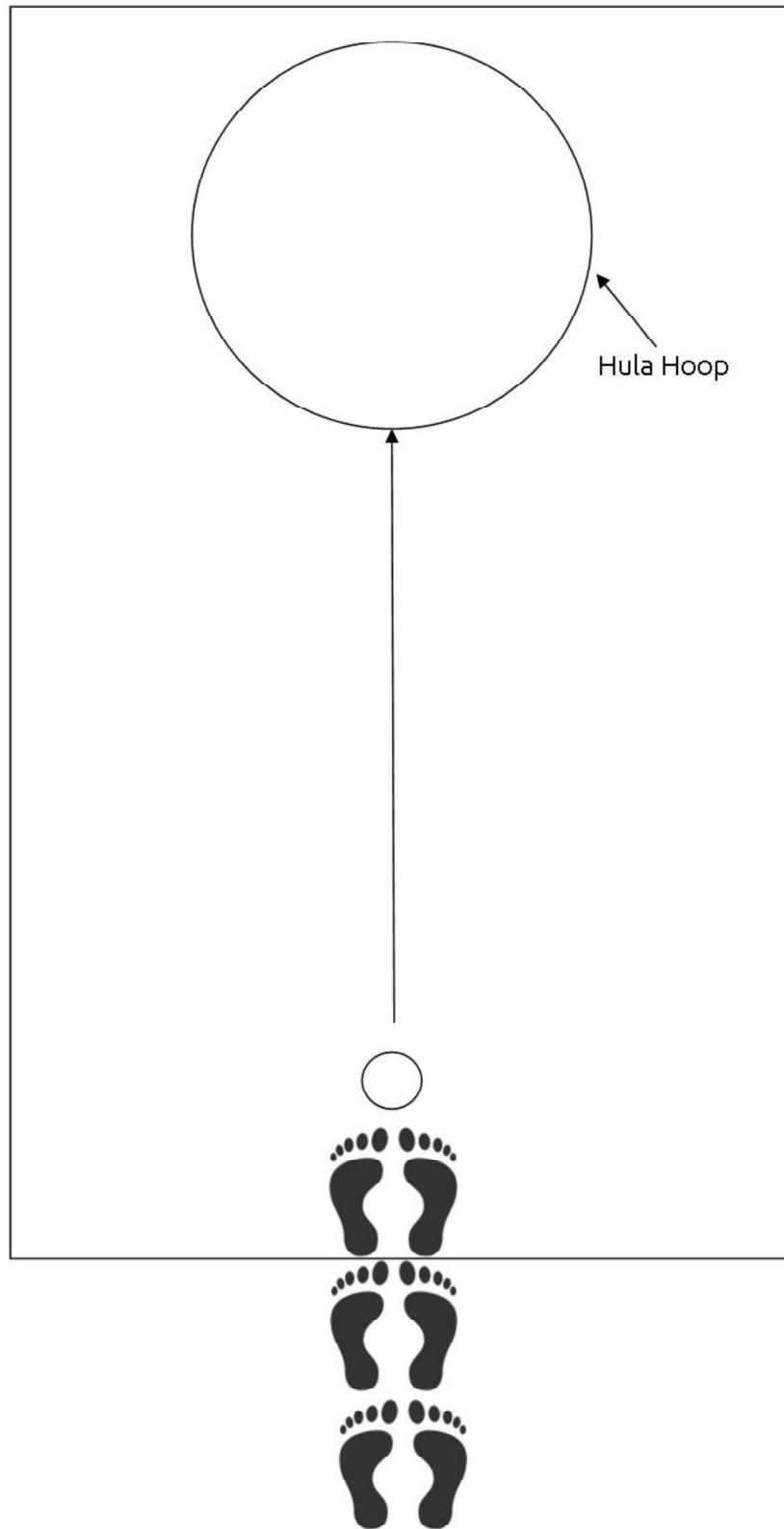
- Adjust the distance of the hula hoop to the athlete if the activity is too difficult or easy for athletes.
- Stand behind the athlete and help him/her to establish proper body positioning for successful aim
- Help the athlete not to overstep, i.e. step too far forward or step to a too-narrow base
- Give athlete cues as to how light or hard to throw the ball.
- If athletes are having particular trouble adjusting the aim have each athlete take 2 turns to give them adjustments and allow the athlete to execute the adjustment.
- Smoothness through all stages of the pendulum swing is key for this session
- Emphasize keeping eyes on the target to ensure an accurate roll



Time Frame	Activity	Description
15 Minutes	<b>Introduction—Warm Up &amp; Stretches</b>	<p>Athletes should jog, run or walk around the gym/field for 5 minutes while you collect the necessary equipment (bocce kits and court). Set up the Bocce Court, or tape the outline onto the floor.</p> <p>Have athletes do stretches such as touching their toes, moving their arms, legs and stretching out shoulders and neck. Have athletes do arm swings to get them ready to roll! Grab water if need be. Explain the session's activity.</p>
15 Minutes (Throwing/ Aiming)	<b>Aim for the Centre</b>	<p>Set up a bocce court, by adding benches on the sides. Place a hula hoop on one end of the court. Have athletes line up on the opposite end of the court. Each athlete attempts to throw bean bags into the hula hoop. Each athlete gets 8 throws. A point is awarded for every bean bag that lands inside the hula hoop. Each athlete will throw one after the other.</p>
15 Minutes	<b>Distance Rolling</b>	<p>Set up a bocce court. Place pallina at different locations within the court and divide athletes into two teams of 4 or into 4 teams of 4. Alter based on the number of athletes in your session. Athletes will line up and throw one time each and try to get as close to the pallinas as possible. The team who reaches all 4 pallinas in the court will be the winner.</p>
15 Minutes (Awareness)	<b>Cool Down—Stretch Hydration Nutrition Break</b>	<p>Have athletes gather in a stretch circle stretching out wrists, hands and legs.</p> <p>Have athletes grab some water and sit in a circle to begin the Nutrition Break.</p>

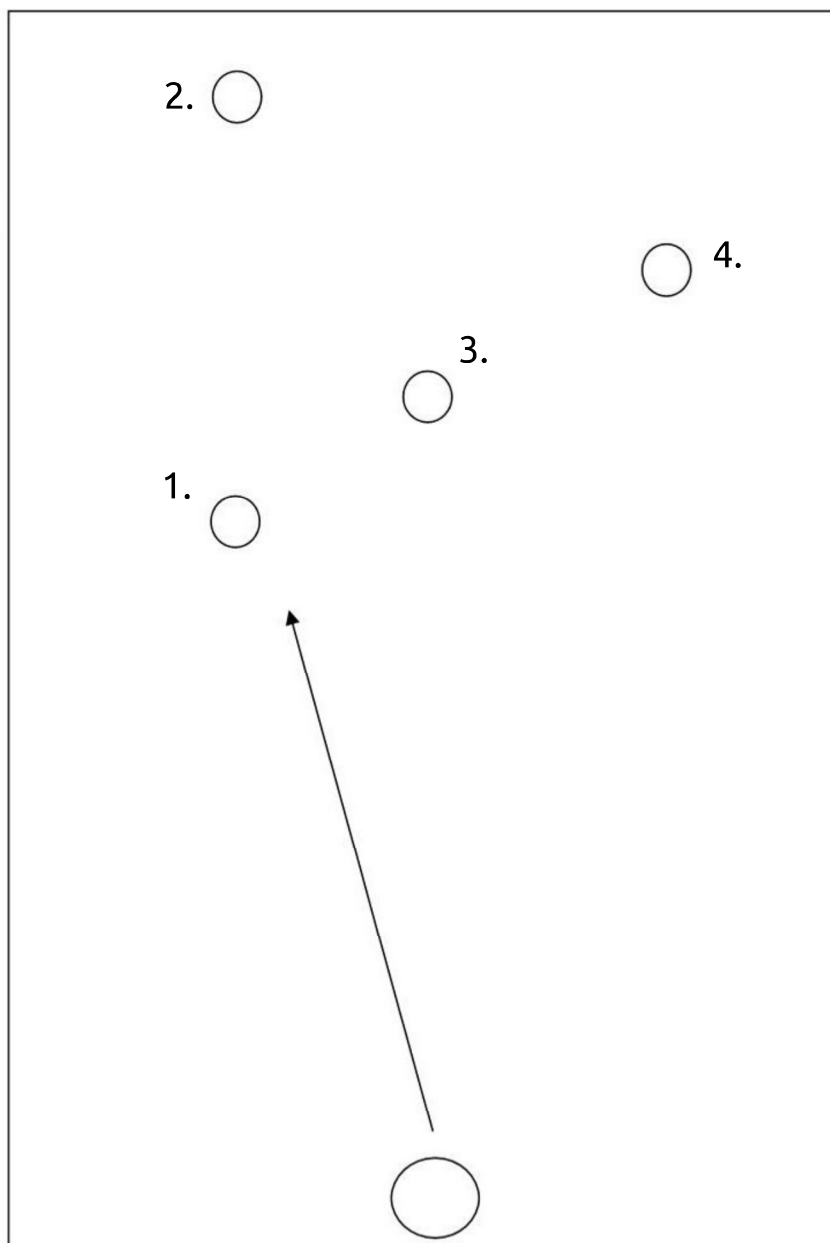


## AIM FOR THE CENTER





## DISTANCE ROLLING



"Throw ball to  
2..... Throw ball  
to 1"







## Objectives:

- Establish control over force of roll
- Become more comfortable with the Pointing Shot
- Smooth movement and follow through with the rolling hand development when rolling
- Activate all muscle groups within the body necessary for a successful pointing shot
- Coordination of hands and foot through the roll/throw
- Develop Understanding that getting close to the pallina is one goal in the game of bocce.

## Equipment:

- Bocce Balls
- Pallina
- Bean Bags
- Bocce Court
- Hula Hoops

## Nutrition Break :

This session will focus on Hydration and the importance of reusable water bottles. Water should be consumed at the beginning, during and at the conclusion of exercise. Dehydration can include symptoms of dizziness, fatigue and can even cause one to faint. Without proper hydration practices an athlete may not reach his or her potential. CHALLENGE: Bring a water bottle to the next practice!

## Teaching Cues:

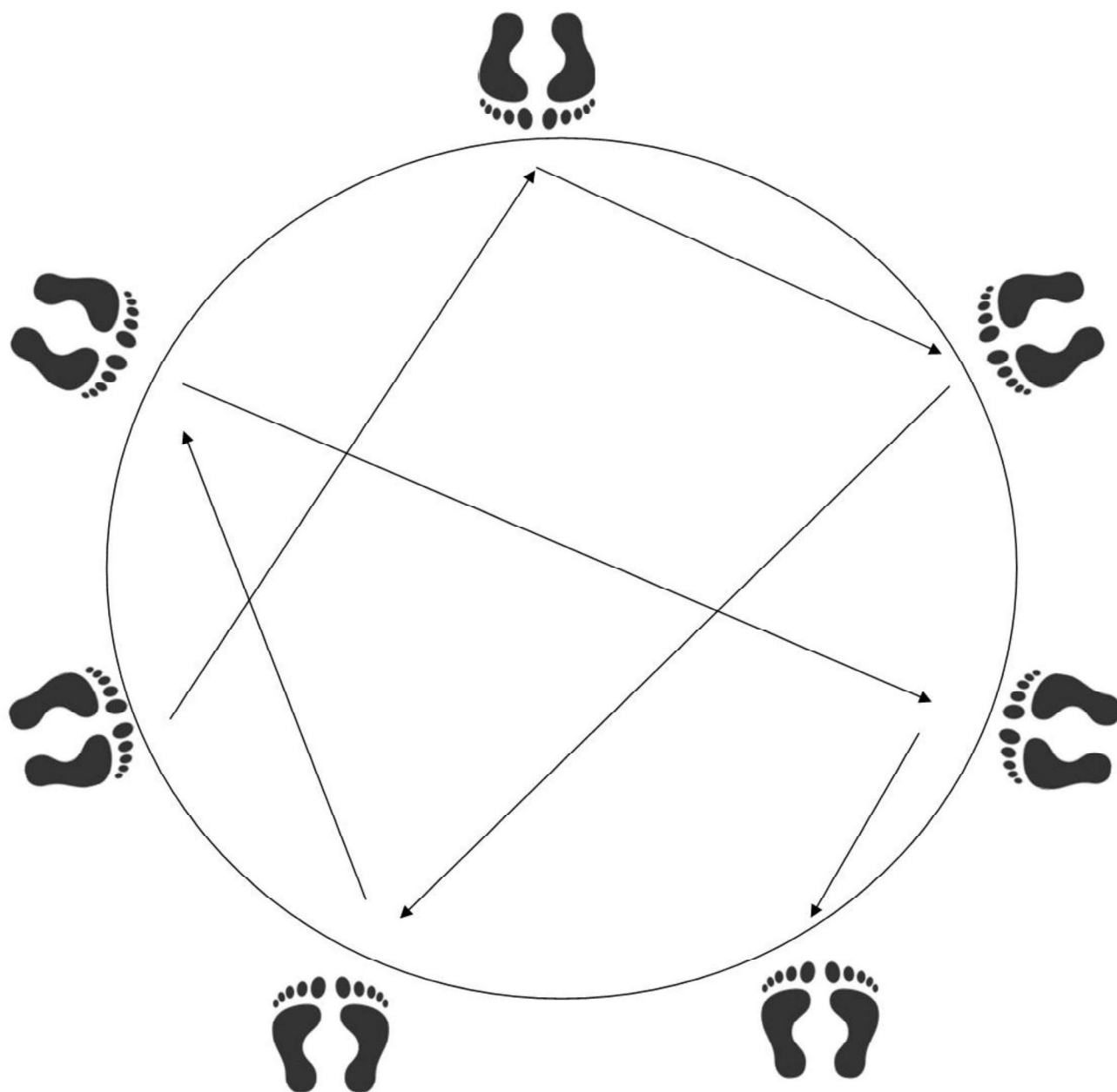
- Remind the athlete throughout the entire movement that this is a slow gentle release as opposed to a strong fast release.
- For the athlete to establish good smooth speed throughout the whole movement, he/she may benefit from counting at stages throughout the delivery.
- Have the athlete swing the ball forward and ensure the ball is being released in a smooth motion.
- Remind the athlete that the speed of the follow-through should not be fast.
- Ensure that the athlete is square to the target and keeps his/her eyes on the target to ensure an accurate shot.
- Ensure that as the athlete is rolling that the opposite foot to their rolling hand is coming forward as the arm is following through the roll/throw
- Athletes need to understand the significance of the speed of delivery, and coaches should place an emphasis on this.



Time Frame	Activity	Description
15 Minutes	<b>Introduction—Warm Up &amp; Stretches</b>	<p>Athletes should jog, run or walk around the gym/field for 5 minutes while you collect the necessary equipment (bocce kits and court). Set up the Bocce Court, or tape the outline onto the floor.</p> <p>Have athletes do stretches such as touching their toes, moving their arms, legs and stretching out shoulders and neck. Have athletes do arm swings to get them ready to roll! Grab water if need be. Explain the session's activity.</p>
15 Minutes (Throwing/ Aiming)	<b>The Pointing Shot Circle</b>	<p>The pointing shot is played gently, it is rolled opposed to thrown. The pointing shot is played as a precision shot. Have athletes practice rolling the ball toward a target, i.e. have them practice the pointing shot. This can be done by having the athletes form a large circle. Have the athlete holding the ball say another athlete's name. The athlete holding the ball will pass to that athlete. Once the athlete receives the ball they will call on another athlete to pass to. Continue this process. This can be made into an elimination game. If the athlete misses they will exit the circle. The last athlete standing has won the game.</p>
15 Minutes	<b>Hit the Pallina</b>	<p>Set up a bocce court; have an athlete toss the pallina. Line the athletes up behind one another. Have them practice hitting the pallina using the hitting/spocking shot. This will allow the athletes to work on a key shot in the game of bocce and also work on their aim. Modifications to this particular activity can be made by having athletes form a circle again. Divide athletes up to correspond with a bocce ball colour. In this throwing circle, the athletes will aim at the pallina located at the center of the circle. Athletes will aim at the pallina and/or have the option of practicing their hitting shot. The team with the most bocce balls around the pallina will win! If there is a larger group employ 2 bocce sets with 4 different colors.</p>
10 Minutes (Awareness)	<b>Cool Down—Stretch Hydration Nutrition Break</b>	<p>Have athletes gather in a stretch circle stretching out wrists, hands and legs.</p> <p>Have athletes grab some water and sit in a circle to begin the Nutrition Break. This session will focus on Hydration.</p>

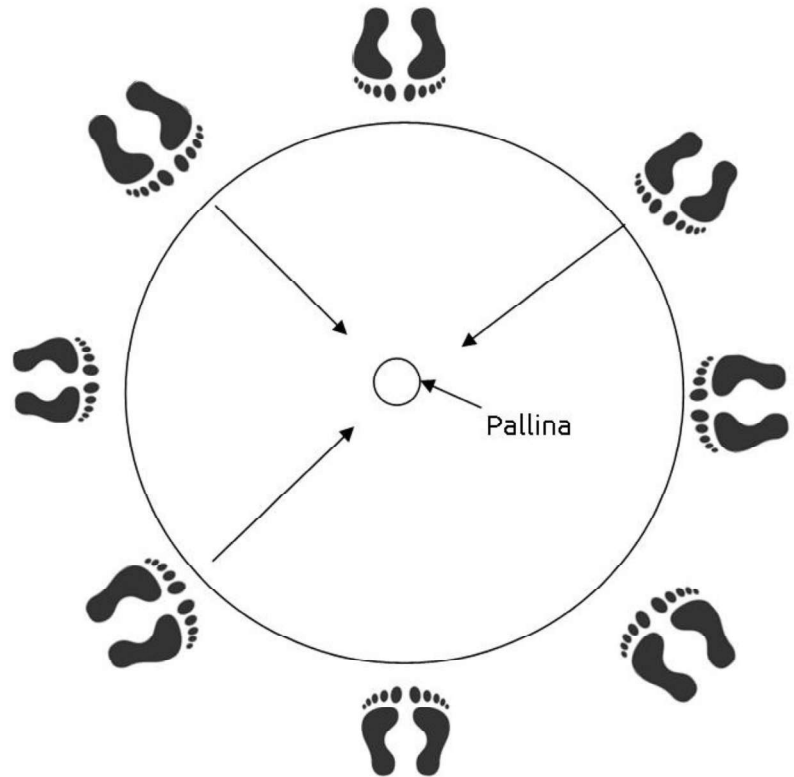
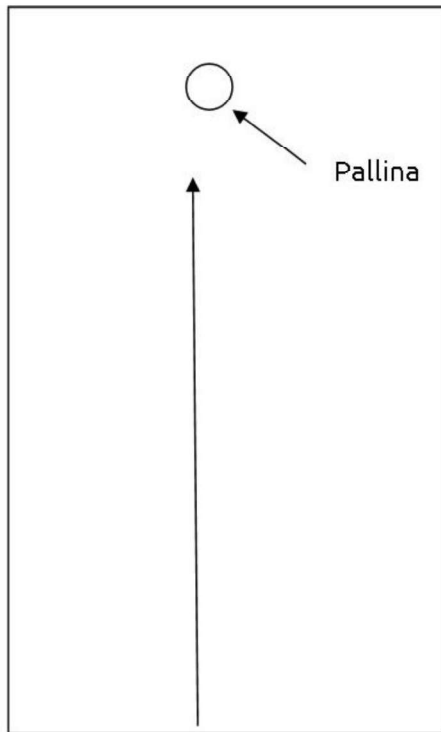


## POINTING SHOT CIRCLE



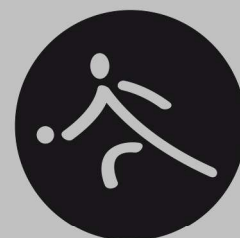


## HIT THE PALLINA





**Bocce:**  
*Skills Assessment*



Multi-Sport



**Special Olympics**  
**Olympiques spéciaux**  
Canada





## Reporting Bocce Skills

### Skill Progression- Recognition of Equipment Used

Your Athlete Can	Never	Sometimes	Often
Recognize a bocce ball			
Recognize the color differences of the bocce balls			
Recognize the pallina			
Recognize the tape measure			
Recognize the flags used			
Associate the connection between flag color and bocce ball			
<b>Totals</b>			

### Skill Progression- Recognition of Playing Field

Your Athlete Can	Never	Sometimes	Often
Recognize the 10-foot foul line			
Recognize the 30-foot half way line			
Recognize the 50-foot line			
Recognize the back boards			
Recognize the side boards			
<b>Totals</b>			

### Skill Progression- Recognition of Scoring Process and Terms

Your Athlete Can	Never	Sometimes	Often
Understand the point-scoring system used in the game of bocce			
Follow the scoring on a score card			
Recognize the scores on a score card			
Recognize the places for the various signatures			
Recognize the need to not sign a score card if the game is to be "protested"			
<b>Totals</b>			

## Skill Progression- Recognition of Playing Terms

Your Athlete Can	Never	Sometimes	Often
Recognize the term "In" & "Out" team			
Recognize the term "foul"			
Recognize the term "pointing"			
Recognize the term "hitting"			
Recognize the term "banking"			
Recognize the term "rebounding"			
<b>Totals</b>			

## Skill Progression- Pointing (Standing Release)

Your Athlete Can	Never	Sometimes	Often
Collect ball from back of court and step up to foul line			
Deliver bocce ball using correct stance			
Stand with feet appropriately spread			
Hold the bocce ball correctly			
Use correct arm swing			
Use correct release of ball from hand			
Maintain correct wrist posture once bocce ball has left the hand			
Use correct follow-through with full arm extension following release of ball			
Minimize head movement throughout drill			
<b>Totals</b>			





## Skill Progression- Pointing (Stepping Release)

Your Athlete Can	Never	Some-times	Often
Collect ball from back of court and stand correctly back from the foul line			
Prepare to deliver the bocce ball from the correct starting stance			
Hold the bocce ball correctly			
Step forward using appropriate forward leg movement			
Stand with feet appropriately spaced to give a balanced base			
Use correct back arm swing at appropriate time of stepping forward			
Use correct force to deliver "pointing" shot			
Use correct forward arm swing at appropriate time of stepping forward			
Use correct release of ball from hand			
Maintain correct wrist posture once bocce ball has left the hand			
Use correct follow-through with full arm extension following release of bocce			
<b>Totals</b>			

## Skill Progression- Recognition of Sportsmanship and Etiquette

Your Athlete Can	Never	Sometimes	Often
Exhibit sportsmanship and etiquette at all times			
Demonstrate competitive effort while playing at all times			
Select the correctly colored balls throughout the game			
Wait for official to indicate player's own turn to play			
Maintain knowledge of own/own team's score			
Display good sportsmanship by cheering on fellow teammates			
Play cooperatively and competitively			
Take turns with other team members			
Listen to coaches' instructions			
<b>Totals</b>			

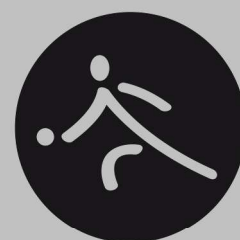
## Skill Progression- Hitting

Your Athlete Can	Never	Sometimes	Often
Collect ball from back of court and stand correctly back from the foul line			
Prepare to deliver the bocce ball from the correct starting stance			
Hold the bocce ball correctly			
Step forward using appropriate forward leg movement			
Stand with forward foot appropriately positioned			
Stand with feet appropriately spaced to give a balanced base			
Use correct back arm swing at appropriate time of stepping forward			
Use correct force to deliver a "hitting" shot			
Use correct forward arm swing at appropriate time of stepping forward			
Use correct release of ball from hand			
Maintain correct wrist posture once bocce ball has left the hand			
Use correct follow-through with full arm extension following release of ball			
Minimize head movement throughout drill			
<b>Totals</b>			

## Skill Progression- Rebounding/Banking

Your Athlete Can	Never	Sometimes	Often
Collect ball from back of court and stand correctly back from the foul line			
Align themselves correctly to deliver the appropriate shot.			
Prepare to deliver the bocce ball from the correct starting stance			
Hold the bocce ball correctly			
Step forward using appropriate forward leg movement			
Stand with forward foot appropriately spread			
Stand with feet appropriately spaced to give a balanced base			
Use correct back arm swing at appropriate time of stepping forward			
Use correct force to deliver a “banking/rebounding” shot			
Use correct forward arm swing at appropriate time of stepping forward			
Use correct release of ball from hand			
Maintain correct wrist posture once bocce ball has left their hand			
Use correct follow through with full arm extension following release of bocce			
Minimize head movement throughout drill			
<b>Totals</b>			

**Bocce:**  
*Appendix I*



Multi-Sport



**Special Olympics**  
**Olympiques spéciaux**  
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## BOCCE RESOURCES

### The Bocce Court

Bocce is played on a bocce court, also called a bocce pit.

### Measurements

The court is an area 3.66 meters (12 feet) wide by 18.29 meters (60 feet) long.

- Ten feet from backboard equals in bounds for pallina at start of frame and foul line for pointing and shooting (hitting or spocking).
- Thirty feet from backboard equals center court line. The pallina must pass this point at the start of the frame.
- Ten feet from backboard equals in bounds for pallina at start of frame and foul line for pointing and shooting (hitting or spocking).

## Youth Bocce Competition 4-on-4 Rules

### Divisioning

1. The Head Coach must submit the scores from the Bocce Skills Assessment Tests (BSAT) for each player on his/her roster a minimum of 7 days prior to competition.
2. Teams are grouped in divisions according to their BSAT team score.
3. Each team will be required to play all team members in all games.

### Team and Players

1. A team may have up to five players, which includes four starters and one substitute.
2. Four Corners Bocce is a game of 4-on-4. Each team must start the game with four players or forfeit the game. If a team falls below four players once the game has started due to injury, the team will be permitted to continue with three players on the court. If a team falls below three players due to player ejection, the team will forfeit that game.
3. All teams must supply their own uniforms. T-shirts or sport uniforms are permitted as long as all uniforms are identical for all players. Numbers on uniforms are not required.

### The Game

1. Playing court — each bocce court will be 60 feet in length and 12 feet wide. The court surface will be composed of grass, artificial turf, or on a gymnasium floor.
2. Equipment—Bocce is played with eight balls and one smaller target or object ball called the pallina (jack, cue, beebie etc.). There are four balls to a side or team, and are made in two colors to distinguish the balls of one team from those of the opposing team.
3. Pallina and colour — A coin toss by the referee will determine which team has the pallina and choice of ball colour.
4. Rotation of players—The players of any given team may elect to play their balls in any rotation, provided the one who tosses the pallina delivers the first bocce ball. The rotation may vary from frame to frame; however, no player may deliver more than his/her allotted number of balls per frame.

### Competition

Three-attempt rule — The team possessing the pallina will have three attempts at throwing the pallina to the opposite end. If these three attempts are unsuccessful, the referee will place the pallina in the center of the court.

2. Sequence of play — The pallina is rolled or tossed by a member of the team having won the coin toss to start the game. The player tossing the pallina must deliver the first ball. The opposing team will then deliver their bocce balls until they have a ball closer to the pallina than the opposing team or they have exhausted their four balls. This “nearest ball” rule governs the sequence of played balls. The side whose ball is the closest to the pallina is called the “in” ball and the opposing side the “out” ball. Whenever a team gets “in,” it steps aside and allows the “out” team to deliver.

i.e.: Team A wins the coin toss and therefore gets to throw the pallina and one large ball. Team B throws their first ball too far and their second ball makes it closer to the pallina than Team A’s ball. It is now Team A’s turn to throw until they have a ball closer than Team B or until they are out of balls. The frame is over when each team is out of balls

3. Initial point—It is always incumbent upon the team with the pallina advantage to establish the initial point. Example: Team A tosses the pallina and delivers the first ball. Team B elects to hit Team

A's ball out of position. In doing so, both balls, Team A's and Team B's, fly out of the court, leaving only the pallina in the court. It is incumbent upon Team A to re-establish the initial point.

4. **Ball delivery**—A team has the option of rolling, tossing, bouncing, banking, etc., its ball down the court, provided it does not go out of bounds or the player does not violate the foul markers. A player also has the option of “spocking” or hitting out any ball in play in trying to obtain a point or decrease the opposing team's points. A player can grip the ball by placing his/her hand over or under the ball as long as the ball is released in an underhand delivery. An underhand delivery is defined as releasing the ball below the waist.

5. Each player will throw one ball

## Scoring

1. **Scoring**—At the end of each frame (when both teams have exhausted all balls), scoring will be determined as follows: points are awarded to the team whose balls are closer to the pallina than the closest ball of the opposing team, which can be determined by viewing or by mechanical measurements. A player may request a mechanical measurement. (Measurements will be taken from the centre side of the bocce ball to the centre side of the pallina). At the end of a frame, when the referee announces the winning points and colour to the players outside the court at the pallina end and before the balls are removed, the referee should look to the players for agreement. The players have a right to request a measurement if the players disagree with the referee. When the players or team agrees with the number of points awarded the court officials then proceeds to remove the balls to start the next frame. The scoring team for each frame will also win the pallina advantage for the subsequent frame. The referee will be responsible for validity of the scoreboard and scorecard, so it is incumbent upon the team captain to verify the accuracy of the posted score at all times.

2. **Ties during frame**—In the event that two opposing balls are equidistant from the pallina (tied), the team that rolled last will continue to roll until the tie is broken. Example: Team A rolls a ball toward the pallina and establishes the point. Then Team B rolls its ball toward the pallina, and the referee determines that they are both exactly the same distance from the pallina. Team B must continue to roll until it has a point closer than Team A's ball. If Team B does roll up to the point, and Team A hits that ball out re-establishing a tie, Team A must continue to roll until the tie is broken.

3. **Ties at the end of a frame**—In the event that the two balls closest to the pallina belong to opposing teams and are tied, no points will be awarded. The pallina returns to the team which last delivered it. Play resumes from the end of the court from which the frame was last played.

Winning score – first team to 16 points

### *Tournament Format*

- o Round Robin Format with 3 points for a win, 2 points for a tie and 1 point for a loss. No playoffs
- o NO overtime in round robin (ties will stand).
- o One 60 second time out will be permitted per team
- o Substitutions must wait at scorekeeper table before being called onto the court
- o Tie breakers to be determined in succession:

### *Highest game points*

### *Lowest points against average*

### *Highest points for average*

## Bocce Modifications and Adaptations

In competition, it is important that the rules not be changed to suit athletes' special needs. There are, however, approved bocce aids that do accommodate the athlete's special needs and are permitted in the rules. Also, coaches can modify the training exercises, communication method and sport equipment to assist athletes in achieving success.

## Modifying Exercises

Modify the skills involved in an exercise so that all athletes can participate. For example, during the warm-up and cool-down, many stretching exercises can be done with or without the use of a chair.

## Accommodating an Athlete's Special Needs

Use the sound of a bell for visually impaired athletes. For partially sighted athletes, a bright colored tube may be placed over the pallina and then removed as the ball travels down the court.

## Encouraging Creativity

Coaches can structure training sessions so that athletes are asked to respond to challenging questions such as “Show me how to roll the ball down the court?” Such an approach permits athletes with various levels of ability to respond in ways that allow for success. Obviously, variations in response to these questions would be apparent from athlete to athlete depending on the level of ability and severity of impairment.

## Modifying Your Communication Method

Different athletes require different communications systems. For example, some athletes learn and respond better to demonstrated exercises, whereas others require greater verbal communication. Some athletes may need a combination – to see, hear and even read a description of the exercise or skill.

## Modifying Equipment

Successful participation for some athletes requires equipment modifications to suit their particular need, such as using smaller “developmental sized” balls for players with small hands.

## Adaptations

- More specific adaptations for bocce are listed below.
- Use a softball or similar sized ball.
- Use obstacle courses marked by flags and/or gates.
- Use smaller bocce balls for athletes with small hands.
- Use larger soft ball for those athletes who may not be able to close their hand on a “normal” sized ball.
- Use a softer textile ball for easy grip.
- Use a rolling frame unit for players who are unable to lift the ball.
- Use an adapter-pusher device to aid in pushing the ball down the court.
- Use a handle bar extension accessory with the adapter-pusher device for ambulatory bowlers unable to lift the ball.
- Use a preliminary arm swing rather than the traditional walking approach when delivering the ball.
- Have the athlete roll from a chair or wheel chair.
- Modify the approach by having the player roll from a standing position.
- Use flag or hand signals for start.
- As bocce is played primarily with direction from the color of the flags the court official is holding, this game is ideal for any athlete with an auditory impairment.
- Use rubber shaped footsteps.
- Play six balls per end/frame.
- Use no foul lines.
- Shorten distance between foul line and end of court.
- Use a harder surface to allow greater roll for those athletes with poor upper body strength.
- Use smaller or lighter balls.
- Use large targets for athletes to aim at.
- Use brightly colored equipment.
- Use a brightly colored pipe held over the pallina .
- Use a guide rail to help the individual locate his/her starting position and to assist his/her delivery on the approach.
- Let the athlete feel the swing of your arm.
- Have a sighted assistant tell the athlete where the pallina is in relation to end/side of the court or the distance from the delivery point.

## Mental Preparation and Training

Mental training is important for the athlete, whether striving to do his/her personal best or competing against others. Mental imagery is very effective. The mind cannot tell the difference between what is real and what is imagined. Practice is practice, regardless of whether it is mental or physical.

Ask the athlete to sit in a relaxed position, in a quiet place with few distractions. Tell the athlete to close his/her eyes and picture performing a particular skill. Each is seeing him/herself on a large





movie screen on a bocce court. Walk them through the skill step by step. Use as much detail as possible, using words to elicit all the senses - sight, hearing, touch, and smell. Ask the athlete to repeat the image, picture rehearsing the skill successfully - even to the point of seeing the ball going along the court and stopping next to the pallina.

For example, to visualize a nice, smooth "pointing shot," ask your athlete to see him/herself stepping into the court and preparing to roll the bocce ball up the court. Look as he/she holds the bocce ball in hand, ready to take that first step. Then watch as he/she takes that first good straight forward step with the ball swinging back in the arm and then coming forward in a nice and smooth feeling and motion. Watch as it leaves the hand and travels directly toward the target area and the athlete sees as it finishes next to the pallina and claims the point. Listen to the crowd as they clap for such a good shot.

Some athletes need help to start the process. Others will learn to practice this way on their own. The link between performing the skills in the mind and performing the skills on the court may be hard to explain. However, the athlete who repeatedly imagines him/herself correctly completing a skill and believing it to be true is more likely to make it happen. Whatever goes into one's mind and one's heart comes out in the actions.





# Basketball Session 1:

## *Introduction*





## Basics and Aim of Basketball

Basketball is a game where players try to throw a round inflated ball through a raised basket. Basketball is played on a court by two teams of five or three players. Points are made by shooting the ball through a high metal hoop and net at the opponent's end of the court. The large round ball used in this game is also called a basketball.

## Benefits of Basketball

- Increases athlete's level of physical fitness
- Teaches self-discipline/goal setting
- Teaches the athlete sports skills that are essential to a variety of other activities
- Provides the athlete with a means for self-expression and social interaction

## Basketball Attire

To train and compete successfully in any sport requires an athlete to be outfitted in appropriate sport attire. Inappropriate clothing and equipment can impact an athlete's ability to move, as well as to play the game. Slick-soled, poor-fitting or unlaced shoes, un-strapped eyeglasses and jewelry are dangerous not only to the athlete wearing them, but also to others. An athlete dressed in a good looking, properly-fitted uniform and basketball shoes will feel good about himself or herself, be a part of a team and tend to play better.

Appropriate basketball attire is required for all competitors. As coach, discuss the types of sport clothes acceptable and not acceptable for training and competition. Discuss the importance of wearing properly fitted clothing, along with the advantages and disadvantages of certain types of clothing worn during training and competitions. For example, long-pant jeans to blue jean shorts are not proper basketball attire for any event. Explain that athletes cannot perform their best while wearing jeans that restrict their movement. Take athletes to high school or college basketball training sessions or competitions and point out the attire being worn. You can even set the example, by wearing appropriate attire to training and competitions and not rewarding athletes who do not come properly dressed to train and/or compete.

### Shirts

Shirts for practice should be T-shirt type or sleeveless. Shirts should consist of lightweight material, be comfortable and allow freedom of movement in the shoulders. For competitions, the athlete should wear a clean uniform shirt (also with or without sleeves) that has a number on the front and the back. Check the rules regarding the size of the numbers. The shirt should fit properly and be long enough to tuck into the shorts.

### Shorts

Shorts should be of a lightweight material, have an elastic waistband and allow freedom of movement in the hips and thighs.

### Socks

Socks can come in all lengths and materials. One to two pairs of white, properly-fitted cotton or cotton-blend socks are recommended to prevent blisters.

### Shoes

Shoes are the most important article of clothing for the athlete. They must have a good tread for traction. In addition, they must fit snugly around an athlete's ankle yet provide room in the toe to prevent blisters. High-top court shoes are recommended because they provide the athlete with the best foot and ankle support. A firm arch and heel support and a cushioned insole are things to look for in a quality court shoe. Black-soled shoes should be avoided as they leave marks on some courts.

### Knee Pads

Knee pads, elbow pads and eyeglass straps provide added protection and help prevent injuries. Knee braces may also be worn if they are properly covered.



## Warm-Up Suits

Warm-up suits are needed for warming up before, and for staying warm after, a basketball practice or game. Warm-up should not be worn during a practice or game because of their added weight and because they may cause heavy sweating. A medium weight cotton sweatshirt and pants are excellent and inexpensive warm-up.

## Head Bands

Head bands, rubber bands or ribbons are necessary for safety reason when the athlete needs to keep hair away from the face. According to the rules, metal clips or bobby pins are not acceptable.

## Basketball Equipment

- Basketball
- Clipboard
- Whistle
- Plastic Cones
- Score Board
- Timer
- Pinnies

## Goals and Goal Setting

Athletes should address their short term, intermediate and long term goals at the beginning of each sessions. During the session athletes and coaches should revisit and revise athlete goals to chart progress and challenges. Athletes may record their goals in a their Athlete Goal Setting Journal, or verbally express them to peers and coaches. Goal setting is extremely important in athlete development and physical literacy awareness.



## Objectives:

- Introduce Basketball Rules, Court Layout and terminology, the Equipment

## Equipment:

- Basketballs

## Nutrition Break: Got Milk?

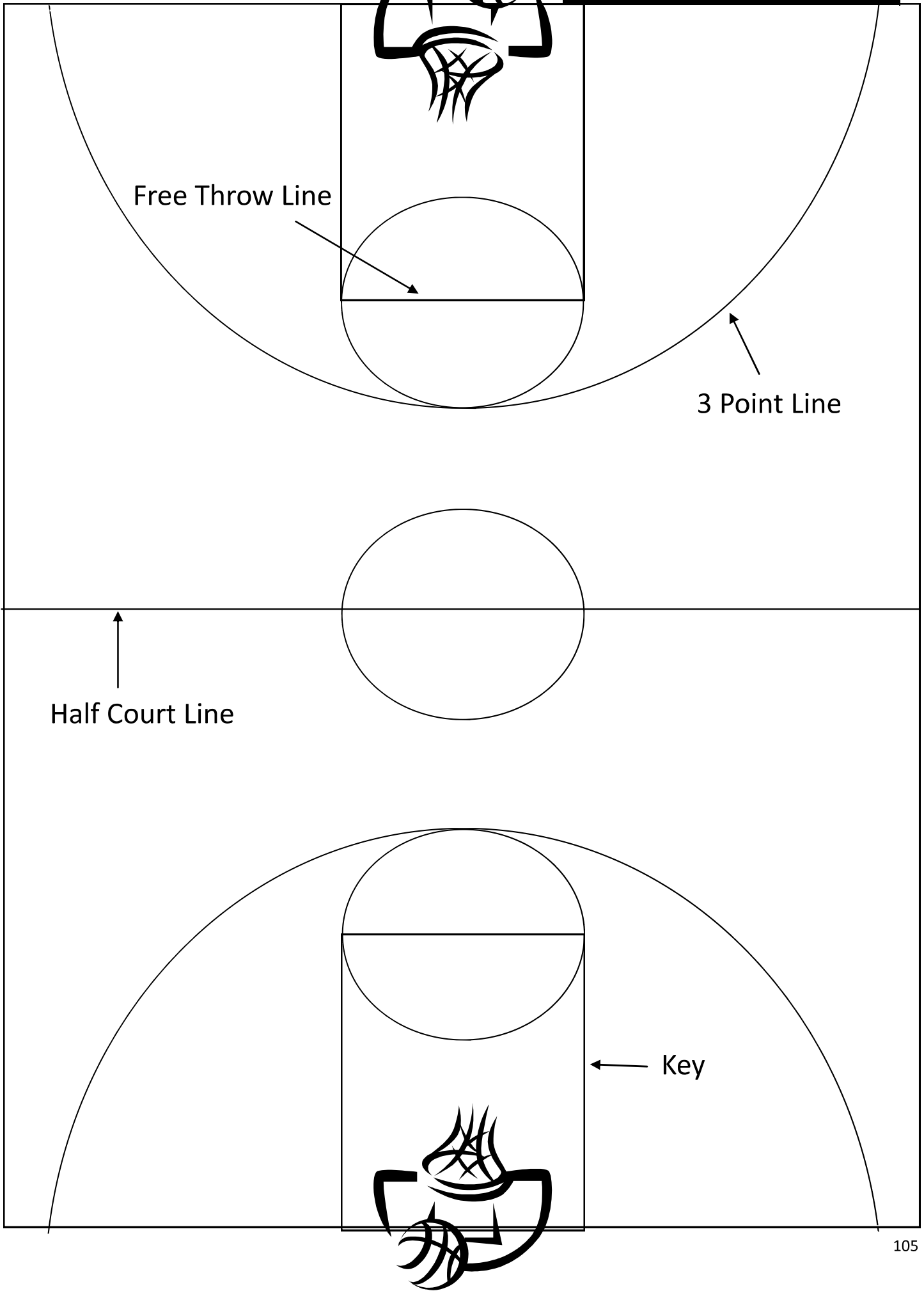
Milk products are filled with calcium, protein, B vitamins, plus they taste great! Drink 2 cups (500mL) of milk every day. Does chocolate milk come from brown cows? True or False?

A: False . All cow milk is white, chocolate milk has added sugar and chocolate which make it sweet and delicious. Drinking chocolate milk is almost like a desert beverage.

## Teaching Cues:

- Ensure the rules are explained simply, but thoroughly and that all athletes clearly understand them.
- Make sure the athletes can identify the different lines on the court and understand their meanings.
- Make sure the athletes recognize the different types of equipment and understand their functions.
- Ensure the athletes understand the point-scoring system
- Explain the basic terms of basketball i.e. dribbling, passing, shooting, foul, time-out

Time Frame	Activity	Directions
15 Minutes	<b>Introduction—Warm Up and Stretch</b>	<ul style="list-style-type: none"> <li>•Team Huddle: have all athletes sit in a circle and introduce the topic of basketball.</li> <li>Warm Up: have athletes jog on the spot and do jumping jacks.</li> <li>•Stretch: have athletes stretch their calves, hamstrings, quads and arms.</li> <li>•Jogging: have athletes jog around the gym forwards, then backwards, then side shuffle.</li> </ul>
15 Minutes	<b>Court Layout and Rules</b>	<ul style="list-style-type: none"> <li>•Explain court layout and the meaning of each line on the court. Point to a line and have athletes call out the name.</li> <li>•Throughout the practice have athletes use court terms. (Half court, free throw line)</li> <li>•Explain the rules of basketball. One shot into the basket equals two points, a shot from behind the arc is worth three points and a free throw scored is worth one point</li> <li>•Explain the equipment used in basketball and proper attire (basketball, running shoes etc.)</li> <li>•Refer to Basketball Appendix for full rules</li> </ul>
15 Minutes	<b>Free Play</b>	<ul style="list-style-type: none"> <li>•Allow the athletes to become familiar with the equipment. Bouncing balls from one line to another.</li> <li>•Implement a bonus session if the free play is too unstructured.</li> <li>•This is an exploratory session to acquaint athletes with equipment and movement on the court.</li> <li>•Athletes can take turns free throwing on nets and passing the balls back and forth to each other</li> </ul>
10 Minutes	<b>Cool Down—Stretches Hydration Nutrition Break</b>	<p><b>Stretch</b> Have athletes stretch their legs and arms. Reach for the sky, stretch their neck, and touch their toes.</p> <p><b>Water break:</b> Explain why it is important to stay hydrated.</p> <p><b>Nutrition Break:</b> Discuss nutrition break topic</p>





## Basketball Session 2: *Running*



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## Objectives:

- Introduce athletes to the athleticisms within the game of basketball.
- Improve agility of athletes
- Promote importance of physically activity as well as running and jumping skills

## Equipment:

- Basketballs
- Pylons
- Hula-hoops

## Nutrition Break: Go Lean!

Meats are a good source of iron, zinc, protein and other nutrients. However red meats like pork and beef can contain a lot of “marbling” i.e. fat deposits throughout the meat which can cause harmful effects to the body if consumed too often. Skinless chicken breasts and white fish are good alternatives for the higher fat red meats. When picking meat and meat alternatives remember to “GO LEAN!”

## Teaching Cues:

- Runs are slow, continuous long-distance running. You can add variety to these runs by having your players run with the ball through cones and around benches or defenders within the obstacle course.
- Encourage athletes to run on their own at home with friends or family. Many families will welcome the invitation to involve siblings or friends in regular jogs.
- During games, basketball players must be able to sprint hard, recover quickly and then sprint hard again. Anaerobic training starts once your athletes have developed basic aerobic fitness, because recovery capacity is developed by increasing aerobic fitness.
- Encourage athletes to “keep going” until they have pushed themselves to a level that will increase their stamina and cardiovascular functioning. The goal is that athletes will see a marked improvement.

Time Frame	Activity	Directions
15 Minutes	<b>Introduction, Warm up and Stretch</b>	<ul style="list-style-type: none"> <li>• Team Huddle: have all athletes sit in a circle.</li> <li>• Warm Up: have athletes jog on the spot and do jumping jacks.</li> <li>• Stretch: have athletes stretch their calves, hamstrings, quads and arms.</li> <li>• Explain the goals for this session</li> </ul>
15 Minutes	<b>Jogging Activity</b>	<ul style="list-style-type: none"> <li>• Have athletes jog forward to the half court, then backward to the starting point.</li> <li>• Repeat this activity with backwards jogging and side shuffling.</li> <li>• Introduce a basketball into the activity. Have each athlete dribble a basketball while jogging to the lines.</li> </ul>
15 Minutes	<b>Obstacle Course</b>	<ul style="list-style-type: none"> <li>• Set up an obstacle course in the basketball court. Use hula-hoops, pylons, etc.</li> <li>• Include jogging and jumping into the obstacle course.</li> <li>• Make the course cover the full court</li> </ul>
10 Minutes	<b>Cool Down—Stretches Hydration Nutrition Break</b>	<b>Stretch</b> <ul style="list-style-type: none"> <li>• Have athletes stretch their legs and arms.</li> <li>• Reach for the sky, stretch their neck, and touch their toes.</li> <li>• <b>Water break:</b> Explain why it is important to stay hydrated.</li> <li>• <b>Nutrition Break:</b> Discuss nutrition break topic</li> </ul>

## Basketball Session 3:

### *Dribbling*



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## Objectives:

- Introduce walking, jogging or running while dribbling
- Improve dribbling skills
- Focus on dribbling while moving, ensuring ball control
- Practice protecting the ball from opponents, while dribbling (defensive skills)

## Equipment:

- Basketballs
- Pylons

## Nutrition Break: Snacking

Snacking can be done throughout the day. Light snacking options like vegetable sticks and dips can be prepared the night before or on Sunday for the week to make easy light options that are just as easy to grab as chips and candy bars.

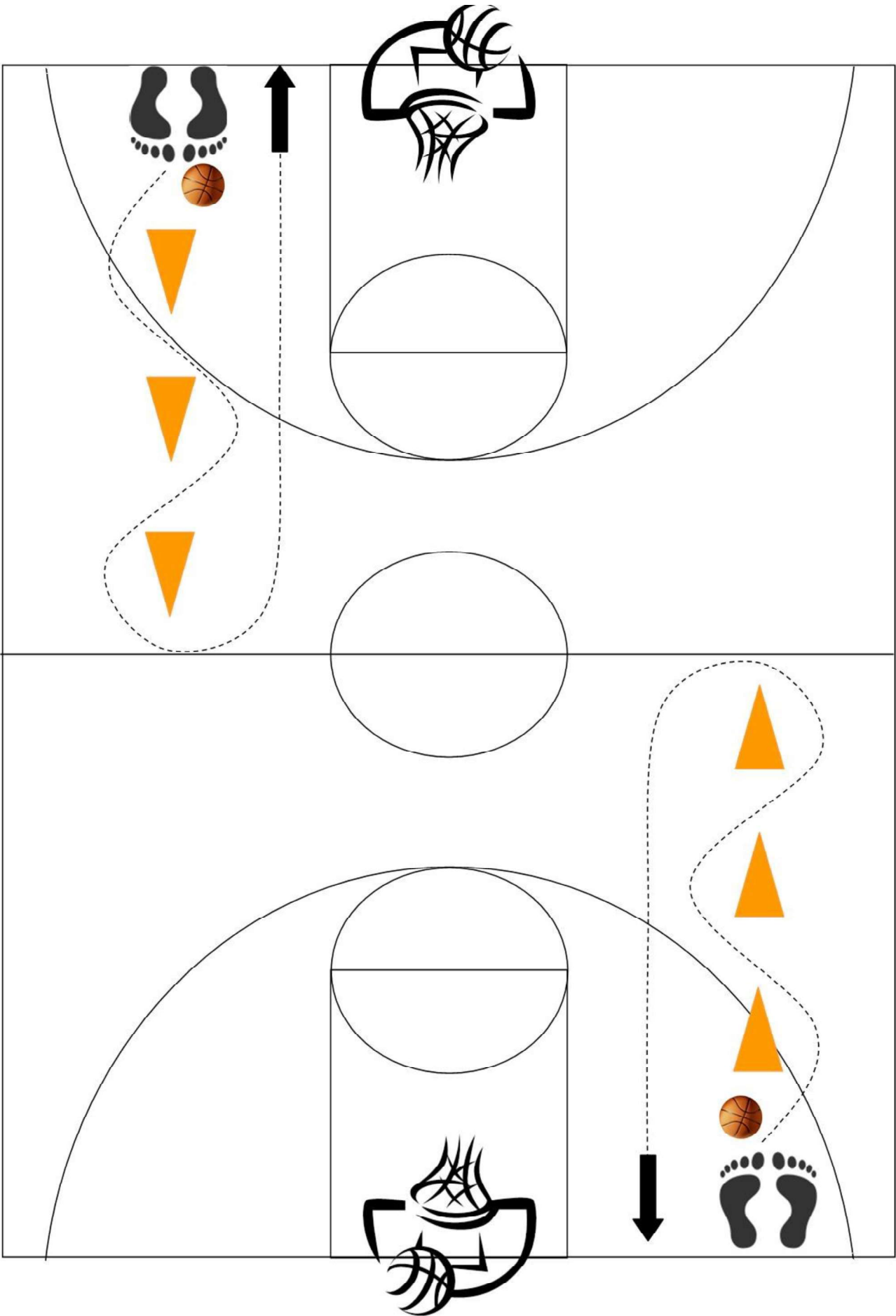
## Teaching Cues:

- Assist the athletes by letting them put their hands on top of yours to feel the rhythm of dribbling. Start by using guided discovery. Allow the athlete to feel the roundness of the ball, the dimples and the weight. Ask the athletes what the ball feels like.
- Ask them to drop the ball and catch it. Direct them to place the ball on the floor, the dribbling hand on top, and the other hand to the side and almost under the ball. In this way, when the ball is picked up, it is in proper position for them to begin and continue dribbling.
- When dribbling the ball, the lower the bounce, the easier the control. Dribble the ball three times and pick it up.
- Reinforce proper position of hands, head and body.
- Practice each hand separately. Conduct a mini competition to see if the athletes can keep the ball dribbling for 15, 30, 45 and 60 seconds.

Time Frame	Activity	Directions
15 Minutes	<b>Introduction, Warm up and Stretch</b>	<ul style="list-style-type: none"> <li>• Team Huddle: have all athletes sit in a circle</li> <li>• Warm Up: have athletes jog on the spot and do jumping jacks</li> <li>• Have athletes stretch their calves, hamstrings, quads and arms</li> <li>• Explain the goals for this session</li> </ul>
5 Minutes	<b>Stationary Dribbling</b>	<ul style="list-style-type: none"> <li>• Have athletes perform stationary dribbling while standing in place or simply moving with the ball</li> <li>• Start by having athletes dribble with their right hand while counting out loud to ten. Repeat process with left hand</li> <li>• Have athletes try alternating hands while counting out loud to ten</li> </ul>
15 Minutes	<b>Obstacle Dribbling</b>	<ul style="list-style-type: none"> <li>• Place cones in a straight line about three feet from one another creating an obstacle course</li> <li>• Have athletes dribble with their right hand around the cones and again with their left hand</li> <li>• Have athletes try dribbling around the cones with alternating hands</li> </ul>
10 Minutes	<b>Dribble Tag</b>	<ul style="list-style-type: none"> <li>• This is a two on two team game and is played inside the jump circle at center court or free throw line. Have athletes get into teams of two, each athlete gets a ball</li> <li>• Have athletes start dribbling. Each athlete must keep the ball bouncing and protected while trying to tip an opponent's basketball away or outside of the circle</li> <li>• The team with the most athletes left inside the circle wins</li> </ul>
10 Minutes	<b>Cool Down—Stretches Hydration Nutrition Break</b>	<p><b>Stretch</b></p> <ul style="list-style-type: none"> <li>• Have athletes stretch their legs and arms</li> <li>• Reach for the sky, stretch their neck, and touch their toes</li> <li>• <b>Water break:</b> Explain why it is important to stay hydrated</li> <li>• <b>Nutrition Break:</b> Introduce nutrition break topic</li> </ul>



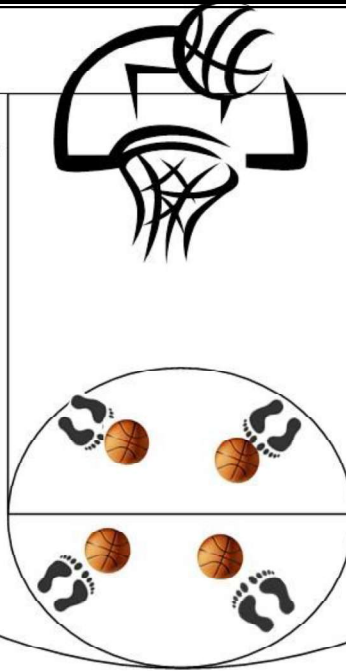
Obstacle Dribbling Drill



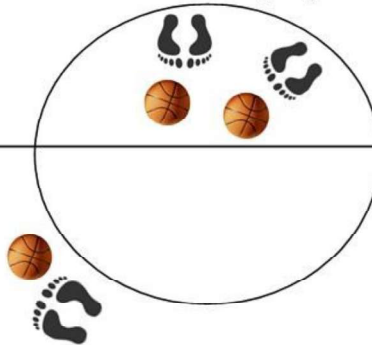


## Dribble Tag Drill

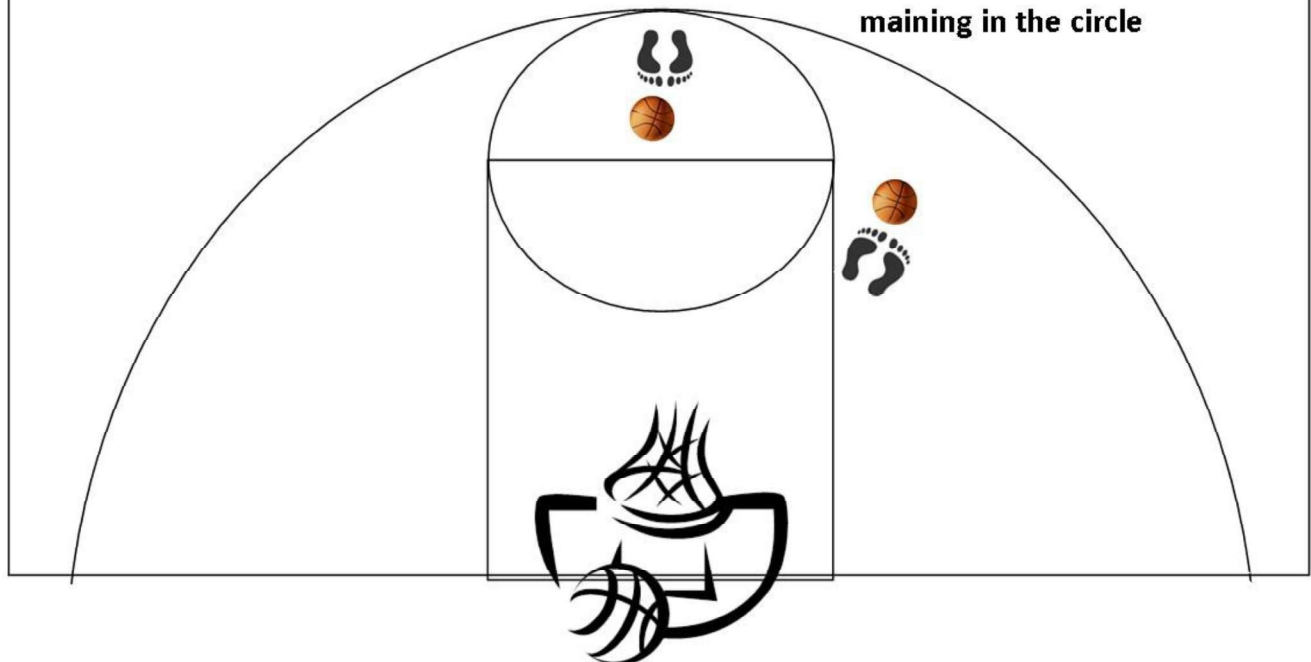
1. Two teams on either side



2. Athletes Dribble constantly while  
Trying to knock the other basketballs out  
of the circle



3. The game ends when one athlete is re-  
maining in the circle



## Basketball Session 4:

### *Passing*



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# Basketball Lesson Plan S:4



## Objectives:

- Improve passing skills
- Develop accurate and fast passes
- Develop proper footwork
- Promote importance of team work and sharing the ball

## Equipment:

- Basketballs

## Nutrition Break: Balance is key

Include vegetables, fruits, whole grain products, lower fat milk products and lean meats in your daily diet. Just because you eat lots of fruits and vegetables does not mean that you will be healthy. Likewise, if all one is eating is candy bars/ junk food they will not be “healthy” either. Getting all the food groups into your diet and having a treat on the side is more than acceptable. Balance is the key!

## Teaching Cues:

- Assist an athlete with lower ability by standing behind him or her. Put your hands over the athlete’s hands and guide the athlete through the chest pass motion.
- Mark a target on a wall and ask the athlete to chest pass the ball to the target. Gradually increase the distance between the athlete and the wall as the athlete’s skill increases. Progress to starting at the same spot and asking the athlete to chest pass the ball to targets placed in several different locations, at varying heights, angles, and distances.
- Demonstrate that bounce passes can bounce before, on and well beyond the halfway spot.
- Allow the athletes to experiment with both short and long bounce passes to teammates standing at various distances.
- Encourage games of “tips” or just “catch,” to give athletes practice handling the ball.

Time Frame	Activity	Directions
15 Minutes	Introduction, Warm up and Stretch	<ul style="list-style-type: none"> <li>• Team Huddle: have all athletes sit in a circle</li> <li>• Warm Up: have athletes jog on the spot and do jumping jacks</li> <li>• Stretch: have athletes stretch their calves, hamstrings, quads and arms</li> <li>• Explain the goals for this session</li> </ul>
15 Minutes	Chest Pass	<ul style="list-style-type: none"> <li>• Divide athletes into partners of similar height</li> <li>• Show athletes how to properly hold the ball. Two hands, bent elbows, ball at chest level. Ball should be pushed out from chest towards the target. Have athletes step into their pass with their dominant foot</li> <li>• Have athlete’s chest pass to each other</li> </ul>
15 Minutes	Bounce Pass	<ul style="list-style-type: none"> <li>• Divide athletes into partners of similar height.</li> <li>• Show athletes how to properly hold the ball. With both hands on the ball have your two thumbs pointing down, step forward when bounce passing the ball</li> <li>• Have athletes bounce pass to each other</li> </ul>
10 Minutes	Cool Down— Stretches Hydration Nutrition Break	<ul style="list-style-type: none"> <li>• <b>Stretch:</b> Have athletes stretch their legs and arms</li> <li>• <b>Reach for the sky,</b> stretch their neck, and touch their toes</li> <li>• <b>Water break:</b> Explain why it is important to stay hydrated</li> <li>• <b>Nutrition Break :</b> Introduce nutrition break topic</li> </ul>



## Basketball Session 5: *Shooting Drills*



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## Objectives:

- Teach proper hand placement and shooting technique
- Introduction to layup shots
- Improve shooting skills

## Equipment:

- Basketballs
- Basketball net

## Nutrition Break: Post-Exercise Snacks

Exercise is great but it does drain your body. Refueling after exercising can make a huge difference in your body's recovery time. Recovery time is the time between working your body's muscle groups and the time in which the tiny tears in your muscles repair themselves. Good post-exercise snacks include high protein/vegetable/fruit smoothies, protein bars and/or fruits/vegetables. Packing a snack to eat after YMS is important.

## Teaching Cues:

- It is important that the athlete feels power for the shot coming from the legs. The movement sequence begins with the knees and is followed by the elbow, wrist and fingers
- Proper hand placement on the ball is critical. Thoroughly explain that the non-dominant hand guides/aims the ball while the dominant hand pushes the ball towards the target
- Younger athletes can practice by shooting to a partner, at a target on the wall or at a lower basket. Explain that it is best to use the backboard. The backboard softens the shot and allows a greater margin for error
- Demonstrate a lay-up; then have the athletes practice the motion without a ball while facing, but positioned away from, the basket. Practice jumping off one foot and landing on two feet. Instruct the athletes step by step through the demonstration
- Repeat sequence with a ball before actually shooting a lay-up at a basket. The lay-up can also be done from a two-foot jump
- Practice the motion of the shot without jumping and without the ball. Next, practice the motion of the shot with jumping but without the basketball. Finally, add and complete the jump shot
- Use an adjustable basket with backboard to help athletes build confidence in their shooting ability
- Practice the jump shot close to the basket and banking it off the backboard, gradually increasing the distance and using only the rim as a focus

# Basketball Lesson Plan S:5



Time Frame	Activity	Directions
15 Minutes	<b>Introduction, Warm up and Stretch</b>	<ul style="list-style-type: none"> <li>• Team Huddle: have all athletes sit in a circle</li> <li>• Warm Up: have athletes jog on the spot and do jumping jacks</li> <li>• Stretch: have athletes stretch their calves, hamstrings, quads and arms</li> <li>• Explain the goals for this session</li> </ul>
15 Minutes	<b>One-Handed Set Shot</b>	<ul style="list-style-type: none"> <li>• Have each athlete get a ball</li> <li>• Coach should demonstrate proper hand placement on the ball</li> <li>• Shooting hand is behind and slightly under the ball (dominant hand). Non-shooting hand is off to the side and thumbs are up and apart from one another</li> <li>• Shooting leg should be slightly forward and knees bent.</li> <li>• Demonstrate how to aim and shoot ball towards the basket</li> </ul>
15 Minutes	<b>Layups</b>	<ul style="list-style-type: none"> <li>• Face the front of the backboard and stand two steps away and to the right of the rim for a right-handed</li> <li>• Pick the ball up to chest height in proper shooting position.</li> <li>• Sight the target over the ball. Focus on the top right corner of the square on backboard for a right-hander.</li> <li>• Step forward onto right foot, then left foot.</li> <li>• Raise the shooting-side knee as the ball is lifted to the forehead.</li> <li>• Extend body toward basket off left foot.</li> <li>• Gently lay the ball up against the backboard on the top right corner of the square.</li> <li>• Land on both feet under the backboard.</li> </ul>
10 Minutes	<b>Cool Down— Stretches Hydration Nutrition Break</b>	<b>Stretch</b> <ul style="list-style-type: none"> <li>• Have athletes stretch their legs and arms</li> <li>• Reach for the sky, stretch their neck, and touch their toes</li> <li>• <b>Water break:</b> Explain why it is important to stay hydrated</li> <li>• <b>Nutrition Break:</b> Introduce a nutrition break topic</li> </ul>



## Basketball Session 6: *Review of Basketball Skills*





## Objectives:

- Review skills in previous sessions for dribbling, passing and shooting
- Dribbling: Practice ball control while moving
- Passing: Practice proper hand placement and aim
- Shooting: Practice proper hand placement, aim on backboard and lay-up shots
- Promote teamwork, positive and competitive play environment
- Ensure athletes rotate in different positions to experience and understand all positions

## Equipment:

- Basketballs
- Pylons
- Basketball net

## Nutrition Break: Breakfast Continued

Why is breakfast called 'break-fast'? When you go to sleep at night your body is going 6-9 hours without food. So, when you wake up and eat you are breaking that fast. This is why breakfast is the most important meal of the day. You should include a variety of nutrients in your breakfast. Eggs, milk, whole grain bread are an excellent options.

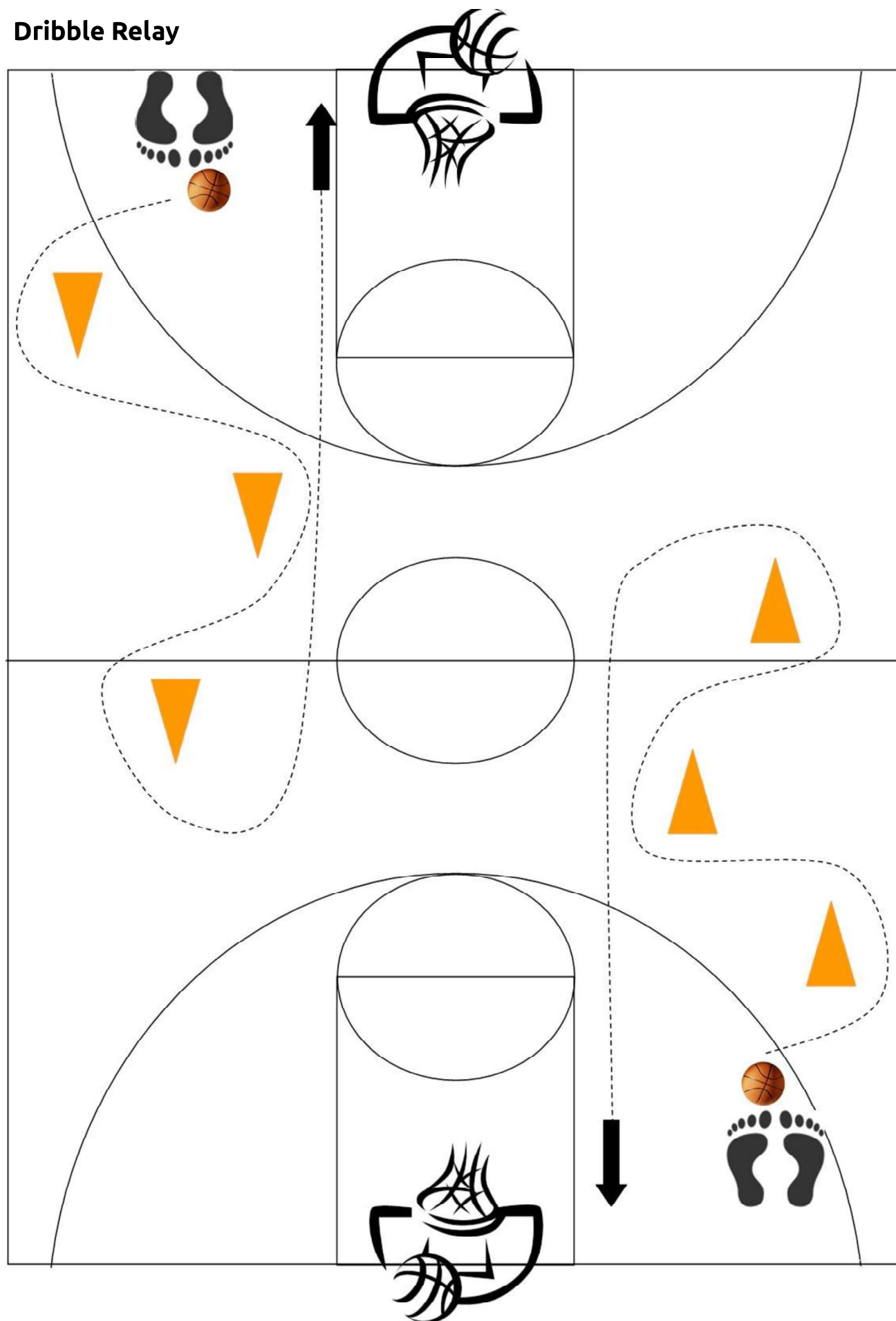
## Teaching Cues:

- Ensure the rules are explained simply, but thoroughly and that all athletes clearly understand them.
- Make sure the athletes can identify the different lines on the court and understand their meanings.
- Make sure the athletes recognize the different types of equipment and understand their functions.
- Ensure the athletes understand the point-scoring system
- Explain the basic terms of basketball i.e. dribbling, passing, shooting, foul, time-out

Time Frame	Activity	Directions
15 Minutes	<b>Introduction-Warm up and Stretch</b>	<ul style="list-style-type: none"> <li>• Team Huddle: have all athletes sit in a circle.</li> <li>• Warm Up: have athletes jog on the spot and do jumping jacks.</li> <li>• Stretch: have athletes stretch their calves, hamstrings, quads and arms.</li> <li>• Explain the goals for this session</li> </ul>
15 Minutes	<b>Dribbling Relay</b>	<ul style="list-style-type: none"> <li>• Set up an obstacle course with cones around the gym</li> <li>• Divide athletes into two teams</li> <li>• Each athlete has to complete the obstacle course before the next team mate can begin</li> <li>• The team that completes the course first wins</li> </ul>
15 Minutes	<b>Passing</b>	<ul style="list-style-type: none"> <li>• Have athletes get into pairs facing each other across the gym, each pair with one ball.</li> <li>• Start at one end of the gym</li> <li>• Athletes should dribble the ball three times before either chest passing or bounce passing across to their partner.</li> </ul>
10 Minutes	<b>Shooting – Around the World</b>	<ul style="list-style-type: none"> <li>• Place cones around the key and one at the free throw line. This is where players will shoot from.</li> <li>• Athletes will start at one end of the key and work their way to each cone.</li> <li>• Athletes must shoot the ball into the basket before moving onto the next cone.</li> </ul>
15 Minutes	<b>Cool Down—Stretches Hydration Nutrition Break</b>	<b>Stretch</b> <ul style="list-style-type: none"> <li>• Have athletes stretch their legs and arms.</li> <li>• Reach for the sky, stretch their neck, and touch their toes.</li> <li>• <b>Water break:</b> Explain why it is important to stay hydrated.</li> <li>• <b>Nutrition Break:</b> Introduce nutrition break fact.</li> </ul>

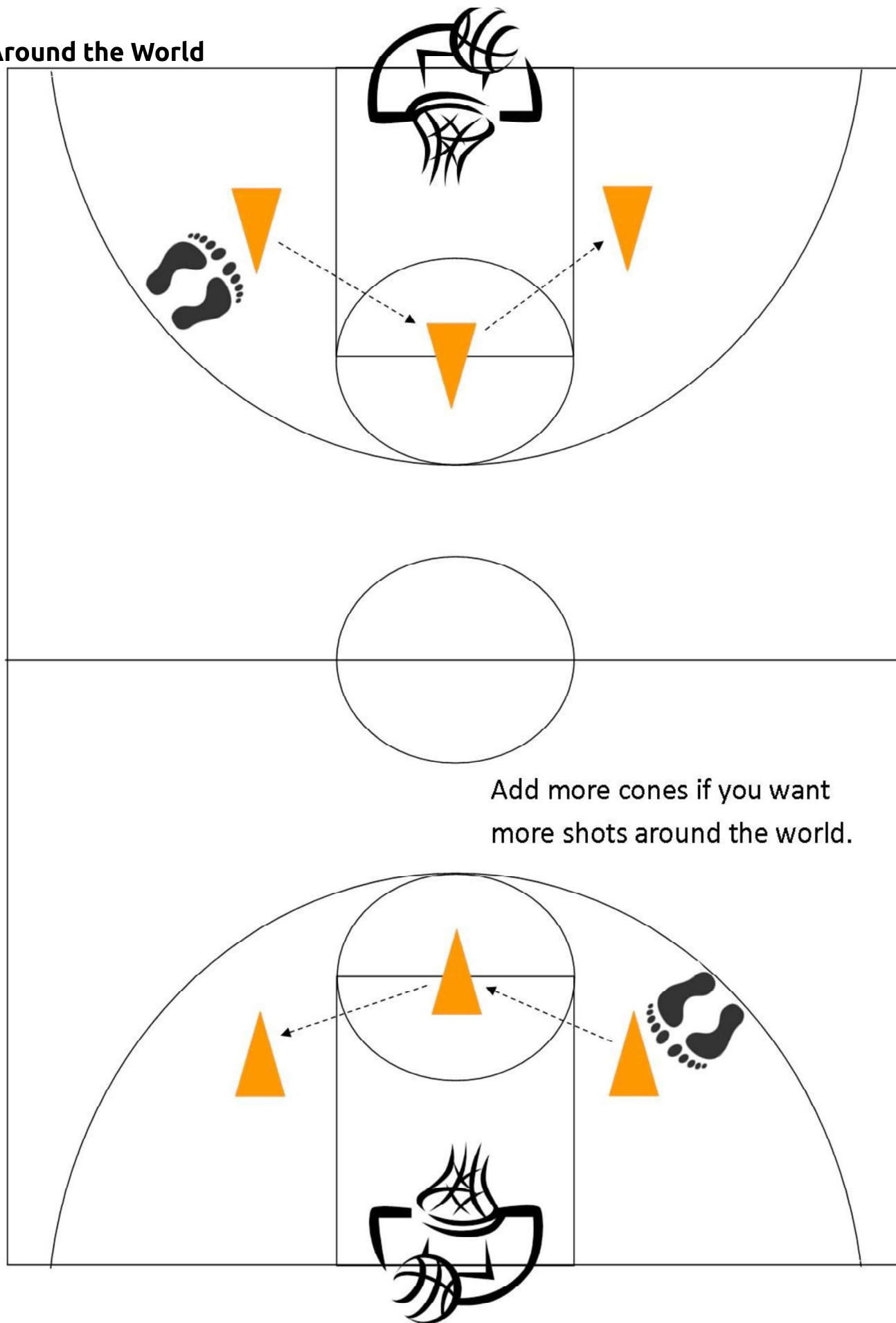


## Dribble Relay





## Around the World



## Basketball Session 7: *Game Day!*



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## Objectives:

- Conduct a basketball game with a coach heavily involved for assistance
- Promote teamwork in a positive and competitive environment
- Combine skills learned in previous six sessions to generate a successful 20 minute basketball game

## Equipment:

- Basketballs
- Basketball net
- Whistle
- Scoreboard
- Pinnies

## Nutrition Break: Eating Before You Exercise

When you exercise, your body uses up a lot of energy, and weakens your muscles. By eating foods with a high source of protein is ideal for preparing your muscles for the work ahead. Other meals include yogurt, oatmeal, pasta, milk. Remember eating too much right before physical exertion can make your stomach hurt. Light options that pack a nutritional punch are recommended.

## Teaching Cues:

- Remind athletes that it is important that the athlete feels increasing strength and stamina from the previous training sessions. The movement sequence begins with the knees and is followed by the elbow, wrist and fingers.
- Proper hand placement on the ball is critical. Thoroughly explain that the non-dominant hand guides/aims the ball while the dominant hand pushes the ball towards the target.
- Younger athletes can practice by shooting to a partner, at a target on the wall or at a lower basket. Explain that it is best to use the backboard. The backboard softens the shot and allows a greater margin for error.
- Use an adjustable basket with backboard to help athletes build confidence in their shooting ability.
- Practice the jump shot close to the basket and banking it off the backboard, gradually increasing the distance and using only the rim as a focus.

Time Frame	Activity	Directions
15 Minutes	Introduction, Warm up and Stretch	<ul style="list-style-type: none"> <li>• <b>Welcome and Introduction</b></li> <li>• Team Huddle: have all athletes sit in a circle.</li> <li>• Warm Up: have athletes jog on the spot and do jumping jacks.</li> <li>• Stretch: have athletes stretch their calves, hamstrings, quads and arms.</li> <li>• Explain the goals for this session</li> </ul>
35 Minutes	Game	<ul style="list-style-type: none"> <li>• Divide athletes into two teams</li> <li>• The game will be 20 minutes long, two 10 minute halves, with a 5 minute water break in between.</li> <li>• The teacher is encouraged to be very hands on throughout the game reminding the athletes of the rules and helping with technique.</li> <li>• Refer to rules within appendix.</li> </ul>
10 Minutes	Cool Down—Stretches Hydration Nutrition Break	<ul style="list-style-type: none"> <li>• <b>Stretch</b></li> <li>• Have athletes stretch their legs and arms.</li> <li>• Reach for the sky, stretch their neck, and touch their toes.</li> <li>• <b>Water break:</b> Explain why it is important to stay hydrated.</li> <li>• <b>Nutrition Break :</b> Introduce the nutrition break topic.</li> </ul>
5 Minutes	Clean Up	<ul style="list-style-type: none"> <li>• Have athletes help clean up the equipment.</li> <li>• Assign each athlete an item to clean up.</li> </ul>

## Basketball Session 8:

### *Game Day w/ Leadership Roles*



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## Objectives:

- Conduct a basketball game with limited hands on coaching
- Coaches should be less involved, but still encourage and provide pointers from sidelines
- Ensure athletes rotate in different positions to experience and understand all positions
- Athletes will gain confidence and understanding of all the roles taken during a basketball game

## Equipment:

- Basketballs
- Basketball net
- Pinnies
- Scoreboard
- Whistles

## Nutrition Break: Know your limits

Every body is different, learn from past experiences, take mental notes of what works well with your body or write them down. Keep a journal of your training. What do you like? What hurts your body? What do you need to work more on? Keeping a journal will help you become more in tune with your body and exercise limits.

## Teaching Cues:

- Encourage team work
- Encourage full use of the court
- Make sure that athletes keep moving even if the ball is not in their hands
- Direction from the side lines for athletes with more difficulty understanding the game play
- Walk/run up and down the side lines to stay present in the game without physically directing athletes
- During this session volunteers from community and/or participating schools can incorporate peer mentorship in line with the Project Unify goals as athletes may need extra support when learning how to score keep and “coach”

Time Frame	Activity	Directions
15 Minutes	<b>Introduction, Warm up and Stretch</b>	<ul style="list-style-type: none"> <li>• Team Huddle: have all athletes sit in a circle</li> <li>• Warm Up: have athletes jog on the spot and do jumping jacks.</li> <li>• Stretch: have athletes stretch their calves, hamstrings, quads and arms</li> <li>• Explain the goals for this session</li> <li>• Assign athletes roles like assistant coach and scorekeeper</li> <li>• Note: You may rotate the athletes in these roles when athletes sub in and out of game play</li> </ul>
35 Minutes	<b>Game</b>	<ul style="list-style-type: none"> <li>• Divide athletes into two teams</li> <li>• The game will be 20 minutes long, two 10 minute halves, with a 5 minute water break in between.</li> <li>• The coach is encouraged to not be involved</li> <li>• Refer to Basketball Appendix for full rules</li> </ul>
10 Minutes	<b>Cool Down— Stretches Hydration Nutrition Break</b>	<ul style="list-style-type: none"> <li>• <b>Stretch</b></li> <li>• Have athletes stretch their legs and arms</li> <li>• Reach for the sky, stretch their neck, and touch their toes.</li> <li>• <b>Water break:</b> Explain why it is important to stay hydrated.</li> <li>• <b>Nutrition Break:</b> Introduce a nutrition break topic.</li> </ul>
5 Minutes	<b>Clean Up</b>	<ul style="list-style-type: none"> <li>• Have athletes help clean up the equipment.</li> <li>• Assign each athlete an item to clean up.</li> </ul>

## Basketball Session 9: *Intramural*



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## Objectives:

This session can stay within the 60 minutes or be a whole morning or afternoon of fun.

- Introduce athletes, promote a positive and competitive environment
- Stress the importance of teamwork and foster communication and cooperation between teammates and teams
- Provide a model example of socially appropriate behavior, fair play and positive sportsmanship
- Ensure inclusion of all athletes, volunteers and "buddies" and promote an exciting, enthusiastic environment

## Equipment:

- Basketball
- Pinnies
- Basketball Net
- Whistle
- Scoreboard

## Nutrition Break : Enjoy Eating

Eating is essential to fueling your body and keeping yourself healthy. There are delicious healthy options and you should enjoy fueling your body with food that is pleasurable to eat. Dieting is not *fun* but living a healthy *lifestyle* is. By making healthy living a *lifestyle* routine there is no chore or restriction. This can lead to unhealthy relationships with food.

What do you ENJOY eating?  
What are healthy options that you enjoy eating?  
When do you enjoy eating?

## Teaching Cues:

- Athletes should be encouraged to cheer on their team members and exemplify the qualities of a "team"
- Emphasize the importance of team efforts and encouragements. Ex. High Fives
- Encourage athletes to call out to each other when passing by their name to effectively follow through on a "play"
- If an athlete scores make sure to reinforce positive feed back
- Before the game—just as during practice sessions have a team huddle to get the team excited and remind them of both the strengths and weaknesses (things to watch out for when playing the game).
- Encourage athletes to pass the ball to each other
- Team Work is essential



Time Frame	Activity	Description
15 Minutes	<b>Introduction—Warm Up and Stretch</b>	<p>Athletes should jog, run or walk around the gym/field for 5 minutes while you collect the necessary equipment (bocce kits and court). Don't set up the bocce courts. Athletes will have a chance to learn to do this in the session. Group aerobics with music is a wonderful ice breaker for athletes who have never met.</p> <p>Have athletes do stretches such as touching their toes, moving their arms, legs and stretching out shoulders and neck. Make sure athletes complete arm swings of both arms and drink water if need be. Explain the session's order of events. A group stretch session with music can be a great ice breaker for athletes who have never met each other</p>
3 Minutes	<b>Team Organization</b>	<ul style="list-style-type: none"> <li>A team may have up to five players, which includes three starters and two substitutes (see Appendix for Special Olympics Basketball Rules)</li> <li>Half-court basketball is a game of three-on-three. Each team must start the game with three players or forfeit the game. If a team falls below three players once the game has started due to injury, the team will be permitted to continue with two players on the floor.</li> </ul>
20 Minutes	<b>Game 1</b>	<ul style="list-style-type: none"> <li>The game will be played for 20 minutes or until one-team scores 20 points. A made field goal from any area on the court will count for two points.</li> <li>There will be a running clock applied for the full 20 minutes. The clock may stop at the referee's discretion (e.g. if the ball needs to be retrieved from another court.)</li> <li>The game will start with a flip of a coin for possession. There is no jump ball. All jump balls will be administered by alternate possession, starting with the team which loses the flip of the coin.</li> <li>The winning team is the first team to score 20 points or the team with the highest score after the 20-minute game.</li> </ul>
20 Minutes	<b>Game 2</b>	<ul style="list-style-type: none"> <li>Round Robin Format with 3 points for a win, 2 points for a tie and 1 point for a loss with playoff games to follow</li> <li>NO overtime in round robin (ties will stand).</li> <li>One 60 second time out will be permitted per team</li> <li>Substitutions must wait at scorekeeper table before being called onto the pitch</li> </ul>
10 Minutes (Awareness)	<b>Cool Down—Stretches &amp; Nutrition Break</b>	<p>Have athletes gather in a stretch circle stretching out wrists, hands and legs. Have athletes grab some water and sit in a circle to begin the <b>Nutrition Break</b>.</p>



# Basketball:

## *Bonus Sessions*



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# Basketball Bonus Lesson Plan: 1



## Objectives:

- Develop a shot close to the basket
- Practice dribbling prior to shooting
- Practice footwork close to the basket

## Equipment:

- Basketballs
- Basketball net

## Nutrition Break: Fun Food Facts—Fruits Can Contain Fat Too

Avocados have the highest fat content of any fruit. Yes, that's right...a fruit. It is actually a relative of the berry group. This high fat content is good for your hair, heart and veins/arteries. Avocados can be eaten by spreading it on toast, making guacamole and putting in salads. You can even put avocados in your hair as a hair mask to make your hair silky smooth if it is dry and damaged.

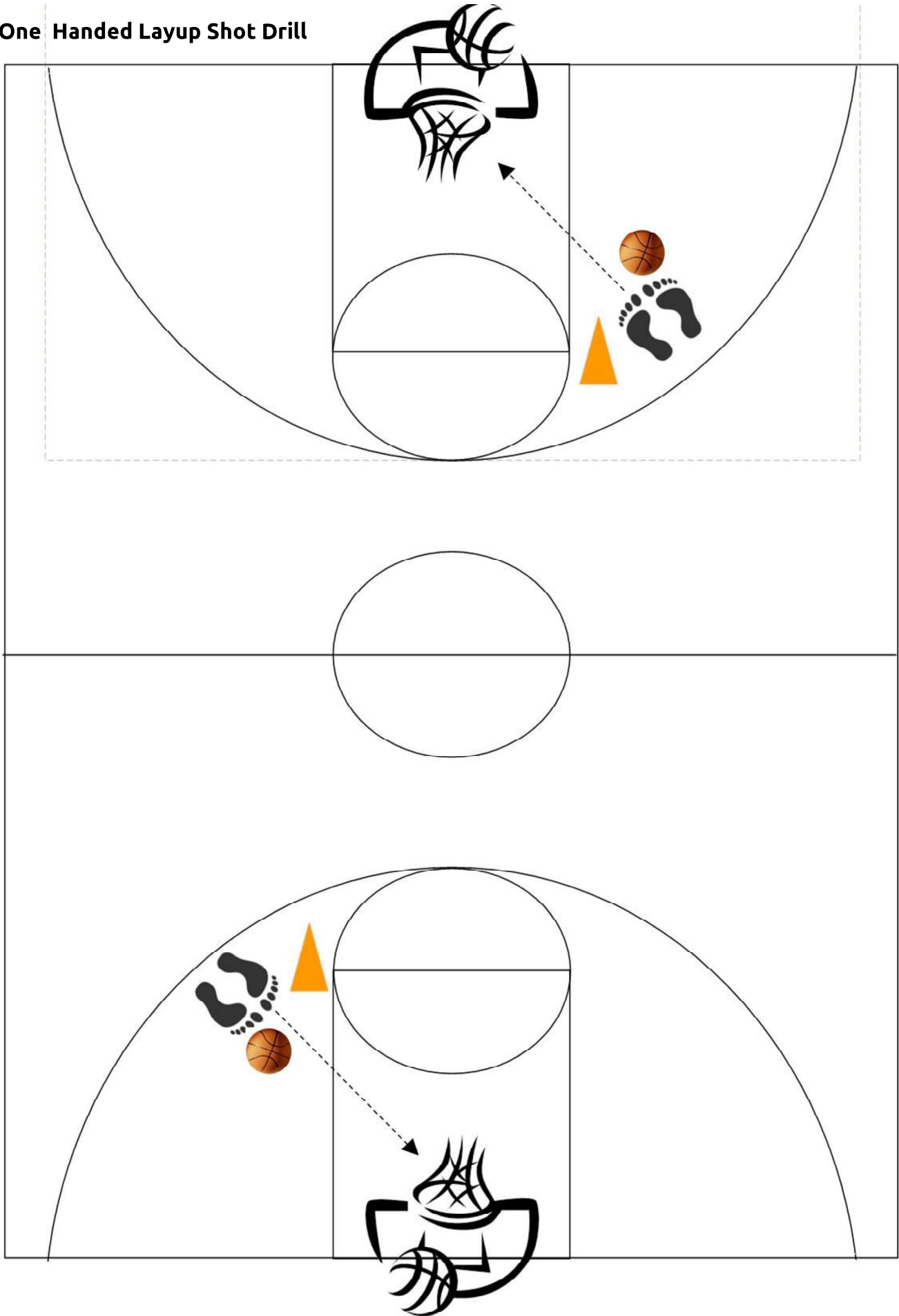
## Teaching Cues:

- Assist the athletes by letting them put their hands on top of yours to feel the rhythm of dribbling. Start by using guided discovery. Allow the athlete to feel the roundness of the ball, the dimples and the weight. Ask the athletes what the ball feels like
- Ask them to drop the ball and catch it. Direct them to place the ball on the floor, the dribbling hand on top, and the other hand to the side and almost under the ball. In this way, when the ball is picked up, it is in proper position for them to begin and continue dribbling
- When dribbling the ball, the lower the bounce, the easier the control. Dribble the ball three times and pick it up
- Reinforce proper position of hands, head and body
- Practice each hand separately. Conduct a mini competition to see if the athletes can keep the ball dribbling for 15, 30, 45 and 60 seconds

Time Frame	Activity	Directions
15 Minutes	Introduction, Warm up and Stretch	<ul style="list-style-type: none"> <li>• Team Huddle: have all athletes sit in a circle.</li> <li>• Warm Up: have athletes jog on the spot and do jumping jacks.</li> <li>• Stretch: have athletes stretch their calves, hamstrings, quads and arms.</li> <li>• Explain the goals for this session</li> </ul>
15 Minutes	One – handed layup shot	<ul style="list-style-type: none"> <li>• Have each athlete get a ball</li> <li>• Teacher should demonstrate proper technique of a layup.</li> <li>• Get into a line near the right side of the basketball net.</li> <li>• One athlete at a time will dribble towards the net.</li> <li>• The athlete will take two giant steps and jump off their inner foot and shoot the basketball off the backboard on an angle into the hoop.</li> </ul>
15 Minutes	Let's Bounce	<ul style="list-style-type: none"> <li>-Mark off two lanes with a start line and a finish line (approx. 15m apart) using pylons or flags</li> <li>-Have athletes dribble the ball from the starting line to the finish zone, staying inside the marked lane. Let the athletes practice dribbling in the lanes. If the player overshoots the finish zone, they must dribble it back in to finish</li> <li>-After a few practice tries time the athletes and record their results</li> </ul>
10 Minutes	Cool Down—Stretches Hydration Nutrition Break	<p><b>Stretch</b></p> <ul style="list-style-type: none"> <li>• Have athletes stretch their legs and arms.</li> <li>• Reach for the sky, stretch their neck, and touch their toes.</li> <li>• <b>Water break:</b> Explain why it is important to stay hydrated.</li> <li>• <b>Nutrition Break:</b> Introduce the nutrition break topic.</li> </ul>



## One Handed Layup Shot Drill



# Basketball Bonus Lesson Plan: 2



## Objectives:

- Develop freelance dribbling skills while following others instructions.
- Gain confidence dribbling the ball
- Have athletes focus on dribbling stationary dribbling and progress to “Following the Leader” activity

## Equipment:

- Basketball

## Nutrition Break: Get Your Greens

Dark green vegetables contain more vitamin C than light green vegetables! Spinach, Kale, Collard Greens, Arugula are examples of dark greens that can be eaten to boost your healthy through food. You don't have to worry about over eating these greens you'll unlikely be able to eat too much. Having a salad with mixed dark greens are a great way to incorporate these into your daily diet.

## Teaching Cues:

- Assist an athlete with lower ability by standing behind him or her. Put your hands over the athlete's hands and guide the athlete through the chest pass motion.
- Mark a target on a wall and ask the athlete to chest pass the ball to the target. Gradually increase the distance between the athlete and the wall as the athlete's skill increases. Progress to starting at the same spot and asking the athlete to chest pass the ball to targets placed in several different locations, at varying heights and distances.
- Demonstrate passes that bounce before, on and well beyond the halfway spot.
- Allow the athletes to experiment with both short and long bounce passes to teammates standing at various distances.
- Encourage games of “tips” or just “catch,” to give athletes practice handling the ball.
- Encourage families to play passing games at home between practices.

Time Frame	Activity	Directions
15 Minutes	Introduction, Warm up and Stretch	<ul style="list-style-type: none"> <li>• Team Huddle: have all athletes sit in a circle.</li> <li>• Warm Up: have athletes jog on the spot and do jumping jacks.</li> <li>• Stretch: have athletes stretch their calves, hamstrings, quads and arms.</li> <li>• Explain the goals for this session</li> </ul>
15 Minutes	Stationary Dribbling	<ul style="list-style-type: none"> <li>• Have athletes stand in place and dribble for 3 minutes with their right hand and 3 minutes with their left hand</li> <li>• Have athletes dribble on the spot bounding the ball from their right hand to their left and back.</li> <li>• CUE: Have athletes move their hand position as little as possible and make sure to engage the wrist.</li> </ul>
15 Minutes	Follow the Leader	<ul style="list-style-type: none"> <li>• Set up athletes in three lines, give each student a ball.</li> <li>• The athletes in the front of the line are appointed as the leader.</li> <li>• The leader dribbles the ball they may zig zag, or go any way that they want, the athletes behind the leader will mimic the moves performed by the leader</li> </ul>
10 Minutes	Cool Down—Stretches Hydration Nutrition Break	<ul style="list-style-type: none"> <li>• <b>Stretch</b></li> <li>• Have athletes stretch their legs and arms.</li> <li>• Reach for the sky, stretch their neck, and touch their toes.</li> <li>• <b>Water break:</b> Explain why it is important to stay hydrated.</li> <li>• <b>Nutrition Break:</b> Introduce the nutrition break topic.</li> </ul>

# Basketball Bonus Lesson Plan: 2



Time Frame	Activity	Directions
15 Minutes	Introduction, Warm up and Stretch	<ul style="list-style-type: none"> <li>Team Huddle: have all athletes sit in a circle.</li> <li>Warm Up: have athletes jog on the spot and do jumping jacks.</li> <li>Stretch: have athletes stretch their calves, hamstrings, quads and arms.</li> <li>Explain the goals for this session</li> </ul>
15 Minutes	Stationary Dribbling	<ul style="list-style-type: none"> <li>Have athletes stand in place and dribble for 3 minutes with their right hand and 3 minutes with their left hand</li> <li>Have athletes dribble on the spot bounding the ball from their right hand to their left and back.</li> <li>CUE: Have athletes move their hand position as little as possible and make sure to engage the wrist.</li> </ul>
15 Minutes	Follow the Leader	<ul style="list-style-type: none"> <li>Set up athletes in three lines, give each student a ball.</li> <li>The athletes in the front of the line are appointed as the leader.</li> <li>The leader dribbles the ball they may zig zag, or go any way that they want, the athletes behind the leader will mimic the moves performed by the leader</li> </ul>
10 Minutes	Cool Down— Stretches Hydration Nutrition Break	<ul style="list-style-type: none"> <li><b>Stretch</b></li> <li>Have athletes stretch their legs and arms.</li> <li>Reach for the sky, stretch their neck, and touch their toes.</li> <li><b>Water break:</b> Explain why it is important to stay hydrated.</li> <li><b>Nutrition Break:</b> Introduce the nutrition break topic.</li> </ul>

# Basketball Bonus Lesson Plan: 3



## Objectives:

- Develop a focus on the defensive game within basketball and learn correct defensive stance.

## Equipment:

- Basketball

## Nutrition Break: Foods Good For Memory

Blue and purple foods are good for memory. Just because you eat a bunch of blueberries does not mean that you don't have to study for that science test though. Eating certain healthy foods will have an impact on your athletic and performance in school!

What foods can you list that are purple?

What are your favorite purple foods?

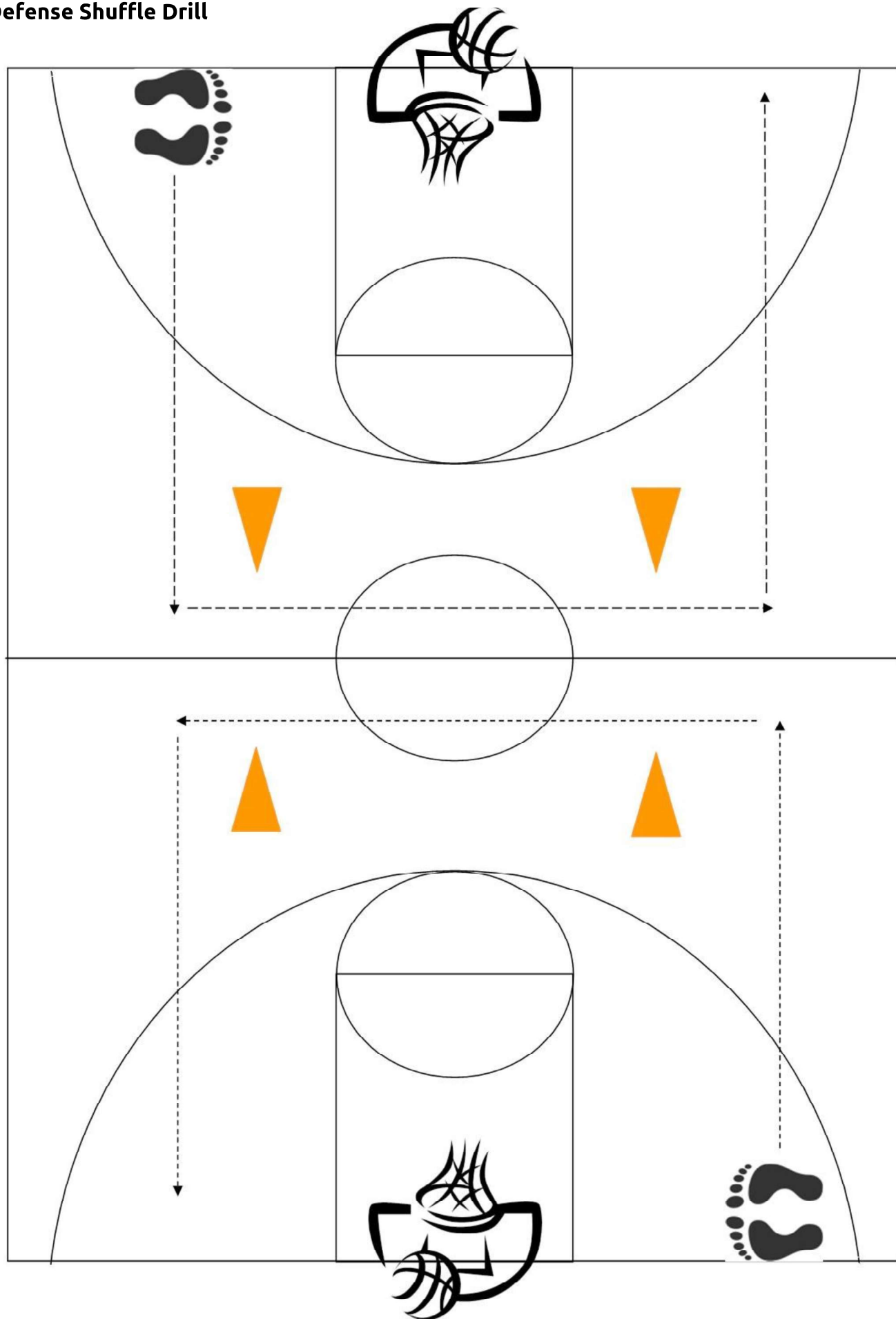
## Teaching Cues:

- Assume proper body stance: legs bent, head and hands up and weight on balls of feet
- Maintain proper body position while moving sideways, forward and backward
- Maintain proper body position while moving in relation to the ball
- Maintain proper body position while moving in relation to opponent and the ball

Time Frame	Activity	Directions
15 Minutes	Introduction, Warm up and Stretch	<ul style="list-style-type: none"> <li>• Team Huddle: have all athletes sit in a circle.</li> <li>• Warm Up: have athletes jog on the spot and do jumping jacks.</li> <li>• Stretch: have athletes stretch their calves, hamstrings, quads and arms.</li> <li>• Explain the goals for this session</li> </ul>
15 Minutes	Defense Shuffle	<ul style="list-style-type: none"> <li>• Introduce correct defensive stance to the athletes.</li> <li>• Feet slightly more than shoulder length apart, knees bent, back straight, arms up and out.</li> <li>• Have athletes side shuffle from the baseline to half court, around the cones, and back.</li> </ul>
15 Minutes	2 on 2 Defense Drill	<ul style="list-style-type: none"> <li>• Two athletes will be the defenders and two athletes will be the offensive team.</li> <li>• Athletes will start at one end of the gymnasium and try to get to the other end without losing the ball. The defenders will be trying to get the ball away from the offensive duo.</li> <li>• The offensive duo will use passing skills (bounce pass and chest ball to get the ball to the other end).</li> <li>• The athlete holding the ball must not move their feet!</li> </ul>
10 Minutes	Cool Down—Stretches Hydration Nutrition Break	<p><b>Stretch</b></p> <ul style="list-style-type: none"> <li>• Have athletes stretch their legs and arms.</li> <li>• Reach for the sky, stretch their neck, and touch their toes.</li> <li>• <b>Water break:</b> Explain why it is important to stay hydrated.</li> <li>• <b>Nutrition Break:</b> Introduce the nutrition break topic.</li> </ul>
5 Minutes	Clean Up	<ul style="list-style-type: none"> <li>• Have athletes help clean up the equipment.</li> <li>• Assign each athlete an item to clean up.</li> </ul>



## Defense Shuffle Drill





# Basketball: Skill Assessment



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## Skill Progression- Dribbling

Your Athlete Can	Never	Sometimes	Often
Attempts to dribble a basketball in any manner.			
Dribbles the ball in any manner at least three bounces in a row.			
Dribbles the ball with one hand more than three bounces in a row while standing in one place.			
Dribbles the ball with the opposite hand more than three bounces in a row while standing in one place.			
Dribbles the ball with one hand, then the other hand, three bounces in a row each, without stopping and while standing still.			
Dribbles the ball with one hand while walking forward ten steps.			
Dribbles the ball with one hand while running forward twenty steps.			
Dribbles the ball with either hand while moving in any direction (forward, backward or sideways).			
<b>Totals</b>			

## Skill Progression- Shooting

Your Athlete Can	Never	Sometimes	Often
Attempts to shoot a basketball toward the basket.			
Hits the backboard with a one-hand set shot.			
Makes a basket with a one-hand set shot.			
Hits the backboard on a lay-up.			
Makes a basket on a lay-up.			
Makes a basket with a jump shot.			
<b>Totals</b>			



## Skill Progression- Passing

Your Athlete Can	Never	Sometimes	Often
Attempts to pass a basketball.			
Passes the ball in any manner and in any direction.			
Passes the ball in any manner to an intended target.			
Makes a two-hand chest pass in any direction.			
Makes a two-hand chest pass to an intended target.			
Makes a bounce pass to an intended target.			
Makes a two-hand overhead pass to an intended target.			
Makes a lob pass to an intended target.			
Makes a baseball pass to an intended target.			
Participates in team passing drills.			
<b>Totals</b>			

## Skill Progression- Team Play

Your Athlete Can	Never	Sometimes	Often
Attempts to participate in team play skills.			
Participates in any manner in an offensive team play drill.			
Participates in any manner in a defensive team play drill.			
Demonstrates knowledge of fundamentals of offensive team play.			
Demonstrates knowledge of fundamentals of defensive team play.			
<b>Totals</b>			



## Skill Progression- Rebounding

Your Athlete Can	Never	Sometimes	Often
Attempts to catch in any manner a basketball that is tossed into the air.			
Catches a ball that is tossed into the air.			
Attempts to catch in any manner a ball that rebounds off the backboard.			
Tracks the ball as it is shot at the basket.			
Catches in any manner the ball after it rebounds off the backboard and bounces once on the floor.			
Catches the ball in the air with hands only after it rebounds off the backboard.			
Participates in team rebounding drills.			
<b>Totals</b>			

## Skill Progression – Participation

Your Athlete Can	Never	Sometimes	Often
Attempts to participate in a basketball training program.			
Participates in any manner in a basketball training program.			
Participates upon own initiative in a basketball training program.			
Practices basketball skills a minimum of three days a week.			
Takes part in team activities.			
Demonstrates knowledge of the basic rules of basketball.			
<b>Totals</b>			

## Basketball Appendix: *Courts, Rules*





## Youth Basketball Competition 3-on-3 Rules

### Divisioning

1. The Head Coach must submit the scores from both of the Basketball Skills Assessment Tests (BSAT), e.g., dribbling and perimeter shooting, for each player on his/her roster a minimum of 10 days prior to competition.
2. Teams are grouped in divisions according to their BSAT team score.
3. Each team will be required to play all team members in all games.

### Team and Players

1. A team may have up to five players, which includes three starters and two substitutes.
2. Half-court basketball is a game of three-on-three. Each team must start the game with three players or forfeit the game. If a team falls below three players once the game has started due to injury, the team will be permitted to continue with two players on the floor. If a team falls below three players due to player ejection, the team will forfeit that game.
3. All teams must supply their own uniforms. 'Basketball' jerseys are preferred; however t-shirts are permitted as long as all uniforms are identical for all players. Numbers on uniforms are not required.

### The Game

1. The game will be played for 20 minutes or until one-team scores 20 points. A made field goal from any area on the court will count for two points.
2. There will be a running clock applied for the full 20 minutes. The clock may stop at the referee's discretion (e.g. if the ball needs to be retrieved from another court.)
3. The game will start with a flip of a coin for possession. There is no jump ball. All jump balls will be administered by alternate possession, starting with the team which loses the flip of the coin.
4. The winning team is the first team to score 20 points or the team with the highest score after the 20-minute game.
5. All games will be played with a 28.5 sized basketball.

### Competition

1. The referee will handle the ball on all out-of-bounds plays.
2. The ball is dead after a foul or violation is called, a field goal is made or any other time the referee blows his/her whistle.
3. Teams change possession of the ball after made field goals. However, if a player is fouled in the act of shooting and makes the basket, the field goal is credited, and the offended team retains possession of the ball.
4. The throw-in spot for all non-shooting fouls (fouls, violations, out-of-bounds, made field goals, timeouts) will be at the top of the key (behind the 3 point line). The player inbounding the ball at the top of the key must make one pass before any scoring attempt can be made. **No free throws will be permitted.**
5. For all shooting fouls, the ball will be inbounded along the base line at a designated spot.
6. On any change of possession, the team which just gained possession of the ball must take the **ball back behind the foul line extended** before shooting. In taking the ball back, either the ball or the foot of the player in possession must touch the foul line extended or the area behind it.
7. A violation/foul has occurred when the defense who has just gained possession of the ball attempts a field goal without taking it back behind the foul line extended. This foul will result in loss of possession for the offending team.
8. Substitutions may be made on a dead ball. When one team makes a substitution, the other team must be given an opportunity to substitute as well. Players entering the game must report to the scorer's table and be beckoned into the game by the referee.
9. **One 60-second timeout is allowed per team.** When a timeout is called, the clock will be stopped. A player injury timeout may be called by the referee. The referee may stop the clock at his/her discretion and is advised to do so at any time. For example, allowing the clock to run when the ball bounces well out of play gives one team an unfair advantage. Consequently, the clock should be stopped.
10. A held ball is called when opposing players have one or both hands so firmly on the ball that possession can be gained only by force. The ball is awarded on the basis of **alternate possession**. First possession is granted to the team that loses the coin toss at the start of the game.



## Fouls and Penalties

1. A foul is an infraction of the rules involving personal contact with an opponent or unsportsmanlike behavior. It is charged against the offender.
  1. There are no individual or team foul limits in 3-on-3 half-court competition. However, misconduct will result in a warning to the player and coach. Continual misconduct or flagrant and intentional fouling will result in player ejection.
  2. An offensive player, including the shooter, may remain in the free throw lane for no longer than three seconds. The penalty for this infraction is loss of possession.
- A player making a throw-in shall have five seconds to release the ball. The penalty for taking more than five seconds shall be loss of possession.

## Points of Emphasis

1. It is a violation for player to “double dribble”.
2. Concerning optional adaptations: A player may take two steps beyond what is allowable. However, if the player scores, “travels,” or escapes the defense as a result of these extra steps, an advantage has been gained. A violation is called as per the official’s discretion.

## Tournament Format

- o Round Robin Format with 3 points for a win, 2 points for a tie and 1 point for a loss with playoff games to follow
- o NO overtime in round robin (ties will stand).
- o *One 60 second time out will be permitted per team*
- o Substitutions must wait at scorekeeper table before being called onto the court
- o Tie breakers to be determined in succession:
- o Highest game points
- o Lowest points against average
- o Highest points for average



# Soccer Session 1: *Introduction*



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## Soccer Session 1: Introduction

### Basics and Aim of Soccer

Played in just about every country, the sport's success is due to the fact that it can be played by individuals of all abilities. Soccer requires little in the way of specialized equipment and is organized using simple, intuitive rules. Two teams will play against one another in either a field or gymnasium and shoot on each other's nets placed on opposite ends of the pitch. The aim of the game is to score the most number of points on your opponents in the allotted time.

### Benefits of Soccer

- Increases athlete's level of physical fitness
- Teaches self-discipline
- Teaches the athlete sports skills that are essential to a variety of other activities
- Provides the athlete with a means for self-expression and social interaction
- Improves ball handling skills, dexterity and hand-eye coordination

### Soccer Attire

- Players must wear appropriate soccer attire to train and compete successfully. Inappropriate uniforms and equipment can impact a player's ability to play the game and, in some cases, may be a safety hazard. Teams dressed in good-looking and properly-fitted uniforms are more likely to be motivated to train and play as a team.
- **DRESS LIKE A WINNER ... PLAY LIKE A WINNER!**
- Appropriate soccer attire is required for all competitors. As coach, discuss the types of sport clothes that are acceptable and not acceptable for training and competition. Discuss the importance of wearing properly fitted clothing, along with the advantages and disadvantages of wearing certain types of clothing during training and competitions. For example, long-pant jeans to blue-jean shorts are not proper football attire for any event. Explain that they cannot perform their best while wearing jeans that restrict their movement. Take athletes to high school or collegiate matches and point out the attire being worn. You can even set the example by wearing appropriate attire to training and competitions and not rewarding athletes that come improperly dressed to train and/or compete.
- Shirts are best when they are loose fitting and made of light material. Short-sleeved shirts are recommended for warm weather. The player's number is required on the back of the shirt in all official competitions.
- Shorts that are made of light, water-resistant nylon/polyester and have plenty of leg room are best. Male players, particularly those with slower motor skills, are encouraged to wear a protective athletic cup.
- Long, knee-length socks to cover shin pads are recommended. A pair of under socks, usually made of cotton or cotton blend, is recommended to help prevent blisters
- Shin pads are required for both competition and practices. Light-weight pads with elastic ties and placed between under-sock and top sock are recommended.
- Cleats need to be snug-fitting. When purchasing shoes, try on the cleats with one pair of thin socks to make sure the fit is good. Shoes will quickly stretch to a comfortable fit. Molded rubber soles are recommended rather than screw-in studs. Non-studded shoes are worn for indoor practice
- **No jeans. No jewelry or watches!**

### Soccer Equipment

- It is important for athletes to recognize and understand how equipment works and impacts their performance for the specific events. Have your athletes name each piece of equipment as you show it, and give the use for each. To reinforce this, have athletes select the equipment used for their events as well.
- A well-run training session begins with having the right coaching equipment. Below is a list of the most important training items.
- A ball for every player must be available. Players can only improve their technical skills if they frequently touch a soccer ball. Junior players (under 12 years) play with a size-4 ball; all other players play with a larger size-5. Softer, synthetic leather balls should be used, particularly for



beginner players. A brightly colored ball may help keep the attention of lower ability players and help players with visual impairments.

- A set of scrimmage vests is essential when playing any kind of team activity. The brightly colored vests help players distinguish teammates from opponents, especially important for beginner Special Olympics athletes. Vests should be the slip-over type rather than the tie type that can be difficult to put on.
- Plastic marker cones (12) are needed to mark playing areas and goals. It is almost impossible to run a training session without some kind of marker cones. Cones come in various sizes, but 9-inch plastic cones are recommended. Larger marker cones make ideal goals when proper goals are not available.
- A whistle is useful for organizing players and for refereeing scrimmages. Coach should use verbal commands whenever possible; however, some players respond better to the sound of the whistle.
- A clipboard with that day's training session plan will help you stay organized and keep you on track. Once a training session has started, it is easy to forget where you are going next unless you have a copy of the session plan.

## Equipment Setup

- Before each day's practice begins, determine the sequence of drills and where you will set up equipment. When possible, set up your practice field and equipment before the start of practice. Setting up and moving equipment can waste valuable practice time. Set up equipment early and assign different groups to bring out balls, cones, nets, goals and other equipment. You can also designate exercise captains to help organize players for drills, creating leaders within the team.

## Coaching Grids

- Grids are a great way to organize players and make maximal use of your practice field. They let you organize the field into distinct areas the size of which can be adapted to fit the skill level and number of the players involved. You can create grids by using cones, flags or other markers.
- The game of football is about time and space. The best players can control the ball in little time and within a small space. Less skilled players need more time and greater space in which to perform. Coaching grids let you adjust the field of play according to the technical abilities of your athletes.

## Goals

Realistic, yet challenging goals for each athlete are important to the motivation of the athlete both at training and during competition. Goals establish and drive the action of both training and competition plans. Sport confidence in athletes helps to make participation fun and is critical to the athlete's motivation. Please see the *Principles of Coaching* section for additional information and exercises on goal setting.

## Goal Setting

Setting goals is a joint effort between the athlete and coach. Following are the main features of goal setting.

1. Structured into short-term, intermediate and long-term
2. Stepping stones to success
3. Must be accepted by the athlete
4. Vary in difficulty - easily attainable to challenging
5. Must be measurable

## Long-Term Goal

The athlete will acquire basic football skills, appropriate social behavior and functional knowledge of the rules necessary to participate successfully in football competitions.

## Athlete Participation in Goal Setting

Athletes participating in their goal setting will enforce the ownership and responsibility for setting, achieving and/or accepting needs for improvement within a particular skill set.

1. Write a goal statement.
2. Does the goal sufficiently meet the athlete's needs?
3. Is the goal positively stated? If not, rewrite it.



4. Is the goal under the athlete's control and does it focus on his/her goals and no one else's?
5. Is the goal a goal and not a result?
6. Is the goal important enough to the athlete that he/she will want to work toward achieving it? Have the time and energy to do it?
7. How will this goal make the athlete's life different?
8. What barriers might the athlete encounter in working toward this goal?
9. What does the athlete need to learn how to do?
10. What risks does the athlete need to take?

## Essential Components of Planning a Soccer Training Session

Special Olympics athletes respond well to a simple, well-structured training routine with which they can become familiar. An organized plan, prepared before you get to the field, will help establish such a routine and help make best use of your limited time. A recommended training plan is outlined below.

### Warming Up/Stretching (10 Minutes)

- Every player warms up with a ball; i.e., low-intensity dribbling drills.
- Stretch each muscle group.
- Have players lead the stretching while coach assist individual players when necessary. Finish the warm-up with a fun dribbling/tag game.

### Skills Instruction

- Quickly review and practice previously taught skills.
- Introduce the theme of the skills activity.
- Demonstrate skills simply and dramatically.
- Divide into groups of six or less for practice.
- Physically assist and prompt lower ability players when necessary. Introduce and practice new skills early in the practice session.

### Competition Experience

- Players learn a lot by simply playing the game. The game is a great coach.
- Use mini-games (one vs. one / three vs. three) to teach basic rules and game understanding.
- Use scrimmages to teach basic positions and restarts. Always allow at least 10 minutes of free play where the coach says nothing. Let them play.

### Cool Down (10 Minutes)

- Slow run/walk/stretch.
- As the players cool down, comment on the session and the next game.
- Finish with a team cheer



## Objectives:

- Introduce athletes to the basic rules of Special Olympics Soccer
- Introduce athletes to the field of play
- Introduce athletes to soccer equipment

## Equipment:

- Soccer Balls
- Soccer Nets
- Shin Pads (optional)
- Whistle
- Flags
- Pylons

## Nutrition Break : Four Food Groups Review

Can you name the four food groups? Do you remember what servings are recommended?

**Fruits and Vegetables:**7-10 servings/day **Grain Products:**6-8 servings/day

**Dairy:** 2-4 servings/day

**Meat and Meat Alternatives:**2-3 servings/day

Tip: It is important to try to get at least three different food groups in each meal.

## Teaching Cues:

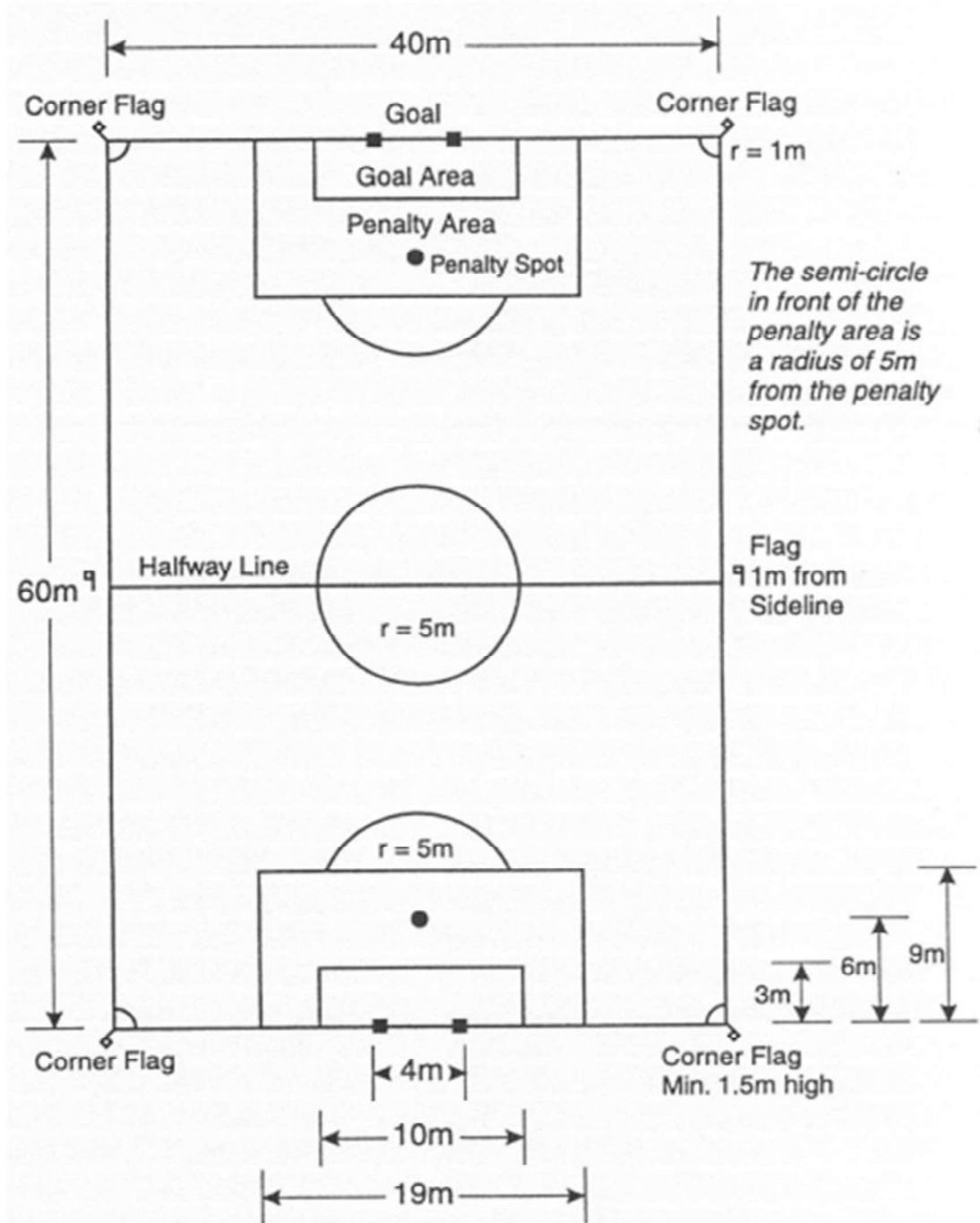
- Help lower ability players move into position and get behind the flight of the ball. Use gentle physical prompting when necessary.
- Many players are too excited and caught up in the game to relax when the ball arrives.
- Coaching a player to slow down, relax and concentrate is as important as coaching the correct receiving technique.
- Players can work with a partner and toss the ball to each other. Let the ball hit the different parts of their body and drop to their feet.
- Emphasize the importance of the first touch.



Time Frame	Activity	Directions
15 Minutes	<b>Introduction, Warm up and Stretch</b>	<ul style="list-style-type: none"> <li>- Have Athletes jog around the gym for 5 minutes while you get the necessary equipment (balls, nets, whistle)</li> <li>-Have Athletes do stretches such as touch your toes, touch the ceiling, rotate arms, calf stretches, hip rotation, ankle rotations, etc</li> <li>-Review Basic Soccer Rules Overview and explain goals</li> <li>-Introduce Soccer Equipment (soccer balls, shin pads (optional), etc.)</li> </ul>
15 Minutes	<b>Field of Dreams</b>	-Walk around the entire field of play/gymnasium explaining boundary/side lines, net, corners, mid-field, etc.
5 Minutes	<b>Water Break</b>	<b>Stretch</b> <ul style="list-style-type: none"> <li>·Have athletes stretch their legs and arms</li> <li>· Reach for the sky, stretch their neck, and touch their toes</li> <li>· <b>Water break:</b> Explain why it is important to stay hydrated</li> </ul>
15 Minutes	<b>Have a Ball</b>	<ul style="list-style-type: none"> <li>-Give each student a ball and have them practice kicking it lightly against a wall</li> <li>-Athletes block the ball with their foot as it returns from the wall</li> <li>-Athletes vary the strength of their kicks</li> <li>-Encourage athletes to alternate feet</li> </ul>
10 minutes	<b>Cool down-stretches, nutrition break</b>	<ul style="list-style-type: none"> <li>-Blow whistle and have athletes stop their activity, put away all equipment and assemble into a circle</li> <li>-Have Athletes do stretches such as touch your toes, touch the ceiling, rotate arms, calf stretches, hip rotation, ankle rotations, etc.</li> <li>-Have athletes sit together and enjoy their water and snack while learning a lesson about healthy eating and the importance of staying well hydrated</li> </ul>



## Soccer Field





## Soccer Session 2: *Running*



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## Objectives:

- Further progress the skill of running
- Learn some basic running techniques
- Emphasize the importance of physical fitness and team building

## Equipment:

- Whistle
- Flags
- Pylons
- Hula Hoops
- Stopwatch

## Nutrition Break: Hydration with Exercise

It is very important while exercising and in everyday activities to drink lots of water to stay hydrated. It is suggested that you consume a minimum of 8 servings of water a day.

Exercise increases our need to drink more water to replace fluid lost because of sweat

Pop and other carbonated drinks do not replace water as a serving

**Tip:** Everyone needs to bring a water bottle of their own to the next practice

## Teaching Cues:

Aerobic fitness is important for three primary reasons. Although soccer players, need to be aerobically fit, they do not need to be distance runners. Be balanced in your approach to fitness. Set standards, yet do not place fitness ahead of the ultimate goal of developing good soccer players and a good soccer team. A fit, skilled team is much more powerful than a fit, unskilled team. Following are benefits of aerobic fitness.

1. Creates good cardiovascular capacity and strengthens muscles and tendons.
2. Allows players to run at a steady pace without incurring oxygen debt, getting really tired and unable to recover.
3. Allows your players to recover quickly from short sprints, making them more effective in the game.

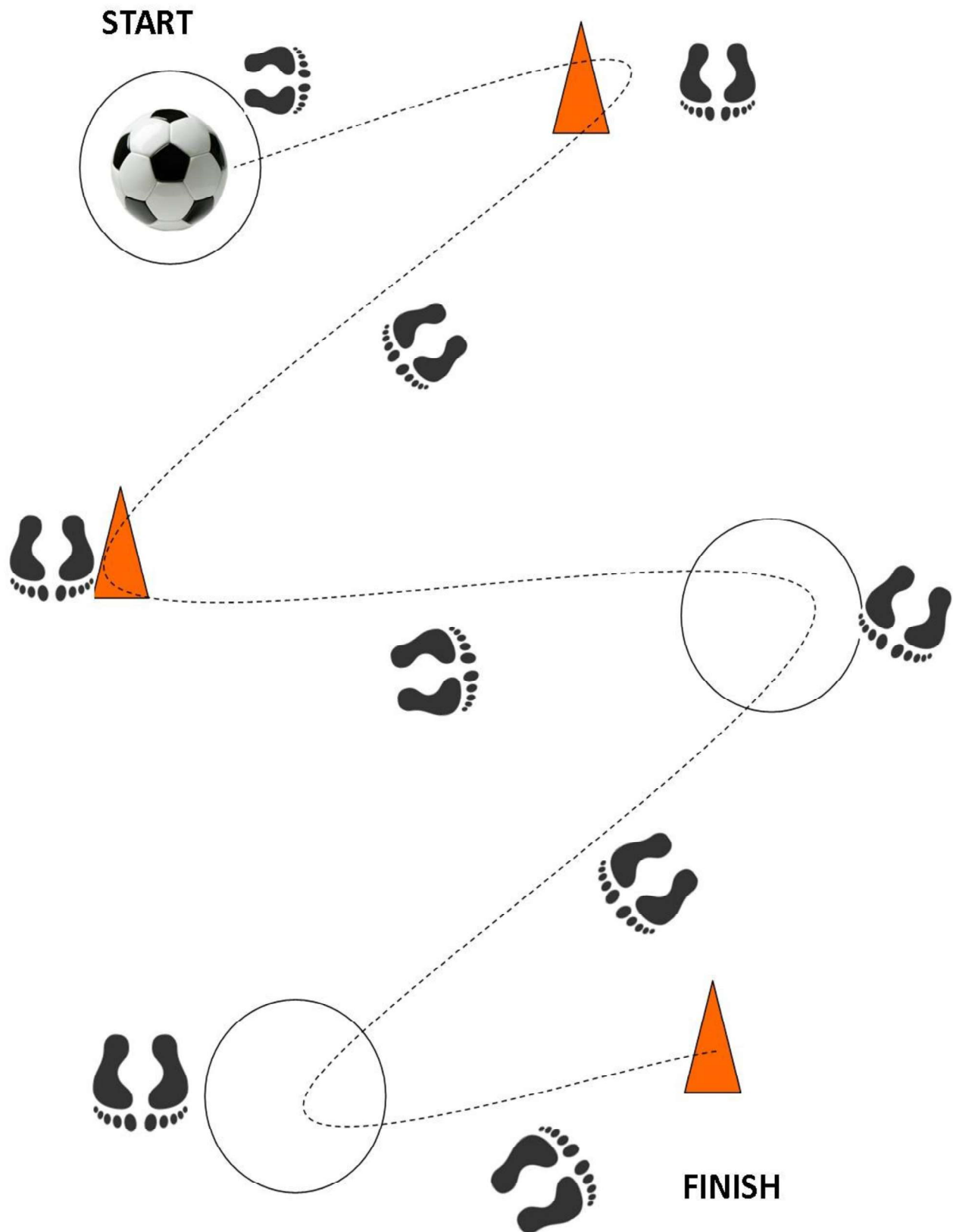
# Soccer Lesson Plan S:2



Time Frame	Activity	Directions
15 Minutes	<b>Introduction, Warm up and Stretch</b>	<ul style="list-style-type: none"> <li>- Have Athletes jog around the gym for 5 minutes while you get the necessary equipment (balls, nets, whistle)</li> <li>-Have Athletes do stretches such as touch your toes, touch the ceiling, rotate arms, calf stretches, hip rotation, ankle rotations, etc.</li> <li>-Review Basic Soccer Rules Overview</li> <li>-Introduce Soccer Equipment (soccer balls, shin</li> </ul>
15 Minutes	<b>Run between the Lines</b>	<ul style="list-style-type: none"> <li>- Using the lines on the gym floor, have athletes start at the wall and run to the next line closest, then back to the wall, then to the second closest line, etc., running back and forth to the next consecutive line until they are running the length of the gym.</li> </ul>
5 Minutes	<b>Cool Down—Stretches Hydration</b>	<b>Stretch</b> <ul style="list-style-type: none"> <li>· Have athletes stretch their legs and arms.</li> <li>· Reach for the sky, stretch their neck, and touch their toes</li> <li>· <b>Water break:</b> Explain why it is important to stay hydrated.</li> </ul>
15 Minutes	<b>Obstacle Course Relay</b>	<ul style="list-style-type: none"> <li>- Divide athletes into teams</li> <li>- Set up an obstacle course using pylons, flags, hula hoops etc.</li> <li>-Have athletes run the course and tag the next team member</li> </ul>
10 minutes	<b>Cool down-stretches, nutrition break</b>	<ul style="list-style-type: none"> <li>-Blow whistle and have athletes stop their activity, put away all equipment and assemble into a circle</li> <li>-Have Athletes do stretches such as touch your toes, touch the ceiling, rotate arms, calf stretches, hip rotation, ankle rotations, etc.</li> <li>-Have athletes sit together and enjoy their water and snack while learning a lesson about healthy eating and the importance of staying well hydrated.</li> </ul>



## Obstacle Course Relay



## Soccer Session 3: *Ball Control*



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## Objectives:

- Maintain close ball control with both feet
- Stay on toes
- Use all parts of feet, inside, outside, laces, sole.
- Move to get behind balls path
- Keep soft contact
- Concentrate on center of ball
- Keep head up
- Control ball first, don't just kick it away

## Equipment:

- Soccer Balls
- Shin Pads (optional)
- Whistle
- Flags
- Pylons
- Hula Hoops
- Stopwatch

## Nutrition Break: Healthy Snacks

Make sure you eat a snack 15-30 minutes after exercising so your body can refuel itself. Choose fruits and vegetables over unhealthy choices like chocolate and chips.

Can you name five unhealthy choices?

Can you name five healthy choices?

*Smoothies are a great way to get nutrition in pre or post activity. Additionally, carrying granola bars and /or protein bars for a snack are great options.*

## Teaching Cues:

### Dribbling

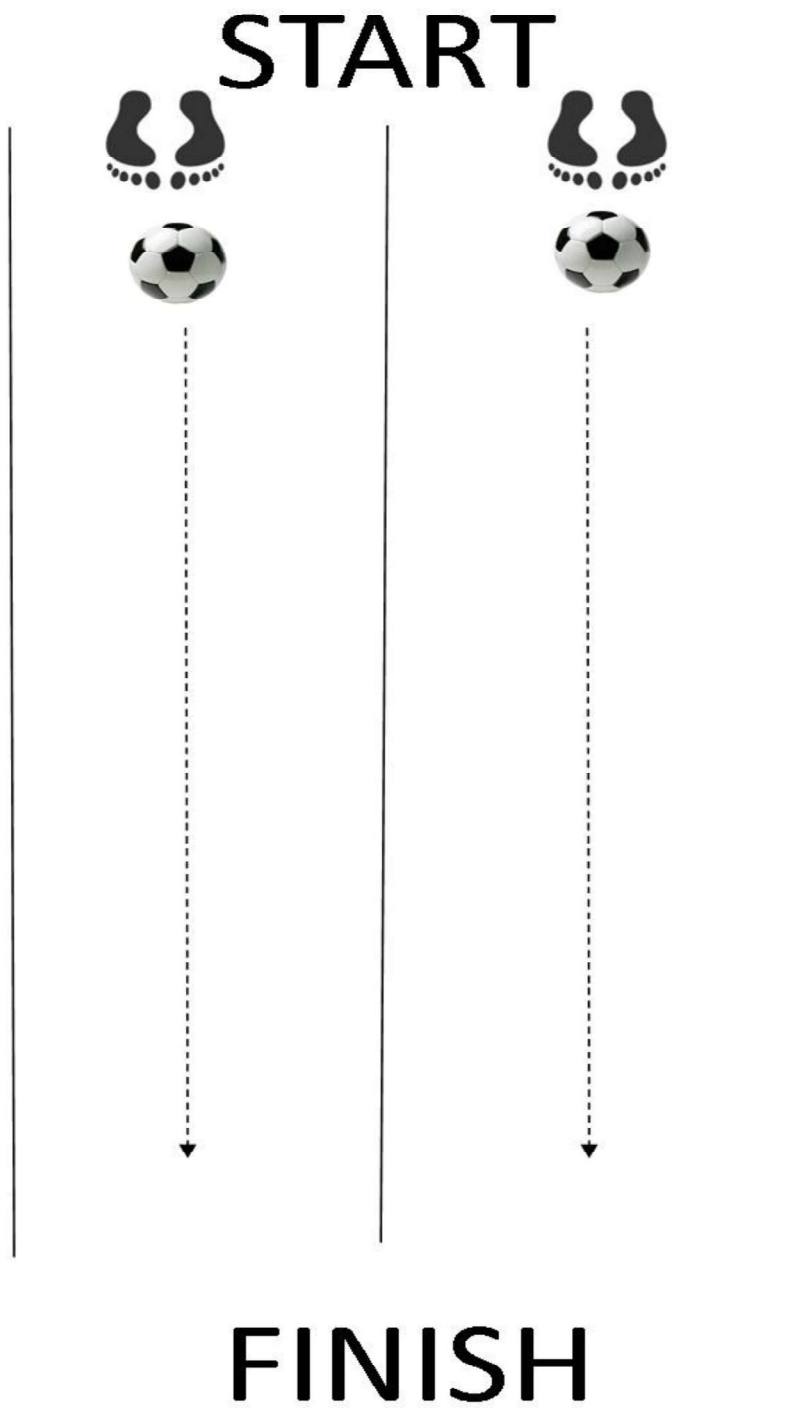
- To help develop touch and control of the ball, the player dribbles forward using the top of the foot along the outside of the laces
- Point the tow down toward the ground
- Keep the ball close, within one yard from the body



Time Frame	Activity	Directions
15 Minutes	<b>Introduction, Warm up and Stretch</b>	<ul style="list-style-type: none"> <li>- Have Athletes jog around the gym for 5 minutes while you get the necessary equipment (balls, nets, whistle)</li> <li>-Have Athletes do stretches such as touch your toes, touch the ceiling, rotate arms, calf stretches, hip rotation, ankle rotations, etc.</li> <li>-Review Basic Soccer Rules Overview</li> <li>-Introduce Soccer Equipment (soccer balls, shin pads (optional), etc.)</li> </ul>
15 Minutes	<b>Double Dribble</b>	<ul style="list-style-type: none"> <li>- Mark off two lanes with a start line and a finish line (approx. 15m apart) using pylons or flags</li> <li>- Have athletes dribble the ball from the starting line to the finish zone, staying inside the marked lane. Let the athletes practice dribbling in the lanes. If the player overshoots the finish zone, they must dribble it back in to finish</li> <li>- After a few practice tries time the athletes and record their results</li> </ul>
5 Minutes	<b>Water Break</b>	<b>Stretch</b> <ul style="list-style-type: none"> <li>· Have athletes stretch their legs and arms.</li> <li>· Reach for the sky, stretch their neck, and touch their toes.</li> <li>· <b>Water break:</b> Explain why it is important to stay hydrated.</li> </ul>
15 Minutes	<b>Obstacle Course Relay</b>	<ul style="list-style-type: none"> <li>- Divide Athletes into teams</li> <li>- Set up an obstacle course using pylons, flags, hula hoops etc.</li> <li>-Have athletes run the course while dribbling a soccer ball and tag the next team member when complete</li> </ul>
10 minutes	<b>Cool down-stretches, nutrition break</b>	<ul style="list-style-type: none"> <li>-Blow whistle and have athletes stop their activity, put away all equipment and assemble into a circle</li> <li>-Have Athletes do stretches such as touch your toes, touch the ceiling, rotate arms, calf stretches, hip rotation, ankle rotations, etc.</li> <li>-Have athletes sit together and enjoy their water and snack while learning a lesson about healthy eating and the importance of staying well hydrated.</li> </ul>



## Double Dribble Drill



## Soccer Session 4: *Passing*



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## Objectives:

- Use inside of feet
- Stay relaxed. Don't be like a robot.
- Look at ball when passing
- Pass to other players, not just kick and hope
- Move afterwards
- Move away from players to receive ball
- Turn body to face ball when receiving
- Stay spread out

## Equipment:

- Soccer Balls
- Shin Pads (optional)
- Whistle
- Pylons

## Nutrition Break: Carbohydrates

Carbohydrates help your muscles and body maintain energy for a longer period of time without getting tired.

Can you name some carbohydrates? Rice, pasta, potatoes, bread, etc.

Tip: Instead of eating white bread, white rice, and regular pasta choose whole grain instead.

**FUN FACT:** Marathon runners will "carb load" to make sure their bodies will have enough fuel to make it through their 26 mile race

## Teaching Cues:

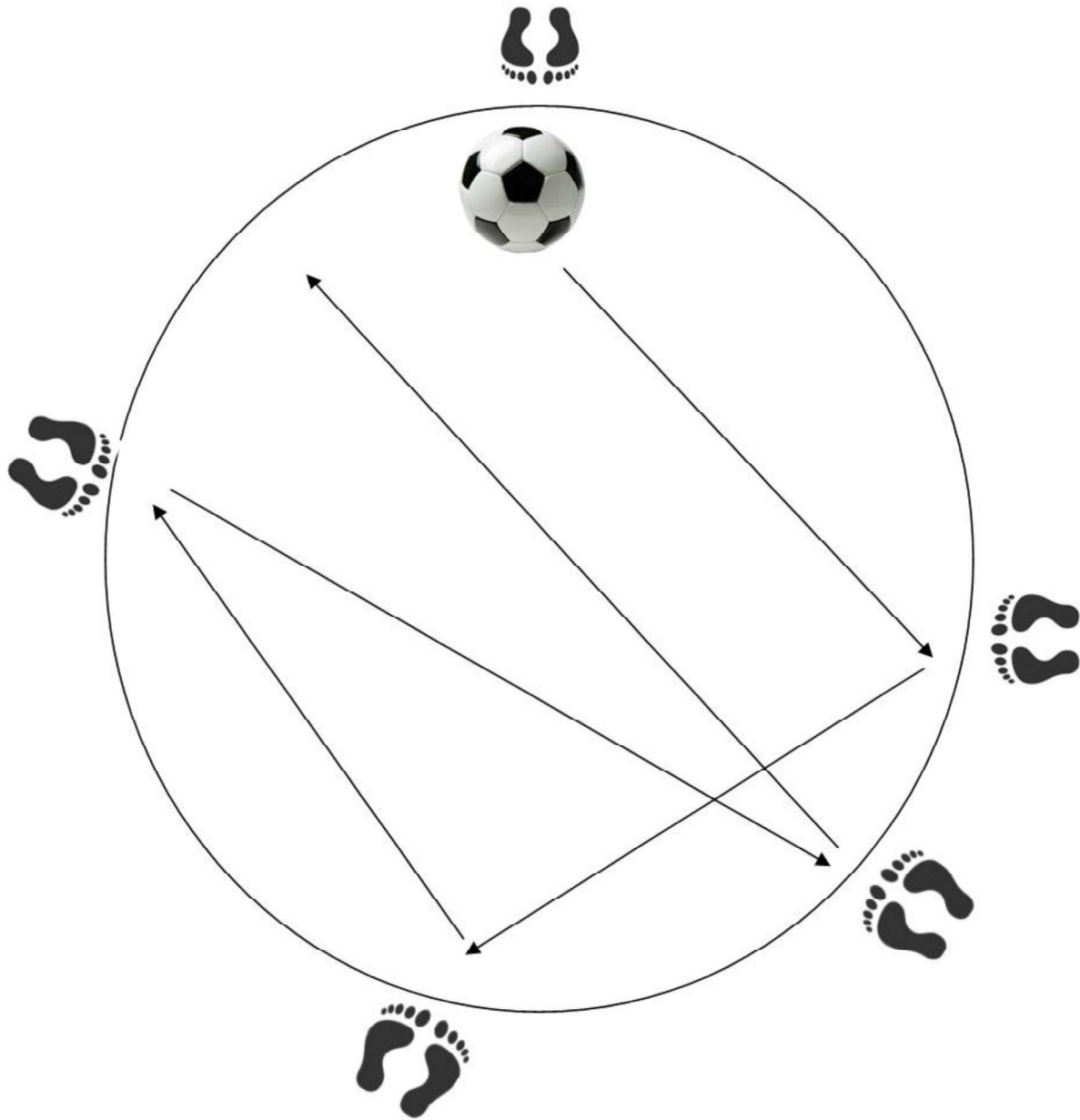
- Make eye contact with the intended receiver
- Go through the technique with an imaginary ball first to correct the action
- Ask player to bend their knee when passing
- Place the player's foot on the ball, so they know what part of foot to contact the ball with
- Always begin teaching passing with the side of the foot first
- Have the receiver stand close, then as the passing gets better, move further away
- The inside of the foot can be used for short push passes. The ball is struck firmly, with the foot following through in the direction of the intended receiver



Time Frame	Activity	Directions
15 Minutes	<b>Introduction, Warm up and Stretch</b>	<ul style="list-style-type: none"> <li>- Have Athletes jog around the gym for 5 minutes while you get the necessary equipment (balls, nets, whistle)</li> <li>-Have Athletes do stretches such as touch your toes, touch the ceiling, rotate arms, calf stretches, hip rotation, ankle rotations, etc.</li> <li>-Review Basic Soccer Rules Overview</li> <li>-Introduce Soccer Equipment (soccer balls, shin pads (optional), etc.)</li> </ul>
15 Minutes	<b>I think I'll pass</b>	<ul style="list-style-type: none"> <li>- Demonstrate with a fellow coach/EA/volunteer how to pass, emphasize using the inside of the foot</li> <li>- Pair athletes up about 2 to 3 meters apart and have them practice passing back and forth</li> <li>-Gradually increase the distance as students' ability permits</li> </ul>
5 Minutes	<b>Water Break</b>	<b>Stretch</b> <ul style="list-style-type: none"> <li>·Have athletes stretch their legs and arms.</li> <li>· Reach for the sky, stretch their neck, and touch their toes.</li> <li>· <b>Water break:</b> Explain why it is important to stay hydrated.</li> </ul>
15 Minutes	<b>A Perfect Circle</b>	<ul style="list-style-type: none"> <li>- Set up athletes in a circle with one ball per circle. Athletes call out the name of the student they intend to pass the ball to. Athletes continue calling out and passing to each other and are encouraged to try to pass to everyone in the circle.</li> <li>-Gradually increase the diameter as the students' ability permits</li> </ul>
10 minutes	<b>Cool down-stretches, nutrition break</b>	<ul style="list-style-type: none"> <li>-Blow whistle and have athletes stop their activity, put away all equipment and assemble into a circle</li> <li>-Have Athletes do stretches such as touch your toes, touch the ceiling, rotate arms, calf stretches, hip rotation, ankle rotations, etc.</li> <li>-Have athletes sit together and enjoy their water and Nutrition Break</li> </ul>



## A Perfect Circle Drill



## Soccer Session 5: *Shooting & Pass and Shoot*



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## Objectives:

- Keep toe pointing down
- Strike with shoelaces
- Strike through center of ball
- Swing leg and follow through
- Accuracy before power
- Keep knee and head over ball
- Place standing foot alongside ball, not in front or behind
- Use foot closest to the ball

## Equipment:

- Soccer Balls
- Soccer Nets
- Shin Pads (optional)
- Whistle
- Flags
- Pylons

## Nutrition: All The Colours of the Rainbow

Try to eat a variety of Vegetables each day. Try to eat a variety of colours.

Can you name a vegetable for each colour of the rainbow?

Red- Peppers

Orange - Carrots

Yellow - Corn

Green - Broccoli

Purple - Eggplant

## Teaching Cues:

- When shooting, approach the ball slightly from the side not straight on.
- Place the non-kicking foot at the side of the ball.
- Swing the kicking foot backward with a bent knee.
- Keep your eye on the ball and head still.
- Swing the kicking foot forward with knee pointing down.
- Kicking foot follows the ball as the knee straightens.

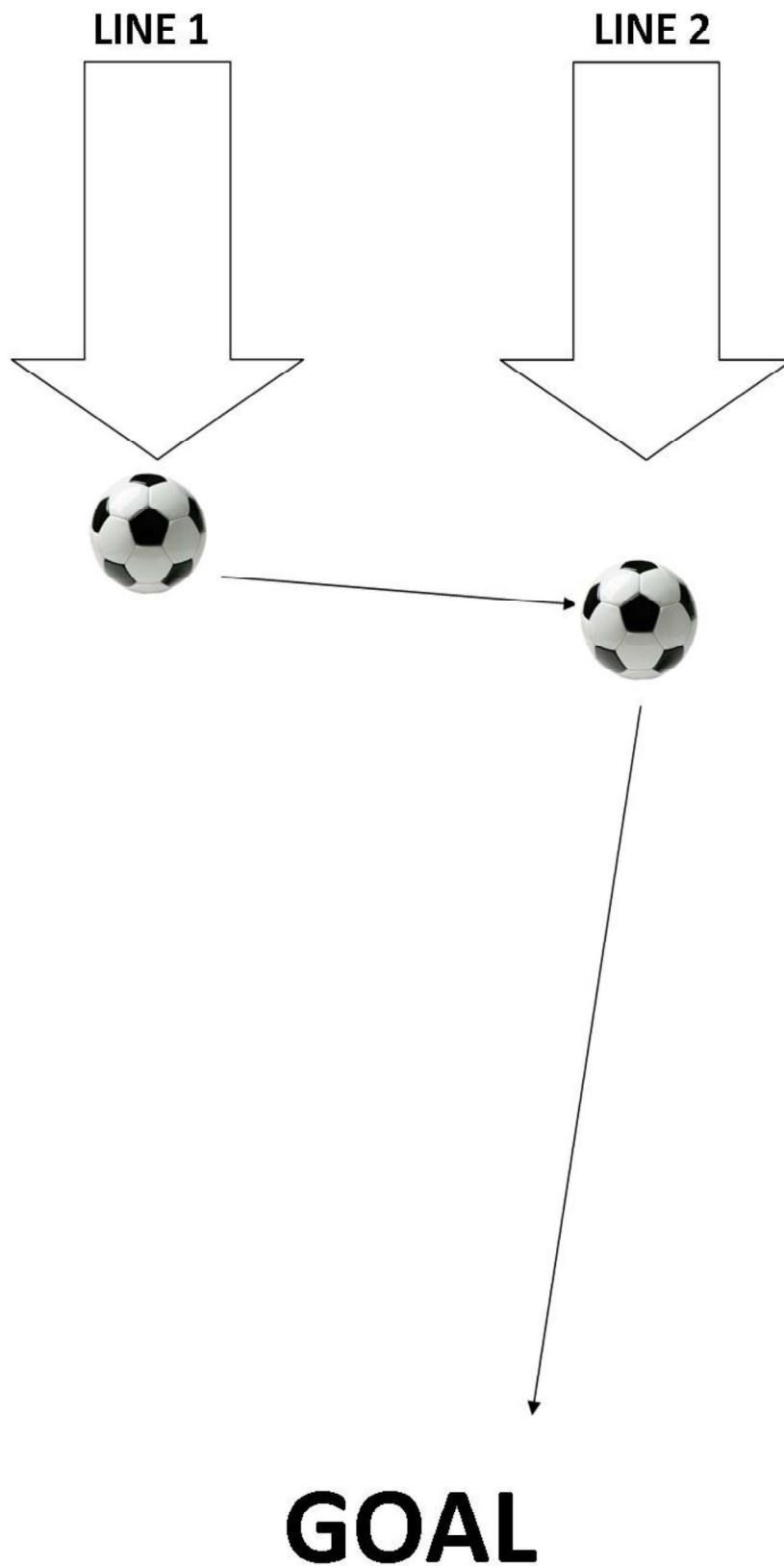
# Soccer Lesson Plan S:5



Time Frame	Activity	Directions
15 Minutes	<b>Introduction, Warm up and Stretch</b>	<ul style="list-style-type: none"> <li>- Have Athletes jog around the gym for 5 minutes while you get the necessary equipment (balls, nets, whistle)</li> <li>-Have Athletes do stretches such as touch your toes, touch the ceiling, rotate arms, calf stretches, hip rotation, ankle rotations, etc.</li> <li>-Review Basic Soccer Rules Overview</li> <li>-Introduce Soccer Equipment (soccer balls, shin pads (optional), etc.)</li> </ul>
15 Minutes	<b>Shoot 'Em Up</b>	<ul style="list-style-type: none"> <li>- Each student begins at the start line and walks or runs to shoot the ball into the goal from a distance of 5m. The player returns to the line. Ball placer (coach) places the next ball to be shot. Player repeats. Total of 5 shots.</li> <li>-After a few practice repeats, coach can record how many goals out of 5 shots for each student</li> </ul>
5 Minutes	<b>Water Break</b>	<b>Stretch</b> <ul style="list-style-type: none"> <li>·Have athletes stretch their legs and arms.</li> <li>· Reach for the sky, stretch their neck, and touch their toes.</li> <li>· <b>Water break:</b> Explain why it is important to stay hydrated.</li> </ul>
15 Minutes	<b>Pass and Shoot</b>	<ul style="list-style-type: none"> <li>- Athletes are divided into two lines facing goal on half way line, in line with goal posts.</li> <li>- Player in Line A passes ball to player in Line B. Player B runs on and shoots to goal</li> <li>- Switch lines so that everyone gets a chance to pass and shoot</li> </ul>
10 minutes	<b>Cool down-stretches, nutrition break</b>	<ul style="list-style-type: none"> <li>-Blow whistle and have athletes stop their activity, put away all equipment and assemble into a circle</li> <li>-Have Athletes do stretches such as touch your toes, touch the ceiling, rotate arms, calf stretches, hip rotation, ankle rotations, etc.</li> <li>-Have athletes sit together and enjoy their water and snack while learning a lesson about healthy eating and the importance of staying well hydrated</li> </ul>



## Pass and Shoot Drill



## Soccer Session 6:

### *Review of Soccer Skills from Session 1-5*



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## Objectives:

- General review of rules of the game
- Review of skills acquired over the previous sessions (Running, Ball Control, Passing, Shooting, etc.)
- Emphasis on teamwork and sportsmanship

## Equipment:

- Soccer Balls
- Soccer Nets
- Shin Pads (optional)
- Whistle
- Flags
- Hula Hoops
- Pylons

## Nutrition Break: Nutrition and Exercise

Maintaining proper nutrition means that proper hydration and fuel is required before, during and after the session of exercise has been completed.

**Before Exercising-** Get plenty of carbohydrates and drink lots of water.

**While Exercising-** Eat very little and take a water break every 15 minutes.

**After Exercising-** Eat a small snack 15-30 minutes after to regain your energy and help repair.

## Teaching Cues:

- When opponent has the ball, instruct the player to move quickly to close the distance to that player
- As you near the player, slow down and concentrate
- Focus attention on the ball, not the opponent's body

## Types of Tackling

- Front Block Tackle
- Side Block Tackle
- Ground Block Tackle
- Sliding Tackle

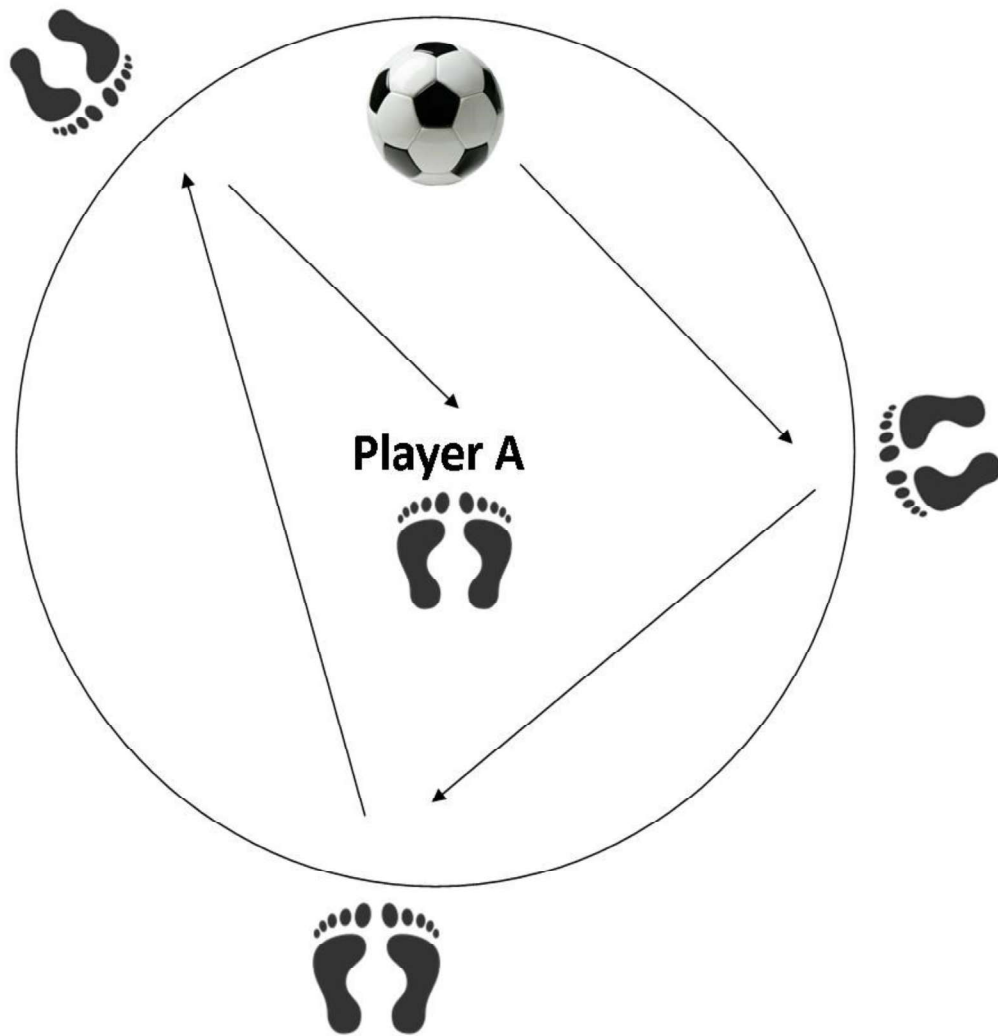
# Soccer Lesson Plan S:6



Time Frame	Activity	Directions
15 Minutes	<b>Introduction, Warm up and Stretch</b>	<ul style="list-style-type: none"> <li>- Have Athletes jog around the gym for 5 minutes while you get the necessary equipment (balls, nets, whistle)</li> <li>-Have Athletes do stretches such as touch your toes, touch the ceiling, rotate arms, calf stretches, hip rotation, ankle rotations, etc.</li> <li>-Review Basic Soccer Rules Overview</li> <li>-Introduce Soccer Equipment (soccer balls, shin pads (optional), etc.)</li> </ul>
15 Minutes	<b>Monkey in the Middle</b>	<ul style="list-style-type: none"> <li>- Set up athletes in a circle. Player A is in center and other players have to pass to one another. Player A has to try and intercept. All players have a go as Player A. How many passes can be made without Player A touching ball?</li> <li>-Gradually increase the diameter as the athletes' ability permits</li> </ul>
5 Minutes	<b>Water Break</b>	<b>Stretch</b> <ul style="list-style-type: none"> <li>·Have athletes stretch their legs and arms.</li> <li>· Reach for the sky, stretch their neck, and touch their toes.</li> <li>· <b>Water break:</b> Explain why it is important to stay hydrated.</li> </ul>
15 Minutes	<b>Obstacle Course</b>	<ul style="list-style-type: none"> <li>- Divide athletes into teams and give each student a soccer ball</li> <li>- Set up an obstacle course using pylons, flags, hula hoops, soccer nets etc.</li> <li>-Have athletes run the course while dribbling a soccer ball and shoot the ball at the soccer net at the end of the course</li> <li>-Repeat adding more difficult components depending on ability</li> </ul>
10 minutes	<b>Cool down-stretches, nutrition break</b>	<ul style="list-style-type: none"> <li>-Blow whistle and have athletes stop their activity, put away all equipment and assemble into a circle</li> <li>-Have Athletes do stretches such as touch your toes, touch the ceiling, rotate arms, calf stretches, hip rotation, ankle rotations, etc.</li> <li>-Have athletes sit together and enjoy their water and complete the Nutrition Break</li> </ul>



## Monkey in the Middle Drill



## Soccer Session 7: *Game Day!*



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## Objectives:

- Keep moving, keeping the heart rate up will increase the athlete's endurance and provide goal setting opportunities
- Keep positions only loosely restricted
- Explain all fouls and calls made
- Create an understanding of the Laws of the Game
- Introduce the concepts of substitutions on the field

## Equipment:

- Soccer Balls
- Soccer Nets
- Whistle
- Flags
- Pylons
- Stopwatch

## Nutrition Break: Healthy Fats

Are *all* fats bad? There are many fats that are healthy!

Can you name some unhealthy fatty foods? Ex. Pizza, chips, French fries, etc.

Can you name some healthy fatty foods?

It is important to maintain balance, not all "low fat" options are the best options. It is important to remember that fish, nuts, avocados all contain higher fat levels but that these are *good* fats.

## Teaching Cues:

- Keep your eye on ball
- Upper body weight forward
- Coordinate body movement
- Apply maximum force, aiming to block the ball, rather than kick it
- Encourage use of width of field
- Encourage movement towards ball
- Take Time-out to rotate subs and positions

Time Frame	Activity	Directions
15 Minutes	Introduction, Warm up and Stretch	<ul style="list-style-type: none"> <li>- Have Athletes jog around the gym for 5 minutes while you get the necessary equipment (balls, nets, whistle)</li> <li>-Have Athletes do stretches such as touch your toes, touch the ceiling, rotate arms, calf stretches, hip rotation, ankle rotations, etc.</li> <li>-Review Basic Soccer Rules Overview</li> <li>-Introduce Soccer Equipment</li> </ul>
35 Minutes	Game	<ul style="list-style-type: none"> <li>- Athletes are divided into two teams differentiated with different coloured pinnies</li> <li>-The game will be played for 20 minutes, with two, 10 minute halves, or until one-team scores 7 goals. A five minute 'half time' break will occur between the first and second half of play. A five minute 'wrap up' team huddle will occur at the end of the game</li> <li>- The coach is encouraged to be very attentive to the athletes and rule enforcement/explanation (especially during the five minute 'half time' and five minute 'wrap up' period which can be used as a review and evaluation of the game)</li> </ul>
10 minutes	Cool down-stretches, nutrition break	<ul style="list-style-type: none"> <li>-Blow whistle and have athletes stop their activity, put away all equipment and assemble into a circle</li> <li>-Have Athletes do stretches such as touch your toes, touch the ceiling, rotate arms, calf stretches, hip rotation, ankle rotations, etc.</li> <li>-Have athletes sit together and enjoy their water and complete the Nutrition Break.</li> </ul>

## Soccer Session 8:

### *Game Day with Leadership Roles*



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## Objectives:

- Athletes should maintain movement even when they do not have the ball
- Moving within their assigned positions athletes will achieve a higher level of cardiovascular
- Athletes will make movement towards ball
- Athletes will develop awareness of the width of field and use to accomplish successful plays
- Keep positions only loosely restricted
- Take Time-out to rotate subs and positions
- Athletes to take on leadership roles and use the tools they have learned in the previous weeks
- Hands-off coaching techniques where applicable to allow athletes to learn through play, making mistakes and correcting them for themselves with supervision

## Equipment:

- Soccer Balls
- Soccer Nets
- Shin Pads (optional)
- Whistle
- Flags
- Pylons
- Stopwatch
- Scoreboard

## Nutrition Break: Leftovers

Cooking enough food to bring to school on the weekends and for dinner can mean the world of difference when it comes to making inexpensive healthy and fast lunches.

What did you have for dinner? Could you bring this meal as a lunch?

Tip: Weekends are a great time to cook large quantities of food that can be put in re-sealable containers and left in the fridge for lunches or even dinners. Large homemade batches of soup, baking, or other recipes that can be refrigerated or frozen and kept for the week.

## Teaching Cues:

- Hands-off coaching techniques where athletes to learn through play, making mistakes and correcting them for themselves with supervision
- Encourage use of width of field
- Teamwork and leadership should be encouraged between athletes
- Have less skilled athletes team up with more skilled players to learn from each other while engaged in sport.
- Physical literacy development combined with leadership and peer mentorship will encourage a positive sport experience whereby athletes will gain confidence in their ability to train on their own time—and achieve goals set within the YMS sessions outside of the sessions. Encourage practice at home with friends and/or neighbors.



Time Frame	Activity	Directions
15 Minutes	Introduction, Warm up and Stretch	<ul style="list-style-type: none"> <li>- Have Athletes jog around the gym for 5 minutes while you get the necessary equipment (balls, nets, whistle)</li> <li>-Have Athletes do stretches such as touch your toes, touch the ceiling, rotate arms, calf stretches, hip rotation, ankle rotations, etc.</li> <li>-Review Basic Soccer Rules Overview</li> <li>-Introduce Soccer Equipment (soccer balls, shin pads (optional), etc.)</li> </ul>
35 Minutes	Game	<ul style="list-style-type: none"> <li>- Athletes are divided into two teams differentiated with different coloured pinnies</li> <li>-The game will be played for 20 minutes, with two, 10 minute halves, or until one-team scores 7 goals. A five minute 'half time' break will occur between the first and second half of play. A five minute 'wrap up' team huddle will occur at the end of the game</li> <li>- Coach is encouraged NOT to be very involved with coaching and rule enforcement/explanation</li> <li>- Coach should allow athletes to take on leadership roles and play together as a team without any intervention except for rule enforcement if/where possible</li> </ul>
10 minutes	Cool down-stretches, nutrition break	<ul style="list-style-type: none"> <li>-Blow whistle and have athletes stop their activity, put away all equipment and assemble into a circle</li> <li>-Have Athletes do stretches such as touch your toes, touch the ceiling, rotate arms, calf stretches, hip rotation, ankle rotations, etc.</li> <li>-Have athletes sit together and enjoy their water while completing the Nutrition Break.</li> </ul>





## Soccer Session 9: *Intramural*



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## Pre-Game Duties

- Help with gym set-up wherever needed
- Greet and act as an ambassador to your assigned school/team
  - Lead teams through registration
  - Take teams to their assigned area of the gym to leave their bags for the day
  - Explain where washrooms/change rooms are and lunch location
  - Assist team with any other questions

## Game Duties

- Review all game rules
- Before games begin make sure you have:
  - Stop watch
  - Pen or pencil
  - Game score sheets
  - A copy of the rules
  - A master court schedule
- Time and/or score games throughout the day
- Record final game scores on score sheets after each game and give to the score-runner

## Post-Game Duties

- Assist in gym clean up wherever needed

Remember to stress...

- Sportsmanship is an attitude that is shown by the way you act on and off the field of play.
- Be positive about competing.
- Respect your opponents and yourself.
- Always stay under control, even if you are feeling mad or angry

## Nutrition Break: Calories In/Calories Out

The amount of calories you consume should balance out with the amount you exercise. Simple equation of calories in = calories out.

HINT: Think of your body as a car. To make a car run you must put gas in the tank. In the body's case you must put food and liquids in to make the body run. If you put the wrong type of gas in your car it will not run. If you put the wrong kind of food in your body it will not run as efficiently as it would if you put the correct fuel into the tank. Like gas food contains calories which is *energy* if you will be exerting yourself through exercise you will need to put more fuel in the tank than if you were sitting at home all day. If you take in more calories than you burn you will gain weight as your body is storing the excess energy for another time. However, if you burn more calories than you consume your body will use the excess calories stored as fat and you will loose weight.

Activity: Students could begin to write a food journal including the food they have eaten for breakfast, lunch, dinner and snacks. This diary could also include the calories in and calories out for the day.



Time Frame	Activity	Description
10 Minutes	<b>Introduction, Warm up and Stretch</b>	<ul style="list-style-type: none"> <li>- Have Athletes jog around the gym for 5 minutes while you get the necessary equipment (balls, nets, whistle)</li> <li>-Have Athletes do stretches such as touch your toes, touch the ceiling, rotate arms, calf stretches, hip rotation, ankle rotations, etc.</li> <li>-Review Basic Soccer Rules Overview</li> <li>-Introduce Soccer Equipment (soccer balls, shin pads (optional), etc.)</li> </ul>
3 Minutes	<b>Team Organization</b>	<p>The games will be played with 5 on 5 Special Olympics Soccer Rules (see Appendix)</p> <ul style="list-style-type: none"> <li>• A team may have up to eight players, which includes five starters and three substitutes.</li> <li>• 5 on 5 soccer includes four field players plus one goalie. Each team must start the game with five players or forfeit the game.</li> </ul>
20 Minutes	<b>Game 1</b>	<ul style="list-style-type: none"> <li>• The game will be played for 20 minutes, with two, 10 minute halves, or until one-team scores 7 goals. A three minute 'half time' break will occur between the first and second half of play.</li> <li>• There will be a running clock applied for the full 20 minutes. The clock may stop at the referee's discretion (e.g. if the ball needs to be retrieved from another field.)</li> <li>• The game will start with a flip of a coin for possession. Possession starting the second half of the game will be granted to the team who lost the coin toss at the start of the game.</li> <li>• The winning team is the first team to score 7 goals or the team with the highest score after the 20-minute game.</li> </ul>
20 Minutes	<b>Game 2</b>	<ul style="list-style-type: none"> <li>• Round Robin Format with 3 points for a win, 2 points for a tie and 1 point for a loss with playoff games to follow</li> <li>• NO overtime in round robin (ties will stand).</li> <li>• One 60 second time out will be permitted per team</li> <li>• Substitutions must wait at scorekeeper table before being called onto the pitch</li> </ul>
10 Minutes	<b>Cool Down— Stretches, Nutrition Break</b>	<p>Have athletes gather in a stretch circle stretching out wrists, hands and legs. Have athletes grab some water and sit in a circle to begin the <b>Nutrition Break</b>.</p>

# Soccer Bonus Lesson Plans: *Goalkeeping, Defending & Ball Handling*



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## Objectives:

- Develop defensive soccer skills through goal tending and defense exercise
- Athletes will gain confidence in goalkeeping and develop the physical literacy to block goals
- Athletes will gain confidence in offensive shooting and kicking the ball where they *want* it to go
- Develop athlete awareness of the importance of anticipation (i.e. where do they *think* the ball will be traveling). This is important for successful defense and offense

## Equipment:

- Soccer Ball
- Soccer Net
- Pylons
- Whistle

## Nutrition Break: Grocery Shopping

Grocery stores can be very tempting places to pick up unhealthy snacks. However by sticking to the edges of the store you will be more likely to find healthy foods.

By sticking to the perimeter of the grocery store where you will find the fresh, healthier options. You will find the produce, deli counter, dairy fridge around the perimeter. Within the center you will find largely processed and high calorie foods like chips and dip, cookies and non-perishables with high salt content.

## Teaching Cues:

- Keep goalkeeper interested
- Vary shots by placement and intensity
- Use one-on-one coaching while the rest of the team is learning specific skills
- Maintain concentration is a vital skill to goalkeeping
- As the ball approaches, the goal keeper is in the ready position with their hands up, at waist height
- From the above position the goalkeeper can either reach up to catch high balls, receive waist height balls or kneel on the ground to get behind the line of the ball and scoop
- When athletes are in offensive mode encourage them to anticipate the goal tender and/or defense's weak side to be able to out maneuver them

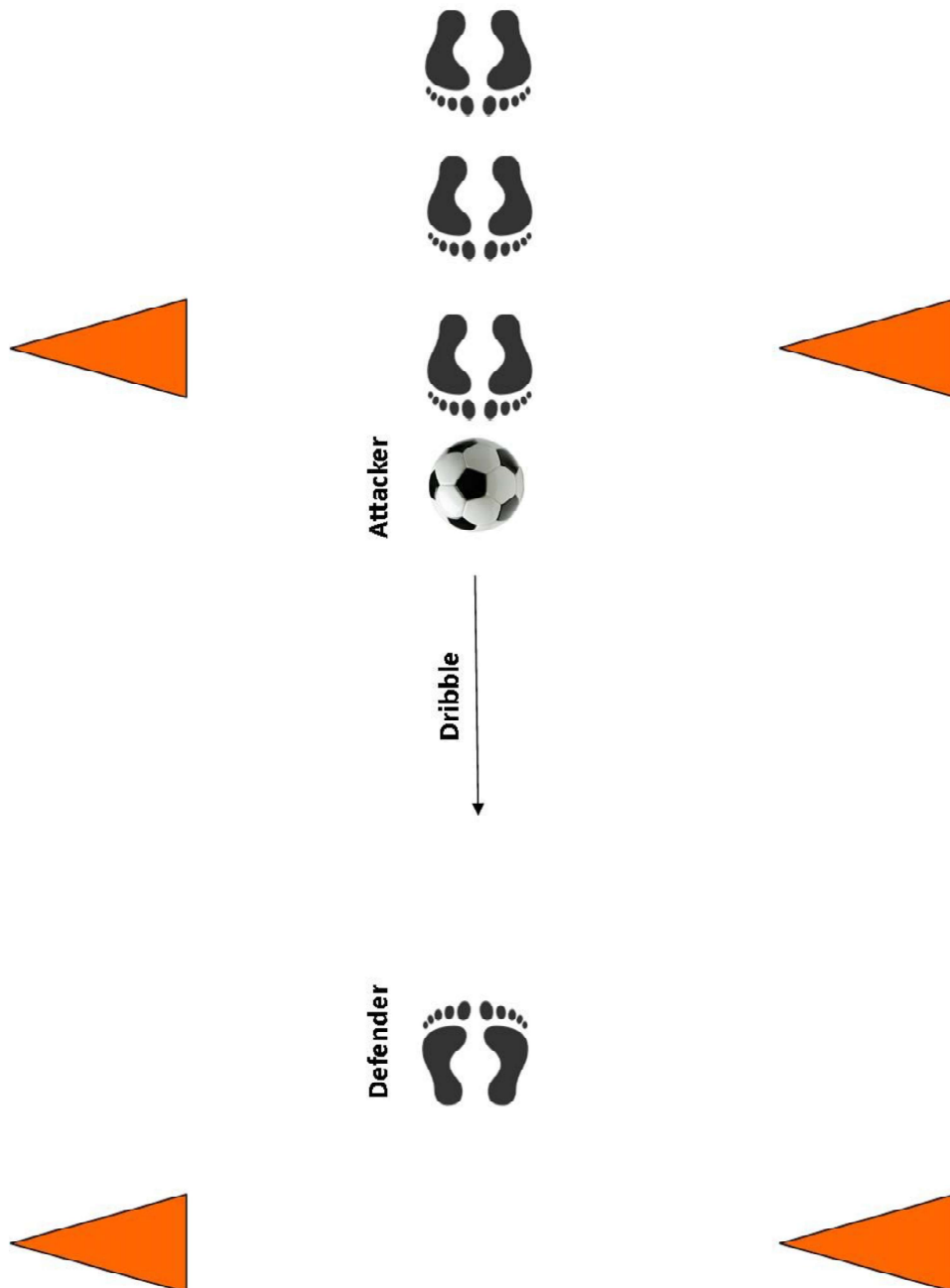
# Soccer Bonus Lesson Plan: 1



Time Frame	Activity	Directions
15 Minutes	Introduction, Warm up and Stretch	<ul style="list-style-type: none"> <li>- Have Athletes jog around the gym for 5 minutes while you get the necessary equipment (balls, nets, whistle)</li> <li>-Have Athletes do stretches such as touch your toes, touch the ceiling, rotate arms, calf stretches, hip rotation, ankle rotations, etc.</li> <li>-Review Basic Soccer Rules Overview</li> <li>-Introduce Soccer Equipment (soccer balls, shin pads (optional), etc.)</li> </ul>
15 Minutes	Goal-Keeping	<ul style="list-style-type: none"> <li>- Appoint one Athlete as a goalie</li> <li>-The other athletes line up at the penalty kick dot</li> <li>- One by one the athletes shoot the ball at the net</li> <li>-The goalie attempts to save them, if successful the athletes whose shot was stopped becomes the goalie</li> </ul>
5 Minutes	Water Break	<b>Stretch</b> <ul style="list-style-type: none"> <li>·Have athletes stretch their legs and arms.</li> <li>· Reach for the sky, stretch their neck, and touch their toes.</li> <li>· <b>Water break:</b> Explain why it is important to stay hydrated.</li> </ul>
15 Minutes	1v1 Defending	<ul style="list-style-type: none"> <li>- Set up a square with pylons 9-10 meters on each side</li> <li>- Appoint one student as the defenders and the others as the attackers</li> <li>- The other Athletes line up outside the square, and the appointed defender is in the square</li> <li>- Have the athletes from the line one by one, attempt to dribble from one end of the square to the other; while the defender attempts to steal the ball or knock the ball out of the Athlete's feet, if the defender is successful the Athlete that lost the ball becomes the defender</li> </ul>
10 minutes	Cool down-stretches, nutrition break	<ul style="list-style-type: none"> <li>-Blow whistle and have Athletes stop their activity, put away all equipment and assemble into a circle</li> <li>-Have Athletes do stretches such as touch your toes, touch the ceiling, rotate arms, calf stretches, hip rotation, ankle rotations, etc.</li> <li>-Have Athletes sit together and enjoy their water and snack while learning a lesson about healthy eating and the importance of staying well hydrated</li> </ul>



## 1 vs 1 Defending Drill







## Objectives:

- To gain confidence with ball control, speed and agility
- Athletes will gain ability to multi-task by moving the ball and thinking about their move to “tag” another athlete
- Athletes will increase speed and ball control though racing other athletes
- Develop physical literacy skills which will be useful in offensive soccer plays
- Gain confidence in looking forward while ball handling

## Equipment:

- Soccer Ball
- Soccer Net
- Pylons
- Whistle

## Nutrition Break: Salt

Salt is a mineral found in nature that is added to food to make it more flavorful. Salt is ok in small amounts but can be dangerous if consumed in excess. Salt can dehydrate an athlete and make their performance suffer. Low-Sodium food options can be found at the grocery store. However if an athlete is consuming primarily fresh fruits, vegetables, grains and meat/meat alternatives the likelihood of consuming too much salt is unlikely.

Can you name foods that are high in sodium?

Answer: French fries, potato chip, bacon., etc

## Teaching Cues:

- Keep the ball moving
- Kick the ball where you will be going
- When kicking the ball during the tag or race angle, have athletes angle their foot in the direction they wish to travel
- Don't run faster than you can control the ball
- Accuracy is better than speed
- HINT: Athletes should slowly but surely increase their speed based on their ball control skills
- CUE: Slow and steady
- Goal setting on speed increases and accuracy can be made
- Look forward to where you want to go, not at your feet in front of you

## Soccer Tag Drill



The Tagger



# Soccer Bonus Lesson Plan: 2



Time Frame	Activity	Directions
15 Minutes	<b>Introduction, Warm up and Stretch</b>	<ul style="list-style-type: none"> <li>- Have Athletes jog around the gym for 5 minutes while you get the necessary equipment (balls, nets, whistle)</li> <li>-Have Athletes do stretches such as touch your toes, touch the ceiling, rotate arms, calf stretches, hip rotation, ankle rotations, etc.</li> <li>-Review Basic Soccer Rules Overview</li> <li>-Introduce Soccer Equipment (soccer balls, shin pads (optional), etc.)</li> </ul>
15 Minutes	<b>Soccer Race</b>	<ul style="list-style-type: none"> <li>- Have athletes line up side by side, and set up soccer balls on the other end of the gym, with one less soccer ball than number of athletes</li> <li>- When coach says go, have the athletes run to the balls and have them dribble them back to where they started. One student will be left without a ball, he becomes a defender</li> <li>- If a student loses their ball to the defender they also become a defender</li> <li>- Ends when all athletes make it back to starting point</li> </ul>
5 Minutes	<b>Water Break</b>	<b>Stretch</b> <ul style="list-style-type: none"> <li>·Have athletes stretch their legs and arms.</li> <li>· Reach for the sky, stretch their neck, and touch their toes</li> <li>· <b>Water break:</b> Explain why it is important to stay hydrated</li> </ul>
15 Minutes	<b>Soccer Tag</b>	<ul style="list-style-type: none"> <li>- Each student is given a ball</li> <li>- One student is "it"</li> <li>- Student must tag another athlete</li> <li>- The athletes must be dribbling their ball at all times and may not leave their ball to avoid being tagged. This activity can be turned into an elimination style activity to increase the competition level</li> </ul>
10 minutes	<b>Cool down-stretches, nutrition break</b>	<ul style="list-style-type: none"> <li>-Blow whistle and have athletes stop their activity, put away all equipment and assemble into a circle</li> <li>-Have athletes do stretches such as touch your toes, touch the ceiling, rotate arms, calf stretches, hip rotation, ankle rotations, etc.</li> <li>-Have athletes sit together and enjoy their water and snack while learning a <b>Nutrition Break</b></li> </ul>



## Objectives:

- To gain confidence with ball control, speed, and agility
- Athletes will gain ability to start and stop dribbling on command
- Athletes will gain ball control, by following and mimicking the actions of the leader
- Learn to multi-task as they have to listen to the coach when he says "Green Light" or "Red light"

## Equipment:

- Soccer Ball
- Soccer Net
- Pylons
- Whistle

## Teaching Cues:

- Keep a fair distance between you and the next person in line while playing follow the leader
- Kick the ball where you will be going
- Rotate between leaders so everyone has a chance to lead.
- Go at a pace comfortable to you
- Have athletes angle their foot in the direction they wish to travel
- Listen for coaches cues when playing "Red light, Green Light"
- Look at where you want to go , not at the ball or you're feet

## Nutrition Break:

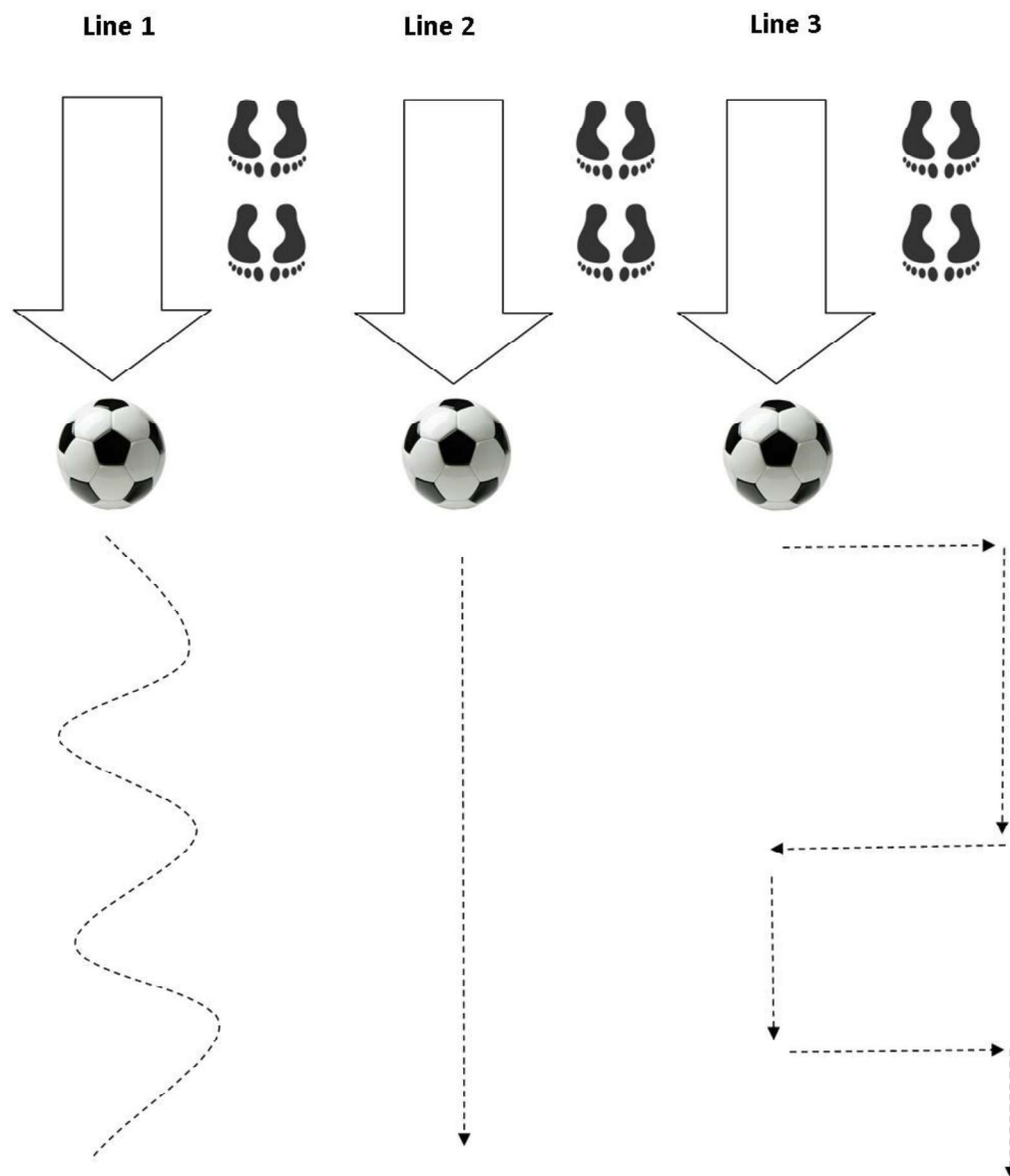
This Nutrition Break will focus on how to read nutritional information off of a nutrition information label. Look at the calories, fat and protein. This should also include information about how to read vitamins and minerals. For this lesson, bring in some examples of typical snack foods to look at the nutritional content. Additionally, bring in a healthy granola bar option to compare one healthy snack with one unhealthy snack (eg. cookies)

# Soccer Bonus Lesson Plan: 3



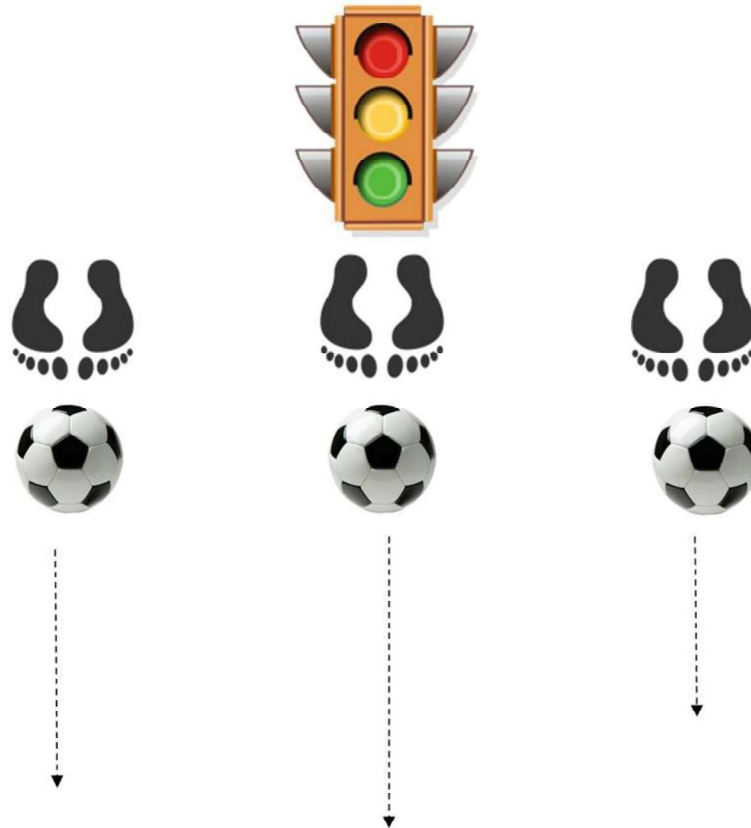
Time Frame	Activity	Directions
15 Minutes	Introduction, Warm up and Stretch	<ul style="list-style-type: none"> <li>- Have Athletes jog around the gym for 5 minutes while you get the necessary equipment (balls, nets, whistle)</li> <li>-Have Athletes do stretches such as touch your toes, touch the ceiling, rotate arms, calf stretches, hip rotation, ankle rotations, etc.</li> <li>-Review Basic Soccer Rules Overview</li> <li>-Introduce Soccer Equipment (soccer balls, shin pads (optional), etc.)</li> </ul>
15 Minutes	Follow the Leader	<ul style="list-style-type: none"> <li>- Set up students/athletes in three lines, give each student a ball</li> <li>- The student in the front of the line is appointed as the leader</li> <li>- The leader dribbles the ball, they may zig zag, or go any way that they want, the students behind the leader mimics the moves the leader performs</li> </ul>
5 Minutes	Cool Down—Stretches Hydration	<p><b>Stretch</b></p> <ul style="list-style-type: none"> <li>·Have athletes stretch their legs and arms.</li> <li>· Reach for the sky, stretch their neck, and touch their toes</li> <li>· <b>Water break:</b> Explain why it is important to stay hydrated</li> </ul>
15 Minutes	Red Light, Green Light	<ul style="list-style-type: none"> <li>- Everyone gets in a line side by side, give each student a ball</li> <li>- Teacher explains the rules of the game; when the teacher says green light the students dribble across the gym, red light means stop</li> <li>-Students/Athletes run the length of the gym alternating between stopping and dribbling</li> <li>- Add yellow light for “walk” if ability permits</li> </ul>
10 minutes	Cool down-stretches, nutrition break	<ul style="list-style-type: none"> <li>-Blow whistle and have athletes stop their activity, put away all equipment and assemble into a circle</li> <li>-Have athletes do stretches such as touch your toes, touch the ceiling, rotate arms, calf stretches, hip rotation, ankle rotations, etc.</li> <li>-Have athletes sit together and enjoy their water and snack while learning a <b>Nutrition Break</b></li> </ul>

## Follow the Leader Diagram

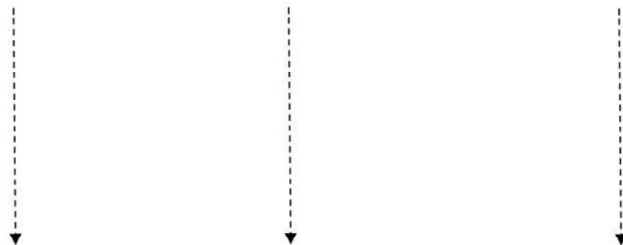


# Soccer Bonus Lesson Plan: 3

## Red Light, Green Light Diagram



**“Red Light! ...**  
**Green Light”**





# Soccer Session: *Skills Assessments*



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## Skill Progression- Dribbling

Your Athlete Can	Never	Sometimes	Often
Dribbles forward, using the top of foot			
Uses inside of foot to quickly change direction			
Uses outside of foot to shield ball from opponents			
Uses sole of foot to change ball direction			
Dribbles up field with ball while walking			
Dribbles up field with ball while running			
<b>Totals</b>			

## Skill Progression- Passing

Your Athlete Can	Never	Sometimes	Often
Squares up ball, player and target in a straight line			
Makes eye contact with intended receiver			
Follows through in direction of intended receiver kicking foot			
Places kicking foot flat against back of ball			
Contacts ball with the toes pulled up, foot parallel to ground and ankle locked			
<b>Totals</b>			

## Skill Progression- Shooting

Your Athlete Can	Never	Sometimes	Often
Approaches ball from side			
Places non-kicking foot by side of ball			
Controls ball before shooting			
<b>Totals</b>			



## Skill Progression- Tackling

Your Athlete Can	Never	Sometimes	Often
Leans upper body into front-block tackle			
Maintains good balance with outstretched leg in side-block tackle			
Tracks and closes down on opponents dribbling the ball			
Knows when to use appropriate tackle technique			
Moves quickly to close distance to opponent with ball			
Focuses attention on ball, not opponent's body			
<b>Totals</b>			

## Skill Progression – Goalkeeping

Your Athlete Can	Never	Sometimes	Often
Maintains concentration when ball is away from the goal			
Gets behind the line of the ball			
Scoops low balls up with legs straight and together			
Goes down on one knee and scoops up low balls			
Secures high ball with both hands working together as one unit			
Dives on side of body			
Distributes the ball using appropriate technique			
<b>Totals</b>			



# Soccer Session: *Appendix I*



Multi-Sport



**Special Olympics**  
**Olympiques spéciaux**  
Canada





## Youth Soccer Competition 5-on-5 Rules

*Youth Multi-Sport Soccer Rules Supplement to Special Olympics Canada Rules. The Special Olympic Ontario "YMS" Sport Rules shall govern all SOO YMS Soccer competitions. SOO implemented these rules based upon Special Olympics Canada (SOC) Official Sport Rules, Federation Internationale De Football Association (FIFA) and the Canadian Soccer Association (CSA) rules for soccer and the Ontario Soccer Association Mini Soccer Rules.*

### Divisioning

1. The Head Coach must submit the scores from both of the Soccer Skills Assessment Tests (SSAT), e.g., passing and shooting, for each player on his/her roster a minimum of 10 days prior to competition.
2. Teams are grouped in divisions according to their SSAT team score.
3. Each team will be required to play all team members in all games.

### Team and Players

1. A team may have up to eight players, which includes five starters and three substitutes.
2. 5 on 5 soccer includes four field players plus one goalie. Each team must start the game with five players or forfeit the game. If a team falls below five players once the game has started due to injury, the team will be permitted to continue with four players on the pitch. If a team falls below five players due to player ejection, the team will forfeit that game.
3. All teams must supply their own uniforms and shin pads. 'Soccer' jerseys are preferred; however t-shirts are permitted as long as all uniforms are identical for all players. Numbers on uniforms are not required.
4. All players must wear non-marking indoor gym shoes (those without, will not be permitted to participate)

### The Game

1. The game will be played for 20 minutes, with two, 10 minute halves, or until one-team scores 7 goals. A three minute 'half time' break will occur between the first and second half of play.
2. There will be a running clock applied for the full 20 minutes. The clock may stop at the referee's discretion (e.g. if the ball needs to be retrieved from another field.)
3. The game will start with a flip of a coin for possession. Possession starting the second half of the game will be granted to the team who lost the coin toss at the start of the game.
4. The winning team is the first team to score 7 goals or the team with the highest score after the 20-minute game.
5. All games will be played with a size 5 soccer ball.



## Competition

1. The referee will handle the ball on all out-of-bounds and stoppage of play.
2. The ball is dead after a foul or violation is called, a goal is scored, or any other time the referee blows his/her whistle.
3. Teams change possession of the ball after a goal has been scored. However, if a player is fouled in the act of shooting and scores the goal, the goal is credited, and the offended team retains possession of the ball.
4. Start of play:
  - a. After a goal has been scored, the game shall be restarted by a kick-off, to be taken by a player of the team against which the goal was scored
  - b. After the first half of play, the teams shall change halves and the kick-off shall be taken by a player of the team opposing that which started the game
  - c. For any stoppage not mentioned elsewhere in these rules, the referee shall restart the game by dropping the ball at the place where it was played when stopped, unless play was stopped in the penalty-area. In this case, the ball shall be dropped on the penalty-area line at the point nearest to where the ball was when play was stopped
  - d. The ball shall be in play as soon as it touches the ground
  - e. A goal may be scored directly from kick-off

## The ball is OUT of play when:

- a. The whole of the ball has crossed the goal-line, or touch-line, whether on the ground or in the air
  - b. The play has been stopped by the referee
- 
1. The ball is IN play at all other times including when it rebounds into play from a goal-post, a cross-bar, or a corner flag post, or referee and remains in the playing field.
  2. A goal is scored with the whole of the ball has crossed over the goal-line, between the goal-posts and under the cross-bar, provided it has not been thrown, carried or intentionally propelled by hand or arm, by a player of the attacking team, except by a goalkeeper from within his own penalty-area.



## Free Kicks:

- a. For any infringement of the rules when the ball is in play, the referee may award a free-kick to the non-offending team. The free-kick shall be taken from the place where the infringement occurred, unless the free-kick is awarded to the attacking team within its opponents' penalty-area. In this case, the penalty-kick shall be taken from the penalty-mark
- b. At the taking of a free-kick, the ball shall be stationary and all opponents shall be not less than 6 yards (5.5M) from the ball until it has been kicked. The ball shall be in play when it is kicked and moved
- c. A player taking a free-kick within his own penalty-area shall kick the ball into play beyond the penalty-area. The ball shall be in play when it has been kicked and moved and has passed outside the penalty-area. All opponents shall be outside the penalty area and not less than 6 yards (5.5M) from the ball until it has been kicked

For any infringement of this rule, the free-kick shall be retaken.

- a. A player taking a free-kick shall not play or touch the ball a second time until it has been played or touched by another player. For any infringement of this rule, a free-kick shall be awarded to the opposing team.
- b. A goal may be scored directly from a free-kick

## Penalty Kicks:

- a. A penalty-kick shall be taken from the penalty-mark. All players, with the exception of the defending goalkeeper and the player taking the kick, shall be outside the penalty area but within the field of play, not less than 6 yards (5.5M) from the ball until it has been kicked.
- b. The goalkeeper shall remain on his own goal-line facing the kicker, and between the goal-posts, until the ball has been kicked.
- c. The player taking the penalty-kick must kick the ball forward. The ball shall be in play when the ball is kicked and moves forward. The player shall not play or touch the ball a second time until it has been played or touched by another player.

For any infringement of this rule:

- a. By a member of the defending team, the kick shall be retaken if a goal has not been scored.
- b. By a member of the attacking team, if a goal is scored it shall be disallowed and a free-kick awarded to the defending team, to be taken from the place where the infringement occurred.
- c. By a member of both teams, the kick shall be retaken whether a goal has been scored or not.
- d. If, after the kick has been taken, the ball or the goalkeeper is interfered with by an outside agent, the kick shall be retaken.

## Goal Kicks:

- a. When the whole of the ball has crossed the goal-line, either on the ground or in the air, excluding that portion between the goal-posts, having last been played or touched by a member of the attacking team, a goal-kick shall be awarded to the defending team.
- b. The ball shall be kicked into play from a point within that half of the penalty area nearest to where the ball crossed the goal-line.
- c. At the taking of a goal-kick, all opponents shall be outside the penalty-area until it has been kicked into play. The ball shall be in play when it has traveled directly beyond the penalty-area.
- d. If the player taking the goal-kick plays or touches the ball a second time before it has been played or touched by another player, a free-kick shall be awarded to the opposing team.
- e. A goal may be scored directly from a goal-kick.



## 12. Corner Kicks:

- a. When the whole of the ball has crossed the goal-line, either on the ground or in the air, excluding that portion between the goal-posts, having last been played or touched by a member of the defending team, a corner-kick shall be awarded to the attacking team.
- b. The corner-kick shall be taken from within the corner-arc nearest to where the ball crossed the goal-line. All opponents shall be not less than 6 yards (5.5M) from the ball until it has been kicked. The ball is in play when it is kicked and moves.
- c. If the player taking the corner-kick plays or touches the ball a second time before it has been played or touched by another player, a free-kick shall be awarded to the opposing team.
- d. A goal may be scored directly from a corner-kick.

## 13. Substitutions may be made on a dead ball. When one team makes a substitution, the other team must be given an opportunity to substitute as well. Players entering the game must report to the scorer's table and be beckoned into the game by the referee.

## 14. **One 60-second timeout is allowed per team.** When a timeout is called, the clock will be stopped. A player injury timeout may be called by the referee. The referee may stop the clock at his/her discretion and is advised to do so at any time. For example, allowing the clock to run when the ball bounces well out of play gives one team an unfair advantage. Consequently, the clock should be stopped.

## 15. After a goal has been scored, a goal-kick is granted to the non-scoring team. All players of the scoring team must retreat to the halfway mark on the field to allow the non-scoring team an opportunity to bring the ball up field.

## Fouls and Penalties

### 1. Fouls and Misconducts:

A player who, in the opinion of the referee, intentionally commits any of the following offences shall be penalized by the awarding of a free-kick to the opposing team:

- a. Kicks or attempts to kick an opponent
- b. Trips or attempts to trip an opponent
- c. Jumps at an opponent
- d. Charges an opponent
- e. Strikes or attempts to strike an opponent
- f. Holds an opponent
- g. Pushes an opponent
- h. Handles the ball deliberately, (except a goalkeeper from within his own penalty area)
- i. Tackles an opponent to gain possession of the ball, making contact with the opponent before touching the ball

Should a player commit one of the above offences within his own penalty-area, a penalty-kick shall be awarded.

## Points of Emphasis

### 1. All goals will be 6x12 feet.

### 2. All play will be indoors. Fields will be a minimum size of 50x80 feet.

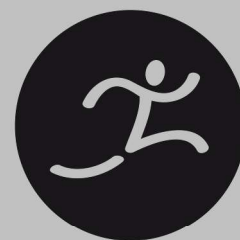
Please note: all qualifying events will be held indoors (turf field or gymnasium). All Provincial Finals games will be played on an outdoor soccer field.





## Athletics Session 1:

### *Introduction to Athletics Equipment and Rules*



Multi-Sport



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## Athletics Session 1: Introduction

### Basics and Aim of Athletics

The sport of athletics encourages athletes of all abilities and ages to compete at their optimum level. Through the track-and-field-based athletics training program, participants can develop total fitness to compete in any sport. As with all Special Olympics sports, athletics offers athletes the opportunity to learn through skill development and competitive settings and to be involved in large social settings.

In essence, success in athletics depends on the athlete's determination and practice habits. By merely participating in an athletics training program, the athlete can learn:

- self-discipline
- the ability to make independent decisions
- lifelong fitness skills that will help him or her lead a more productive and independent life.

There are many different skill levels demonstrated by Special Olympics athletes, and the coach has the responsibility of learning the skill level of each athlete. Using that knowledge, the coach takes the resources provided in this guide and adapts the information as it applies to each athlete. Levels from basic to advanced are accommodated in the guide, giving the coach a range of skills and drills to choose from. All information is a guideline, to be used by the coach in a way that works for his or her athletes. If a skill or drill looks too difficult, the coach can simply modify it as required to help the athletes learn and perform. Keep in mind that to help athletes improve and grow, it is good for the coach to challenge them by continually observing and assessing their skills, providing new techniques and drills and giving positive encouragement, regardless of their skill level.

### Benefits of Athletics

- Increases athlete's level of physical fitness.
- Teaches self discipline
- Teaches the athlete sports skills that are essential to a variety of other activities
- Provides the athlete with a means for self-expression and social interaction

### Athletics Attire

Appropriate Athletics attire is required for all competitors. Discuss the types of sport clothes that are acceptable and not acceptable for training and competition. Discuss the importance wearing properly fitted clothing, along with the advantages and disadvantages of certain types of clothing worn during training and competitions. For example, jeans are not proper Athletics attire for any event. Explain that they cannot perform their best 100M or 3K race while wearing jeans that restrict their movement. You can even set the example, by wearing appropriate attire to training and competitions and not rewarding athletes that do not come properly dressed to train and/or compete.

Athletes must wear clothes that are suited for the activities in which the athletes are engaged. In general, this means comfortable, non-confining clothing and well-fitted athletic shoes. Proper fitting and clean uniforms tend to give athletes a boost. Although the saying "You play as well as you look" has never been proven, many athletes and coaches continue to believe in it.

### Shirts

Shirts should provide comfort and a good appearance while allowing freedom of movement in the shoulders and arms. Shirts should fit loosely, but not so loosely that they appear to be baggy. A sleeveless shirt or T-shirt is recommended. Make sure the shirt is long enough to tuck into the shorts or warm up pants.

### Shorts

Gym shorts with waistbands that fit snugly around the waist are recommended. Shorts should provide the athlete with comfort and a good appearance. The elastic waistband should help keep the shirt in place. Loose shorts can cause athletes discomfort, and are a distraction from their sports activities.

### Socks

White tube socks made of good material will add support, help prevent blisters, give a good appearance, last an entire season and add to the length of the life of shoes.

### Shoes

Probably the most important article of clothing an athlete wears when participating in track and field is a properly fitted running shoe. A good running shoe needs to have the following.

- A thick padded heel cushion, which lowers the incidence of calluses, bruises, spurs, shin splints, ankle



- sprains, etc., by absorbing impact
- Thick durable rubber sole
- A firm heel counter, which adds more stability and keeps the heel straight in the shoe
- Good flexibility and, most importantly
- A good fit

## Athletics Equipment

The many events of Athletics requires numerous sporting equipment. It is important for athletes to be able to recognize and understand how equipment for the specific events works and impacts their performance. Have your athletes name each piece of equipment as you show it and give the use for each. To reinforce this ability within them, have them select the equipment used for their events as well.

## Timing Devices

A fully automatic timing system or electric or digital stopwatches are recommended. When Fully Automatic Timing (FAT) is used, times will be recorded in one one-hundredth ( $1/100$ ) of a second. Most manual timing devices are equipped with a button for start, a button for stop and a reset button. All manual times will be recorded in one-tenth ( $1/10$ ) of a second.

## Starting Pistol

A starting pistol should be used during training sessions. Special Olympians should be exposed to the gun prior to participating in a competitive event. Suitable replacements for the gun are a bell (mandatory in an indoor track), whistle or verbal start.



## Long Jump Pit

The running long jump pit should be filled with a minimum depth of 30cms of sand. The pit should be long and wide enough to ensure a safe landing by the athlete. A temporary takeoff board may be set in the runway, 1m from the front edge of the pit, if the permanent board is set more than 2m from the pit.

## Shot Puts

Outdoor shots, made of iron, and indoor shots, covered with hard plastic, are acceptable for use in Special Olympics competitions, and either type may be used in competition as long as the following minimum weight requirements are followed:

- Men: 4 kg.
- Women: 2.72 kg.
- Wheelchair Competition:
  - Men: 1.81 kg.
  - Women: 1.36 kg.

## Softballs

Official size (30cm) and weight (blue dot, traditional flight) softballs are recommended. Usually a dozen softballs are adequate for a training session. Tennis balls can be substituted for use by lower functioning and multi-handicapped athletes.



## General Athletics Equipment

Throwing Implements (shot put.	Rules Books
Landing pits	Score sheets and event cards
Pencils and pens	Stopwatches
Rakes, level board	Whistles
Pylons	Hoola Hoops
Ropes	

## Goals

Realistic, yet challenging goals for each athlete are important to the motivation of the athlete both at training and during competition. Goals establish and drive the action of both training and competition plans. Sport confidence in athletes helps to make participation fun and is critical to the athlete's motivation.

## Goal Setting

Setting goals is a joint effort with the athlete and coach. The main features of goal setting include the following.

- Structured into short-term, intermediate and long-term
- Stepping stones to success
- Must be accepted by the athlete
- Vary in difficulty - easy attainable to challenging
- Must be measurable

## Long Term Goal

The athlete will acquire basic athletics skills, appropriate social behavior and functional knowledge of the rules necessary to participate successfully in athletics competitions.

## Athlete Participation in Goal Setting

Have athletes write or discuss their long-term and intermediate goals for the full 9 weeks and revisit these goals at 9 weeks and the end of the YMS program. At the beginning of each session discuss the short term goals for the day and revisit these goals at the end of the session.

Good questions to ask include:

1. Is the goal under the athlete's control in that it focuses on his/her needs and no one else's?
2. Is the goal an actual goal and not a result?
3. Is the goal important to the athlete so that he/she will want to work toward achieving it (and will have the time and energy to do it)?
4. How will this goal make the athlete's life different?
5. What barriers might the athlete encounter in working toward this goal?
6. What more does the athlete know?
7. What does the athlete need to learn how to do?
8. What risks does the athlete need to take

**Objectives:**

- Introduce students to the basic rules of Special Olympics Athletics
- Introduce students to the track and field
- Introduce students to athletics equipment
- Develop agility, balance and coordination

**Equipment:**

- Relay Batons
- Shot Puts / Tennis Balls / Baseballs
- Whistle

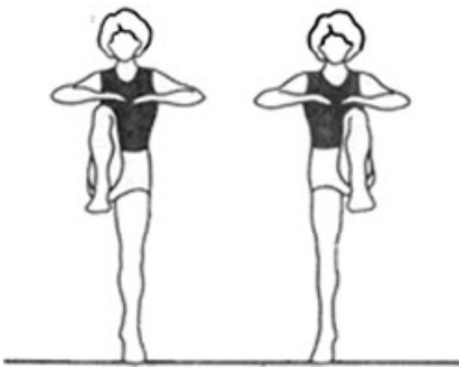
**Nutrition Break : How to Read the Canada Food Guide**

Elaborate on the importance of eating grains, meats, and meat alternatives in staying healthy and being able to perform activities such as the ABC's. Provide examples of each food group to review the importance of a *balanced* diet. Print off an example of the current Canada Food Guide recommendation and address why for certain ages and genders the requirements for athletes are different. Ex. Boys have different muscle mass than girls.

**Teaching Cues:****Running Basics**

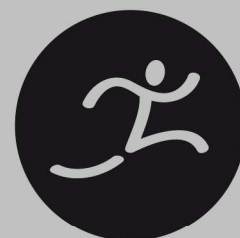
- Demonstrate hips tall position emphasizing relaxed shoulders and arms
- Have the athlete walk with quick steps on balls of feet
- Emphasize the foot striking the ground under the runners body, not ahead of it
- Have the athlete run straight at you to make sure shoulders stay parallel to ground and upper body is not twisting back and forth
- Do lots of running basic drill work
- Encourage athletes to train a minimum of 2-3 days at home
- Be patient



Duration	Activity	Directions
15 Minutes	<b>Introduction, Warm up and Stretching</b>	<p>Have athletes walk or lightly jog around the gym/field to circulate blood and warm up their muscles. Athletes can also do arm circles while walking to warm up their upper body.</p> <p>Gather athletes into a large circle and have them stretch both upper and lower body</p> <p>Outline the events involved in athletics (i.e. 100 m sprint, long jump, etc.)</p> <p>Review rules for each event</p> <p>Introduce athletics equipment (i.e., shot puts, relay batons, etc.).</p>
15 Minutes	<b>Discover Athletics!</b>	<p>Guide athletes around the entire track and field to give them a sense of the activity area. Indicate the starting and finish lines, track lanes, long jump pit, shot put area, etc.</p>
15 Minutes	<b>The ABC's: Agility, Balance, &amp; Coordination</b>	<p>Have athletes practice through the ABC's:</p> <p><b>A – High Knees</b>            Have athletes raise their hands high to chest, palms down, elbows bent.            Begin walking forward, drive knee to palm.            Alternate legs.            Continue to increase walking speed and leg action.</p>  <p><b>B – “Pawing” Leg Extension</b>            Continuing with high knees (A), have athletes drive their knees to chest.            Lower the leg in an extending circular motion, out and then down towards the ground (as though “pawing”).            Alternate legs.            Continue to increase speed.</p> <p><b>C – Bum Kick</b>            Have athletes kick their heels back towards their rear while walking forward slowly            Alternate legs            Continue to increase walking speed and leg action.</p>
10 Minutes	<b>Cool Down—Stretching and Nutrition Break</b>	<p>Blow whistle and have athletes stop their activity. Put away all equipment and assemble into a circle.</p> <p>Have athletes stretch out their arms, shoulders, legs, and ankles.</p> <p>Have athletes drink water and sit in a circle to begin the <b>Nutrition Break</b>.</p>

## Athletics Session 2:

### *Running the 50m & 100m*



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**Objectives:**

- Introduce the basics of starting a race
- Progress the skill of running/sprinting 50m

**Equipment:**

- Whistle
- Pylons
- Measuring Tape

**Nutrition Break : Balanced Meals**

Name a meal with all the food groups present! Vegetables, dairy, grains and meat/meat alternatives.

What is your favorite healthy balanced meal?

Ex. Lasagne with beef, spinach, mushrooms, onion, low-fat ricotta, low-fat mozzarella. You could substitute the beef for turkey and the cottage cheese for ricotta.

**Teaching Cues:**

- If athlete's arms and shoulders twist and rotate, keep torso parallel to the direction athlete is running
- Athlete is not running in upright position. Make sure drive leg is being fully extended
- Athlete is very tense with fists clenched, facial muscles scrunched, shoulders up high. Practice relaxed running emphasis on breathing
- Athlete weaves in lane. Feet parallel to lane lines, create a lane with markers or pylons

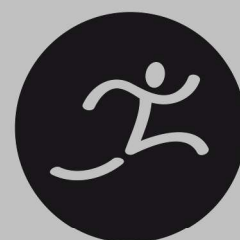


Duration	Activity	Directions
15 Minutes	Introduction, Warm up and Stretching	<p>Have athletes walk or lightly jog around the gym/field to circulate blood and prepare their muscles. Athletes can also do arm circles while walking to warm up their upper body.</p> <p>Gather athletes into a large circle and have them stretch both upper and lower body.</p> <p>Introduce this week's focus: the basics of starting a race and 50m sprints</p> <p>Review 50m rules</p>
15 Minutes	On Your Marks, Get Set, Go! : The Basics of Starts	<p>Gather athletes in a single line</p> <p>First have athletes practice the "On Your Mark" command. When the command is announced, have athletes approach and stand behind the start line, with their power or dominate foot in front. <b>Remember:</b> Their foot cannot cross the start line!</p> <p>Follow with the "Set" command. When the command is announced, have athletes bend their front knee, lift the opposite arm from their power foot in front of their body, while holding the other arm back. Stand as still as possible</p> <p>Finish with the "Go" command (sound whistle). Blow the whistle and have athletes push off strongly with their back leg and sprint only a few steps forward</p>
5 Minutes	Water Break	<p>Blow whistle and have students stop their activity</p> <p>Water Break</p> <p>Set up next activity</p>
15 Minutes	50m Sprinting	<p>Gather athletes back on track. From a starting position, have athletes in groups of two or three sprint the length of 50m</p> <p>While sprinting, ensure athletes remain upright, and are swinging their arms with their opposite legs</p> <p>When crossing the finish line, have athletes lean forward over the line</p> <div data-bbox="771 1123 1274 1606"> </div> <p>(<b>Tip:</b> place a pylon beyond the finish line for athletes to aim and continue running towards to prevent them from slowing down before finish line)</p> <p>Have athletes walk back to start line and repeat</p>
10 Minutes	Cool Down—Stretching and Nutrition Break	<p>Blow whistle and have athletes stop their activity. Put away all equipment and assemble into a circle.</p> <p>Have athletes stretch out their arms, shoulders, legs, and ankles.</p> <p>Have athletes drink water and sit in a circle to begin the <b>Nutrition Break.</b></p>



## Athletics Session 3:

### *Running the 200m*



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**Objectives:**

- Progress the skill of running/sprinting 100m and 200m
- Improve running endurance

**Equipment:**

- Whistle
- Pylons
- Measuring Tape

**Nutrition Break : Protein**

Protein is important for the growth of muscle and proper body performance during exercise . Protein can also be beneficial to the bodies metabolic process

**Can you name foods that are high in protein?**

*Chicken breasts, steak and peanut butter, etc*


**What are some high protein foods excluding meat products?**

*Think chickpeas, beans and other legumes, etc*

**Teaching Cues:**

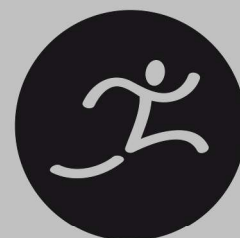
- Stand in front of the athlete have the athlete hit your hands with their hands while working on the proper arm action
- Stand in front of the athlete and have the athlete run in place hitting your hands while working the proper arm action
- Stand in front of the athlete and have the athlete run in place hitting your hands with their knees to demonstrate correct knee lift
- Have a coach stay at the finish line to ensure the athlete focuses on the finish line



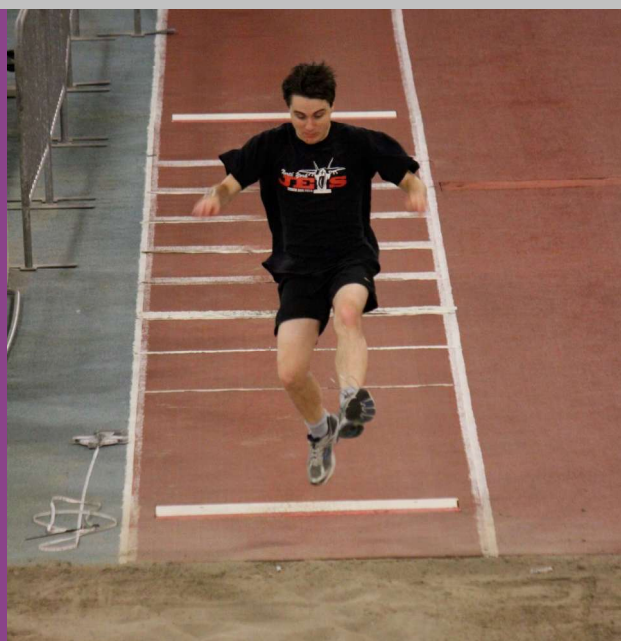
Duration	Activity	Directions
15 Minutes	<b>Introduction, Warm up and Stretching</b>	<p>Have athletes walk or lightly jog around the gym/field to circulate blood and warm up their muscles. Athletes can also do arm circles while walking to warm up their upper body.</p> <p>Gather athletes into a large circle and have them stretch both upper and lower body</p> <p>Outline the events involved in athletics (i.e. 100 m sprint, long jump, etc.)</p> <p>Review rules for each event</p> <p>Introduce athletics equipment (i.e., shot puts, relay batons, etc.).</p>
15 Minutes	<b>100m Sprinting</b>	<p>Gather athletes on track</p> <p>In groups of two or three, have athletes sprint the length of 100m (ensure they begin in a starting position)</p> <p>While sprinting, ensure athletes remain upright, and are swinging their arms with their opposite legs</p> <p>When crossing the finish line, have athletes lean forward over the line</p>  <p>(<b>Tip:</b> place a pylon beyond the finish line for athletes to aim and continue running towards to prevent them from slowing down before finish line)</p> <p>Have athletes walk back to start line; and repeat</p>
5 Minutes	<b>Water Break</b>	<p>Blow whistle and have students stop their activity</p> <p>Water Break</p>
15 Minutes	<b>200m Sprinting</b>	<p>Gather athletes back on track.</p> <p>In groups of two or three, have athletes sprint the length of 200m (ensure they begin in a starting position)</p> <p>While sprinting, ensure athletes remain upright, and are swinging their arms with their opposite legs.</p> <p>When crossing the finish line, have athletes lean forward over the line</p> <p>(<b>Tip:</b> place a pylon beyond the finish line for athletes to aim and continue running towards to prevent them from slowing down)</p> <p>Have athletes walk back to start line; and repeat</p>
10 Minutes	<b>Cool Down—Stretching and Nutrition Break</b>	<p>Blow whistle and have athletes stop their activity. Put away all equipment and assemble into a circle.</p> <p>Have athletes stretch out their arms, shoulders, legs, and ankles.</p> <p>Have athletes drink water and sit in a circle to begin the <b>Nutrition Break</b>.</p>

## Athletics Session 4:

### *Long Jump*



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**Objectives:**

- Progress the skill of jumping long distances
- Progress the skill of jumping higher
- Progress the skill of aiming a landing

**Equipment:**

- Whistle
- Ropes
- Hoola Hoops

**Nutrition Break : Serving Size for Grain Products**

What are some examples of grain servings? Look on the Canadian Food Guide to see more examples that your athletes may bring up.


- 1 slice (35 g) bread or ½ bagel (45 g)
- ½ pita (35 g) or ½ tortilla (35 g)
- 125 mL (½ cup) cooked rice, pasta, or couscous
- 30 g cold cereal or 175 mL (¾ cup) hot cereal

**Teaching Cues:**

- Watch that athlete is landing heels first
- Athlete should take first stride with takeoff foot
- Always take an odd number of strides, until a consistent approach is achieved
- Emphasize strong extension of takeoff knee and ankle
- Emphasize single leg takeoff



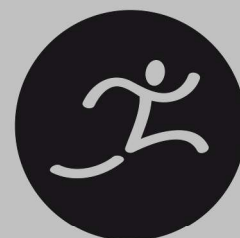


Duration	Activity	Directions
15 Minutes	<b>Introduction, Warm up and Stretching</b>	<p>Have athletes walk or lightly jog around the gym/field to circulate blood and warm up their muscles. Athletes can also do arm circles while walking to warm up their upper body.</p> <p>Gather athletes into a large circle and have them stretch both upper and lower body</p> <p>Outline the events involved in athletics (i.e. 100 m sprint, long jump, etc.)</p> <p>Review rules for each event</p> <p>Introduce athletics equipment (i.e., shot puts, relay batons, etc.).</p>
15 Minutes	<b>Standing Broad Jump: Ready, Take-off, and Landing</b>	<p>Gather athletes at long jump pit and place Hula Hoops in pit/on ground</p> <p><b>Ready Position</b> Have athletes stand behind board/line with feet shoulder-width apart, toes pointed out slightly Head straight, arms are relaxed at sides</p> <p><b>Takeoff</b> From ready position, have athletes bend knees and ankles and strongly swing arms back and forth Strongly swing arms up and out toward landing area as both legs push off ground and spring forward; aiming to land in Hula Hoop</p> <p><b>Landing the Jump</b> Land on both feet in Hula Hoop Repeat this process accordingly (<b>Tip:</b> To increase difficulty, move Hula Hoop further back from board/line after each round)</p>
5 Minutes	<b>Water Break</b>	<p>Blow whistle and have students stop their activity</p> <p>Water Break</p>
15 Minutes	<b>Running Long Jump: Take-off and Landing</b>	<p><b>Takeoff</b> Have athletes start several metres back from long jump board/line Have athletes run quickly towards long jump pit Once at jump board/line, ensure athletes plant one foot on board (toes behind foul line!) and strongly jump off by extending other leg</p>  <p><b>Landing the Jump</b> Land on both feet and then continue through the sand. Have athletes repeat this process accordingly (<b>Tip:</b> place ropes or towels on ground to have athletes jump over to help improve distance).</p>
10 Minutes	<b>Cool Down—Stretching and Nutrition Break</b>	<p>Blow whistle and have athletes stop their activity. Put away all equipment and assemble into a circle.</p> <p>Have athletes stretch out their arms, shoulders, legs, and ankles.</p> <p>Have athletes drink water and sit in a circle to begin the <b>Nutrition Break</b>.</p>



## Athletics Session 5:

### *Shot Put*



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**Objectives:**

- Introduce the basics of shot put
- Develop pushing arm action
- Progress aim, height and distance of throwing

**Equipment:**

- Whistle
- Hoola Hoops
- Baseballs/Tennis Balls/Small shot puts
- Tape/rope

**Nutrition Break : Serving Sizes for Meat/Meat Alternatives**

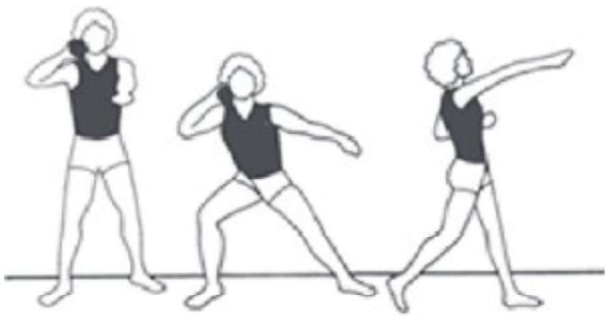
What are serving examples for meat and meat alternatives? Have athletes list what they think a serving size is. Explain that serving size is similar to portion size. Get them familiar with this concept.

- 75 g (2 ½ oz.)/125 mL (½ cup) cooked fish, shellfish, poultry or lean meat
- 175 mL (¾ cup) cooked beans
- 2 eggs
- 30 mL (2 Tbsp) peanut butter

**Teaching Cues:**

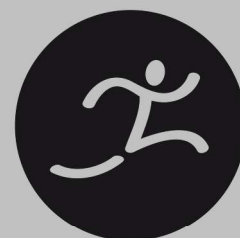
- Left foot is placed one length of the foot in front of right foot
- Emphasize a strong leg push
- Keep back straight and weight low during glide
- Elbow must stay behind the shot
- Athlete's chin and chest are straight and up



Duration	Activity	Directions
15 Minutes	Introduction, Warm up and Stretching	<p>Have athletes walk or lightly jog around the gym/field to circulate blood and warm up their muscles. Athletes can also do arm circles while walking to warm up their upper body.</p> <p>Gather athletes into a large circle and have them stretch both upper and lower body</p> <p>Outline the events involved in athletics (i.e. 100 m sprint, long jump, etc.)</p> <p>Review rules for each event</p> <p>Introduce athletics equipment (i.e., shot puts, relay batons, etc.).</p>
15 Minutes	Shot Put: Push, Don't Throw!	<p><b>Drill 1: Partner High Fives</b></p> <p>Have athletes group into pairs and face their partner</p> <p>One partner will hold their hand high in the air, creating a target for the other to aim towards</p> <p>The athletes will high five their partner's hand with their throwing or dominate hand to simulate the proper "pushing" movement of a shot put</p> <p><b>Drill 2: Push, Don't Throw!</b></p> <p>In the same pairs, have athletes collect tennis ball/baseball or light shot put and spread apart (~3 m)</p> <p>Instruct athletes to apply the same "high five" movement to push and release the balls up and outwards in the air to their partner</p> <p>Have athletes repeat pushing the balls to each other</p> 
5 Minutes	Water Break	<p>Blow whistle and have students stop their activity</p> <p>Water Break</p> <p>Set up Hoola Hoops for next activity</p>
15 Minutes	Shot Put: Aims the Game	<p><b>Drill 1: Aim Far</b></p> <p>Have athletes collect tennis ball/baseball/shot put and line up several meters behind Hula Hoops that are place on the ground</p> <p>Instruct athletes to push ball from as far back behind their body to as far forward as possible. Drive up onto toes and release ball so that arms are fully extended in front of body and above head.</p> <p>Have athletes aim for the Hula Hoops. If successful, take two steps back and repeat.</p> <p><b>Drill 2: Aim For The Clouds</b></p> <ul style="list-style-type: none"> <li>Once athletes have successfully pushed the balls far, instruct athletes to push the ball up high in the air – "aim for the clouds"</li> <li>The trajectory of the ball should be in a high arc</li> </ul>
10 Minutes	Cool Down, Stretching & Nutrition Break:	<ul style="list-style-type: none"> <li>Blow whistle and have athletes stop their activity. Put away Hoola Hoops and assemble into a circle</li> <li>Have athletes stretch out their arms, shoulders, legs, and ankles. Have athletes drink water and sit in a circle to begin the <b>Nutrition Break</b></li> </ul>

## Athletics Session 6:

### *Review of Athletic Skills Learned in Sessions 1-5*



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## Objectives:

- General review of rules of the game
- Review of skills acquired over the previous sessions (sprinting, long jump, shot put)
- Allow athletes to practice various skills again that either proved difficult, or that athletes simply enjoyed.

## Equipment:

- Whistle
- Hoola Hoops/Pylons
- Tennis Balls

## Nutrition Break: Serving Sizes for Dairy Products

What do you think a serving of milk would be?  
Can you consume too much of a good thing?

Answers:

- 250 mL (1 cup) milk or fortified soy beverage
- 175 g (¾ cup) yogurt
- 50 g (1 ½ oz.) cheese

Yes, even too much milk can be detrimental to the health of a person.

## Teaching Cues:

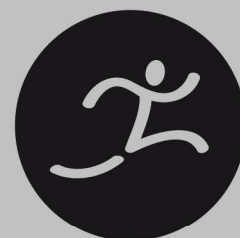
Error	Correction	Drill/Test Reference
Athlete stutter-steps and takes off on the wrong foot and looks down at board	Verify run-up and start point. Practice doing run the exact same way each time	Do run-up on track with controlled acceleration
Athlete is not getting any height in the jump (stays close to ground)	Increase drive Make sure upper body is not angled forward Use extension of legs	Bounding and jumping drills Strengthen core muscles
Athlete lands upright	Increase forward reach and momentum. Increase height so legs can be repositioned.	Strengthen core muscles Bounding Two-footed jumps
Athlete not extending and moving arms and legs during flight	Increase confidence, control and/or strength Make sure takeoff leg is fully extended so athlete is getting height	Practice, positive reinforcement Jump from boxes



Duration	Activity	Directions
15 Minutes	<b>Introduction, Warm up and Stretching</b>	<p>Have athletes walk or lightly jog around the gym/field to circulate blood and warm up their muscles. Athletes can also do arm circles while walking to warm up their upper body</p> <p>Gather athletes into a large circle and have them stretch both upper and lower body</p> <p>Outline the events involved in athletics (i.e. 100 m sprint, long jump, etc.)</p> <p>Review rules for each event</p> <p>Introduce athletics equipment (i.e., shot puts, relay batons, etc.)</p>
15 Minutes	<b>Circle Jumping: Standing Long Jump Review</b>	<p>Place a series of hoops on ground</p> <p>Have athletes hop from hoop to hoop, ensuring they are applying the proper jumping techniques, as learned in <b>Session 4</b> (i.e., use a forward and upward swing of the arms to help each jump)</p> <p>Initially place hoops close to each other, then set them progressively farther apart to demand long reaching strides and explosive leg action</p> <p>Pylons can also be used for athletes to land beside if athletes may land/step on hoops</p>
5 Minutes	<b>Water Break</b>	<p>Blow whistle and have students stop their activity</p> <p>Put away Hoola Hoops</p> <p>Water Break</p>
15 Minutes	<b>Push-Throw: Shot Put Review</b>	<p>Gather athletes along a flat wall and give them each a tennis ball</p> <p>Instruct athletes to throw the tennis ball against the wall with a pushing action, as learned in <b>Session 5</b></p> <p>Push ball with fingertips</p> <p>Catch ball on rebound from wall and repeat</p>
10 Minutes	<b>Cool Down—Stretching and Nutrition Break</b>	<p>Blow whistle and have athletes stop their activity. Put away all equipment and assemble into a circle</p> <p>Have athletes stretch out their arms, shoulders, legs, and ankles</p> <p>Have athletes drink water and sit in a circle to begin the <b>Nutrition Break</b></p>



## Athletics Session 7: *Relay Obstacle Course*



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## Objectives:

- Team Building
- Introduce 4x100 Relay
- Experience giving and receiving relay baton

## Equipment:

- Whistle
- Hoola Hoops/Pylons
- Tennis Balls/bean bags
- Relay batons

## Nutrition Break : Serving Sizes for Fruits

- 125 mL ( $\frac{1}{2}$  cup) fresh, frozen or canned vegetable or fruit or 100% juice
- 250 mL (1 cup) leafy raw vegetables or salad
- 1 piece of fruit

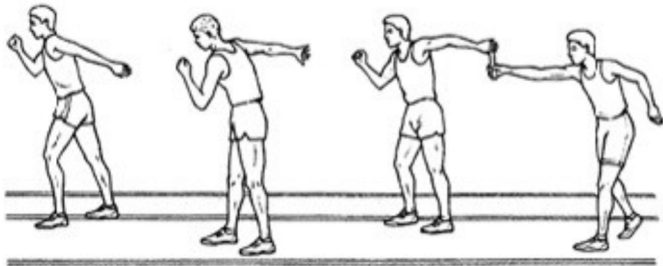
Have at least one orange fruit a day!

## Teaching Cues:

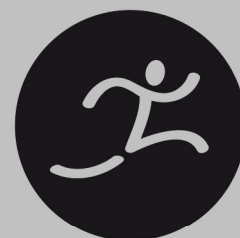
### Relays

- Incoming runner runs into outgoing runner. Outgoing runner may be starting too late or not standing close to the correct side of the lane
- Exchange happens outside of zone. Outgoing runner may need to start later
- Incoming runner has difficulty putting baton into outgoing runner's hand. Receiving arm not being held at correct height and angle. Needs to be held steady



Duration	Activity	Directions
15 Minutes	<b>Introduction, Warm up and Stretching</b>	<p>Have athletes walk or lightly jog around the gym/field to circulate blood and warm up their muscles. Athletes can also do arm circles while walking to warm up their upper body.</p> <p>Gather athletes into a large circle and have them stretch both upper and lower body</p> <p>Outline the events involved in athletics (i.e. 100 m sprint, long jump, etc.)</p> <p>Review rules for 4x100 relay</p> <p>Introduce athletics equipment (i.e., shot puts, relay batons, etc.)</p>
15 Minutes	<b>4x100 Relay</b>	<p>Divide athletes into groups of four and spread athletes in each group approximately 100m apart</p> <p>The first athlete in each group will be given a relay baton/beanbag/ ball</p> <p>Instruct the first athlete to run with the baton/beanbag/ ball to their next teammate and pass it on. Each athlete passes to the next runner</p> <p>Instruct athletes to remain where they finished running their interval while baton is carried around.</p> <p>Repeat as necessary</p> 
5 Minutes	<b>Water Break</b>	<p>Blow whistle and have students stop their activity</p> <p>Water Break</p>
15 Minutes	<b>Obstacle Course</b>	<p>Divide athletes into teams of four and have them perform a relay race through an obstacle course of various barriers:</p> <p>Athletes can jump over pylons and from Hoola Hoop to Hoola Hoop to simulate long jump</p> <p>Athletes can throw bean bags/balls into Hoola Hoops to simulate shot put</p> <p>Athletes can run around or to pylons of a certain distance to simulate sprinting events, etc</p> <p>Athletes can then run back to the starting line, "tag" their next teammate to simulate relay, and then have the next athlete run through the obstacle course</p>
10 Minutes	<b>Cool Down—Stretching and Nutrition Break</b>	<p>Blow whistle and have athletes stop their activity. Put away all equipment and assemble into a circle.</p> <p>Have athletes stretch out their arms, shoulders, legs, and ankles.</p> <p>Have athletes drink water and sit in a circle to begin the <b>Nutrition Break</b>.</p>

## Athletics Session 8: *Mock Track Meet*



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## Objectives:

- Provide an opportunity for athletes to participate in all athletics events in a single session
- Allow athletes to understand and become comfortable with how a track meet is organized
- Time and measure athlete's events
- This opportunity should have an athlete reflect over the goals set within the session
- Did I achieve my goals? Do I still need to make improvements? Did I have fun? What do I hope to achieve next session?

## Equipment:

- Whistle
- Timer
- Measuring tape
- Tennis Balls/softballs/shot puts
- Pylons

## Nutrition Break : Serving Sizes for Vegetables

- 125 mL (½ cup) fresh, frozen or canned vegetable or fruit or 100% juice
- 250 mL (1 cup) leafy raw vegetables or salad
- 1 piece of fruit

## Teaching Cues:

- Encourage reflection on goal setting
- Discussion with athletes about how they think that they performed
- Strong reference to their success and potential for improvement at the intramural track meet in Session 9

**The Daily Performance Record** is designed for the coach to keep an accurate record of the athlete's daily performances as they learn a sports skill. There are several reasons why the coach can benefit from using the Daily Performance Record

The record becomes a permanent documentation of the athlete's progress

Helps the coach establish measurable consistency in the athlete's training program

The record allows the coach to be flexible during the actual teaching and coaching session because he can break down the skills into specific, smaller tasks that meet the individual needs of each athlete

The record helps the coach choose proper skills teaching methods, correct conditions and criteria for evaluating the athlete's performance of the skills

## Planning an Athletics Training and Competition Season —Daily Performance Record

Skill Analysis	Conditions & Criteria	Dates & Instruction Methods	Date Mastered

# Athletics Lesson Plan S:8



Duration	Activity	Directions
10 Minutes	Introduction, Warm up and Stretching	<p>Have athletes walk or lightly jog around the gym/field to circulate blood and warm up their muscles. Athletes can also do arm circles while walking to warm up their upper body.</p> <p>Gather athletes into a large circle and have them stretch both upper and lower body</p> <p>Outline the events involved in athletics (i.e. 100 m sprint, long jump, etc.)</p> <p>Review rules for each event</p> <p>Introduce athletics equipment (i.e., shot puts, relay batons, etc.).</p>
45 Minutes	Mock Track Meet	<ul style="list-style-type: none"> <li>• Have athletes rotate through each of the athletics events that have been taught over the previous sessions (50m, 100m, 200m, long jump, shot put, 4x100 relay)</li> <li>• When participating in sprinting events, have athletes race against each other (i.e., three athletes racing at a time).</li> <li>• Be sure to measure, time, and record each athlete's result within the provided <b>Session Performance Record</b> form. Athlete's performance record will be recorded to compare them to next session's competition scores.</li> <li>• By recording these scores the athlete will have a better understanding of his or her tangible goals for the next session's competition. Athlete and coach should be able to evaluate the improvements made by the athlete thus far</li> </ul>
5 Minutes	Cool Down & Stretching	<p>Blow whistle and have athletes stop their activity. Put away all equipment.</p> <p>Have athletes stretch out their arms, shoulders, legs, and ankles.</p> <p>Water break</p> <p>Hand out completed <b>Session Performance Record</b> forms to athletes in order for them to see if they had made any improvements in the events.</p>



## Session Performance Record

Athlete's Name:

### Running Events

Event	Session 8			Session 9		
	Race 1	Race 2	Race 3	Race 1	Race 2	Race 3
50 m						
100 m						
200 m						
4x1 Re-lay						

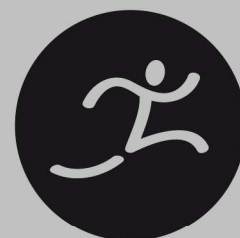
### Long Jump

Event	Session 8			Session 9		
	Attempt 1	Attempt 2	Attempt 3	Attempt 1	Attempt 2	Attempt 3
Standing Broad Jump						
Running Long Jump						

### Shot Put

Event	Session 8			Session 9		
	Attempt 1	Attempt 2	Attempt 3	Attempt 1	Attempt 2	Attempt 3
Shot Put						

## Athletics Session 9: *Intramural Track Meet*



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## Objectives:

- Provide an opportunity for athletes to participate in all athletics events in a single session
- Ensure athletes are comfortable with how a track meet is organized
- Time and measure athlete's events to compare with previous times; see if improvements have been made.

## Equipment:

- Whistle
- Timer
- Measuring tape
- Tennis Balls/softballs/shot puts
- Pylons

## Teaching Cues:

Using the athlete's tracker for athletic performance encourage athlete on strengths and weaknesses. Reminders of how their progress has reached new levels of achievement

Once the track meet concludes have the team revisit the highs and the lows

The Rose and Thorn Game is good in this instance. Have one athlete pick a success for the day, their "Rose" and also have them pick a "Thorn" a challenge for the day

The main goal for the athletes within this session is to have fun with their peers and experience a "track meet" for the first time

## Nutrition Break : Pop/ Soda and Hydration

Soda should not be consumed in place of water or juice. Many soda's contain caffeine which can further dehydrate you. Soda can also cause harmful effects to your teeth and gums. Limit your soda consumption as much as possible.

Duration	Activity	Directions
10 Minutes	Introduction, Warm up and Stretching	<p>Have athletes walk or lightly jog around the gym/field to circulate blood and warm up their muscles. Athletes can also do arm circles while walking to warm up their upper body.</p> <p>Gather athletes into a large circle and have them stretch both upper and lower body</p> <p>Outline the events involved in athletics (i.e. 100 m sprint, long jump, etc.)</p> <p>Review rules for each event</p> <p>Introduce athletics equipment (i.e., shot puts, relay batons, etc.).</p>
45 Minutes	Mock Track Meet	<ul style="list-style-type: none"> <li>• This session would be a great opportunity for peer volunteer athletes to participate in this athletic event. Their roles could be used as cheerleaders, score recorders and/or marshals.</li> <li>• Have athletes rotate through each of the athletics events that have been taught over the previous sessions (50m, 100m, 200m, long jump, shot put, 4x100 relay)</li> <li>• Events can be held one at a time or if there are enough staff/ volunteers you may be able to run multiple events at the same time to simulate an authentic athletic meet</li> <li>• When participating in sprinting events, have athletes race against each other (i.e., three athletes racing at a time)</li> <li>• Be sure to measure, time, and record each athlete's result within the provided <b>Session Performance Record</b> form</li> </ul>
5 Minutes	Cool Down - Stretching & Nutrition Break	<ul style="list-style-type: none"> <li>• Blow whistle and have athletes stop their activity. Put away all equipment.</li> <li>• Have athletes stretch out their arms, shoulders, legs, and ankles.</li> <li>• Have athletes drink water and sit in a circle to begin the <b>Nutrition Break</b>.</li> <li>• Hand out completed <b>Session Performance Record</b> forms to athletes in order for them to see if they had made any improvements in the events</li> </ul>

# Athletics:

## *Bonus Lesson Plans*



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# Athletics Bonus Lesson Plan: 1



Duration	Activity	Directions
15 Minutes	<b>Introduction, Warm up and Stretching</b>	<p>Have athletes walk or lightly jog around the gym/field to circulate blood and warm up their muscles. Athletes can also do arm circles while walking to warm up their upper body.</p> <p>Gather athletes into a large circle and have them stretch both upper and lower body</p> <p>Outline the events involved in athletics (i.e. 100 m sprint, long jump, etc.)</p> <p>Review rules for each event</p> <p>Introduce athletics equipment (i.e., shot puts, relay batons, etc.)</p>
15 Minutes	<b>100m Long Jump stride and then Jump</b>	<p>Have the athletes line up in respective lanes</p> <p>Instruct athletes to use their stride and jump to get to the finish line</p> <p>Before timing the athletes have them perfect their strides, then introduce competition in racing</p>
5 Minutes	<b>Water Break</b>	<p>Blow whistle and have students stop their activity</p> <p>Put away Hoola Hoops</p> <p>Water Break</p>
15 Minutes	<b>Jump Tag</b>	<p>Determine which athlete will be "it"</p> <p>Instruct that all the athletes must only jump</p>
10 Minutes	<b>Cool Down—Stretching and Nutrition Break</b>	<p>Blow whistle and have athletes stop their activity. Put away all equipment and assemble into a circle.</p> <p>Have athletes stretch out their arms, shoulders, legs, and ankles.</p> <p>Have athletes drink water and sit in a circle to begin the <b>Nutrition Break.</b></p>

# Athletics Bonus Lesson Plan: 2



Duration	Activity	Directions
15 Minutes	<b>Introduction, Warm up and Stretching</b>	Have athletes walk or lightly jog around the gym/field to circulate blood and warm up their muscles. Athletes can also do arm circles while walking to warm up their upper body. Gather athletes into a large circle and have them stretch both upper and lower body Introduce this week's focus: General Overview and Sprinting
15 Minutes	<b>Octopus Sprints</b>	Have one athlete stand in the middle of the field/gym, they are the octopus -The rest of the athletes stand together at one end of the field/gym The athletes must sprint to the other end of the gym while the octopus tries to catch them If caught the athletes must sit on the floor and wave their arms to try and catch the remaining runners The athletes that remain will run back and forth until every athlete has been caught
5 Minutes	<b>Water Break</b>	Blow whistle and have students stop their activity Water Break
15 Minutes	<b>High 5 sprints</b>	Have the athletes scatter around the gym along lines drawn on the floor Begin with one athlete and instruct them to sprint to another athlete The sprinting athlete high fives the standing athlete The sprinting athlete then takes the standing athletes place and the standing athlete then sprints to another athlete This continues until every athlete has sprinted 2 or 3 times, varying with size of group
10 Minutes	<b>Cool Down—Stretching and Nutrition Break</b>	Blow whistle and have athletes stop their activity. Put away all equipment and assemble into a circle. Have athletes stretch out their arms, shoulders, legs, and ankles. Have athletes drink water and sit in a circle to begin the <b>Nutrition Break</b>

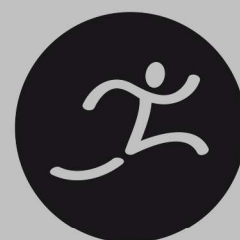
# Athletics Bonus Lesson Plan: 3



Duration	Activity	Directions
15 Minutes	<b>Introduction, Warm up and Stretching</b>	Have athletes walk or lightly jog around the gym/field to circulate blood and warm up their muscles. Athletes can also do arm circles while walking to warm up their upper body. Gather athletes into a large circle and have them stretch both upper and lower body Introduce this week's focus: General Overview and Shot Put
15 Minutes	<b>Pass the potato</b>	<ul style="list-style-type: none"> <li>• Athletes stand in a circle</li> <li>• Instruct the athletes to pass the potato around the circle</li> <li>• Play music or have the athletes sing a song (any familiar song)</li> <li>• Stop the music or when the song ends the person still holding the shot put is out</li> <li>• The game continues till there is one remaining athlete</li> </ul>
5 Minutes	<b>Water Break</b>	Blow whistle and have students stop their activity Water Break
15 Minutes	<b>Aim high</b>	<ul style="list-style-type: none"> <li>• Instruct athletes to line up near a football post or a bar set up in the gym (high jump bar, climbing bar etc.)</li> <li>• Have the athletes shoot the shot put over the bar</li> <li>• This activity will assist in having the athletes have a goal of height</li> </ul>
10 Minutes	<b>Cool Down—Stretching and Nutrition Break</b>	Blow whistle and have athletes stop their activity. Put away all equipment and assemble into a circle. Have athletes stretch out their arms, shoulders, legs, and ankles. Have athletes drink water and sit in a circle to begin the <b>Nutrition Break.</b>

# Athletics:

## *Skills Assessment Forms*



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## Skill Progression- Running Basics

Your Athlete Can	Never	Sometimes	Often
Maintains a balanced and upright posture			
Can maintain a hips tall position			
Lifts opposite knee/arm while running			
Does not swing the arms in front of the body or rotate the shoulders while running			
<b>Totals</b>			

## Skill Progression- Starts

Your Athlete Can	Never	Sometimes	Often
Performs a stand up sprint start			
Demonstrates proper sprinting form			
Takes relaxed "On Your Mark" position in the starting blocks			
Takes balanced "Set" position in the starting blocks			
Performs a sprint start out of the starting position upon hearing start command			
Athlete performs a stand up start			
<b>Totals</b>			

## Skill Progression- Sprints

Your Athlete Can	Never	Sometimes	Often
Athlete can perform a stand up or block start			
Athlete has good foot speed			
Demonstrates ability to start and finish a sprint event			
Athletes sprints under control			
Athlete likes to run fast			
<b>Totals</b>			



## Skill Progression- Relays

Your Athlete Can	Never	Sometimes	Often
Receives baton in a visual pass			
Performs an upsweep/palm down baton pass			
Performs an down sweep/palm up baton pass			
Performs baton pass in exchange zone			
Performs baton pass in exchange zone			
Runs designated leg of relay race in proper manner			
Athlete runs to teammate in proper lane			
Athlete runs in lane while reaching back with designated arm			
Athlete can run to teammate with baton			
Athlete runs in lane while looking back at incoming runner			
<b>Totals</b>			

## Skill Progression- Running Long Jump

Your Athlete Can	Never	Sometimes	Often
Performs a 9-step approach			
Performs a single leg takeoff			
Demonstrates proper landing technique			
Jumps on command and under control			
Athlete can perform a good standing long jump			
Athlete can locate his/her starting mark			
Athlete can locate takeoff board			
Athlete likes jumping into sand pit			
<b>Totals</b>			





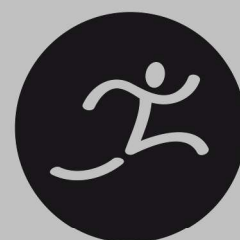
## Skill Progression – Standing Long Jump

Your Athlete Can	Never	Sometimes	Often
Assumes a ready-to-jump position			
Demonstrates the correct takeoff for a standing long jump			
Demonstrates proper flight technique			
Demonstrates proper landing technique.			
Jumps on command and under control			
Athlete can perform two-leg takeoff			
Athlete likes jumping			
<b>Totals</b>			

## Skill Progression – Shot Put

Your Athlete Can	Never	Sometimes	Often
Grips shot correctly			
Takes a ready-to-put position			
Performs a standing put, or wheelchair sitting put			
Performs a sliding put			
Performs a glide put			
Puts shot in a forward direction			
Puts shot in the shot put marking area			
Performs reverse or weight transfer			
Athlete can balance the shot in the palm of one hand			
Athlete can safely pick up and hold the shot in the proper position			
Athlete likes putting the shot			
<b>Totals</b>			

# Athletics Appendix I: *Rules*



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## Basic Athletics Rules Overview

### Divisioning

Athletes will be divisioned individually based on their age, gender and ability level provided by their educator  
 Separate heats will be formed for students with mobility assistant devices if necessary

### Athletes

Athletes will compete on behalf of their school, however qualification will be awarded on an individual basis; there is no team component to the event  
 All athletes must supply their own uniforms. Track and field bibs or t-shirts with the school logo or name is preferred, however matching t-shirts are also allowed. All students must be wearing proper running attire to participate i.e., running shoes, shorts or appropriate pants, t-shirts

### Events

The following events will be offered on the day of competition:

50m (for lower ability athletes)  
 100m  
 200m  
 Shot put (various weights)  
 Standing long jump (no pit)  
 Relay (details below)

Athletes have the following options for participation:

100m, 200m, shot put and standing long jump

OR

50m, shot put (optional), standing long jump (optional).  
 Please note: this option is for low mobility students only

Shot put weights should be as follows:

Men (under 12): 3.0 kg / 6.6 lbs  
 Men (12 and over): 4 kg / 8.8lbs  
 Women (under 12): 1.81 kg / 4 lbs  
 Women (12 and over): 3.0 kg / 6.6 lbs

\*for any athletes unable to throw their suggested weight, please record a distance, along with the weight of ball used

Standing long jump can be conducted in an outdoor jump pit, or on a gym floor, although a padded landing area is suggested.

For all running events, an outdoor measured track is ideal; however we do recognize the inability for some schools to have access to this because of weather or facilities. In the case that an outdoor track is unavailable, a long hallway or gymnasium is acceptable, however please ensure that all distances are measured accurately to ensure a consistency amongst submitted times.

Relay is an optional event and will not be used towards qualifying towards provincials. The race will run near the end of the day as a fun, exciting race. Relay teams consist of four athletes. Each athlete will run 100m.



## Competition

Athletes will be placed in race heats based on their division determined by their age, gender and mobility level.

All athletes will receive a participation ribbon on the day of the event.

Each school may enter up to 25 students. Please inquire if you are interested in bringing more students as spots may be available.

## Disqualification

False starts:

The first false start will result in the race being restarted. The second false start and subsequent false starts will be charged against the athlete(s) making a false start.

Lane changes:

Unintentional lane changes that impact or interfere with the running path of another competitor will result in a disqualification from the race

Should an athlete's results be impacted by a fellow competitor changing lanes, the impacted athlete will have the opportunity to complete the race again in a later heat.

## Provincial Qualification

Following the competition, athletes will be re-divisioned based on their age, gender, and race times from the event.

Based on these final divisions, athletes will be awarded points as follows:

1<sup>st</sup> place – 10 points

2<sup>nd</sup> place – 8 points

3<sup>rd</sup> place – 6 points

4<sup>th</sup> place – 4 points

5<sup>th</sup> place – 2 points

6<sup>th</sup> – 8<sup>th</sup> place – 0 points

Did not start/finish – 0 points

Disqualification – 0 points

Athletes' scores in each of their events will be totaled and accumulated points will be divided by the number of events the athlete is entered into, establishing an average point score for the athlete.

Each regional qualifier will be given a qualifying athlete quota depending on the total number of participants at the meet. Once athlete quotas have been determined by the Four Corners team, athletes with the highest ranked cumulative score will become the candidates for primary consideration in advancing to Provincial Games. Athletes are qualified pending final endorsement from the Four Corners team and educators at the qualified school.

In the event of a tie, the following criteria will be used:

Most first place finishes at the Regional Qualifier

Most second place finishes at the Regional Qualifier

Most third place finished as the Regional Qualifier

## Epilogue:

## Program Evaluation and Starting Your Own Program



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## Evaluation

### Evaluation Rationale

Evaluation is an important component of any Youth Multi Sport (YMS) program and provides valuable information and ideas on how to better develop the program and meet the needs of young athletes. As a great tool for program leaders, evaluation provides insight into how well the program is progressing, the opinions of those involved and specific items that may need to be adjusted in order to improve future programs. The wealth of information gained through an evaluation can also lead to great suggestions that will make a significant difference to the quality and effectiveness of YMS and can ensure a safe and fun program that is creating appropriate opportunities for young athlete development.

Two evaluations are used for YMS: a caregiver evaluation and an evaluation that is conducted by a Provincial / Territorial Chapter or Local Special Olympics representative.

Teachers/Caregivers are a program leader's best source of information and can provide valuable insight into how to better meet an individual athlete's needs or help improve the program for everyone. The caregiver evaluation form should be completed at the end of the program. However, it is important to continually speak with caregivers, asking for feedback and thoughts on how well the program is meeting expectations.

Always encourage caregivers to share their ideas and become involved. The evaluation conducted by a Provincial / Territorial Chapter or a Local representative is designed to ensure that the program is being conducted in a safe and positive manner and is in line with SOC Policies and Procedures. A copy of the evaluation form is attached; it is an excellent resource for ensuring that your YMS program is meeting SOC standards.

## Caregiver Evaluation Form

This Caregiver Evaluation Form enables you to provide feedback on the Youth Multi Sport program and how well you feel it has met your expectations and your young athlete's specific needs. Please respond honestly and provide any suggestions on how YMS could be improved.

1. How long has your young athlete been involved with YMS?

- |   |                                  |
|---|----------------------------------|
| <input type="checkbox"/> Less than one Year | <input type="checkbox"/> 3 Years |
| <input type="checkbox"/> 1 Year             | <input type="checkbox"/> 4 Years |
| <input type="checkbox"/> 2 Years            | <input type="checkbox"/> 5 Years |

2. During the past year, how often did your young athlete attend YMS?

- |  |                                       |
|--|---------------------------------------|
| <input type="checkbox"/> Every Week        | <input type="checkbox"/> Once a Month |
| <input type="checkbox"/> Every Second Week | <input type="checkbox"/> Never        |

☐ Other - Please Explain: .....

.....

.....

.....

3. If your young athlete was answering this question, how do you think he or she would rate the experiences in YMS?

- |                                      |                              |                               |                                 |                                      |
|--------------------------------------|------------------------------|-------------------------------|---------------------------------|--------------------------------------|
| <input type="checkbox"/> Lots of fun | <input type="checkbox"/> Fun | <input type="checkbox"/> Okay | <input type="checkbox"/> Boring | <input type="checkbox"/> Very boring |
|--------------------------------------|------------------------------|-------------------------------|---------------------------------|--------------------------------------|

4. What did you most like about Youth Multi Sport? .....

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5. What did you like least about Youth Multi Sport and what improvements would you suggest for next year?

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6. Keeping the benefits of Youth Multi Sport in mind, to what extent do you agree with the following statements?

***Youth Multi Sport has helped my child to:***

	Agree	Disagree	Don't Know
Learn movement skills such as catching, running, jumping, kicking, and throwing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learn the social skills needed for playing with other children (turn taking, following directions).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Be more confident in playing with other children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Develop the sport skills that he or she uses to play with children outside YMS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. Are there other ways in which your young athlete benefited from Youth Multi Sport?

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8. How would you rate the Program Leader in the following areas:

	Excellent	Good	Fair	Poor
Organized	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prepared (had a plan for each session)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creative (activities, ideas, games)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Knowledge (about skills, teaching, children) ☐ ☐ ☐ ☐  
Interacting with the children ☐ ☐ ☐ ☐  
Communication with caregivers ☐ ☐ ☐ ☐  
Please share any other thoughts you have about the quality of the program leader:

.....  
.....  
.....  
.....

9. Overall (program content, leadership, quality of instruction), how would you rate the quality of Youth Multi Sport?  
☐ Very Good ☐ Good ☐ Fair ☐ Poor ☐ Very Poor

Comments: .....  
.....  
.....  
.....

10. Are you planning to involve your young athlete in YMS next year?  
☐ Yes ☐ No ☐ Undecided

If you selected "No" or "Undecided," please explain your answer (if possible): .....  
.....  
.....  
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11. Are you interested in Youth / Traditional sport programs that offer further sport opportunities for young athletes?  
☐ No ☐ Yes - Please provide contact information: name, phone, e-mail address, mailing address

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.....  
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12. Comments: (Please feel free to attach an additional page)

.....  
.....  
.....  
.....

**Thank You** for completing the Youth Multi Sport Evaluation Form.  
Your feedback is appreciated and will help to improve the Youth Multi Sport program.!



# Program Evaluation Form

Local: .....  
 Date: .....  
 Facility: .....  
 Program Leader: .....  
 Number of Volunteers: ..... Number of Participants: .....

## Warm Up

- a. Did the program leader bring the group together and introduce the lesson?
- b. Did the activity include some form of stretching?
- c. Were all the young athletes active in the warm-up?
- d. Was the length of the warm-up appropriate?

Excellent      Average      Needs Improvement

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Individual Skill Development

- a. Was the main focus on skill instruction and practice?
- b. Were the athletes performing activities appropriate for their age / ability levels?
- c. Were the skills broken down into basic components (ability / learning)?
- d. Were all the athletes involved in the activities?
- e. Was the time spent on a skill or activity sufficient for learning?

Excellent      Average      Needs Improvement

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Skill Specific Games and Activities

- a. Did the activities and games focus on the skills introduced in the previous session?
- b. Did the activities / games accommodate the skill level of each athlete?
- c. Did the games / activities offer various levels of difficulty?
- d. Did the athletes appear to enjoy the activities?

Excellent      Average      Needs Improvement

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Safety of Facilities and Equipment

- a. Was the size of the facility appropriate for the number of participants?
- b. Was the space safe?
- c. Was equipment used for each activity appropriate?
- d. Was the equipment utilized safely?
- e. Were spotters provided where necessary?

Excellent      Average      Needs Improvement

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Overall Impressions of the Program

- a. Was the program leader effective?
- b. Was the program leader enthusiastic?
- c. Was the program leader (s) involved in the activities?
- d. Did the program leader use verbal instructions / prompting?
- e. Did the program leader use visual instructions prompting?
- f. Were the program leader's instructions clear and concise?

Excellent      Average      Needs Improvement

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

g. Did the program leader have good rapport with the participants?  
h. Was the length of the program appropriate?  
i. Overall, what was your overall impression of the program?  
Comments:

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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## Starting a Program

Now that you have read the Youth Multi Sport Program Leaders' Guide, you are likely wondering where to go from here. Below are steps to follow to ensure that your program gets off to a great start and the appropriate items are in place.

### Next Step

#### Prior to:

1. **BOOK A VENUE:** A school gym is the best fit for YMS. However, other spaces such as church gyms and community centres can also work.

2. **RECRUIT VOLUNTEERS:** For any program to be successful, committed volunteers are a must.

A few excellent locations to find volunteers include

- Your current Special Olympics base
  - Parents or caregivers
  - Universities / Colleges / High Schools (Faculties of Kinesiology, Education, and Nursing in particular) where many students need volunteer hours to complete their studies.
  - Church groups
  - Recreation Departments
  - Retired professionals in your community who are eager to get involved in sport and volunteer opportunities.
- Decide on a day and time based on volunteer and participant availability. A weekend morning or a weekday evening may be the best fit for your locale. Decide collectively.

3. **PROVIDE YOUR VOLUNTEERS WITH RESPONSIBILITIES:** Most volunteers want a specific role so provide them with a role that is of interest to keep them excited about their volunteer experience.

If a volunteer is strong with administration tasks, assign her to look after registration and keep a database. Always hold a short meeting to discuss the program and the specifics of Special Olympics before starting.

4. **TELL YOUR COMMUNITY:** Publicize the fact that Youth Multi Sport is for young athletes with an intellectual disability. Contact your local newspaper and radio station with the details (time, place, contact number), design posters to post at schools, libraries, and community boards, your local Child Development Centre, and your Society for Community Living. Your Local Special Olympics

Committee can help with media releases, but they need to know the specifics so feel free to connect.

5. **DESIGN A PLAN FOR SESSION 1:** Ensure that your volunteers know exactly what their role is on the first day of the program. Also, ensure that you have an activity plan and all necessary equipment packed and ready to go.

#### The Day of:

1. **GREET YOUR GUESTS:** When the young athletes and caregivers arrive for the first session, make sure they are warmly greeted by a volunteer and provided with a caregiver kit that contains information on what they need to bring, including medical information, attire, and emergency contact information.

2. **REGISTRATION:** For athletes and volunteers to participate in a sanctioned Special Olympics Program, a registration form must be filled out. The forms are available through the Local Special Olympics Committee. One copy should remain with the program leader and a second copy sent to the Local Committee. The registration process is VERY important for insurance purposes and any participant not completing a registration form is not covered by the Special Olympics Canada Insurance Policy.

3. **INTRODUCTIONS:** Introduce yourself and your volunteer team. Having the caregivers and young athletes introduce themselves helps everyone to get to know each other.

4. **REVIEW YOUR ACTIVITY PLANS:** When reviewing your activity plans, keep in mind the principles that are introduced in the Guide. Flow is important and a well-designed activity plan helps to ensure constant and appropriate activity, including warm-up / get-to-know, and cool-down / wind-down activities.

5. **HAVE FUN:** Always remember that Youth Multi Sport is based on the concept that if young athletes have fun, they will respond to what is being taught and will be excited about attending each session.

#### Year End:

1. **EVALUATION:** For any program to improve, evaluation is a must. Ensure that caregivers complete an evaluation form at the end of the program and that you forward a copy to your Provincial / Territorial Chapter.

## Conclusion

**Youth Multi Sport** is designed to help further develop basic motor skills and introduce and enhance sport specific skills of young athletes with an intellectual disability and to prepare them for successful participation in future athletic endeavors and everyday activities. The YMS Program Leaders Guide will assist in the creation and development of your program, but relies heavily on your commitment to ensure success.

YMS is a great starting point for caregivers and their future superstars. However, additional sport and development activities should be encouraged to help develop well- rounded athletes. It is the hope of Special Olympics Canada that each athlete and caregiver has a beneficial and positive experience with YMS and that their participation is the beginning of a long-standing relationship with Special Olympics.

Special Olympics can offer athletes a number of amazing sport opportunities that range from local competitions to representing Canada at the Special Olympics World Games. The possibilities are endless and Youth Multi Sport may be the first contact with new athletes and caregivers.

Remember - you are one of the most influential and important members of the Special Olympics organization.

### **The Youth / Traditional Special Olympics Sport Programs**

The major role of Youth Multi Sport is to prepare young athletes for future physical fitness and sporting activities.

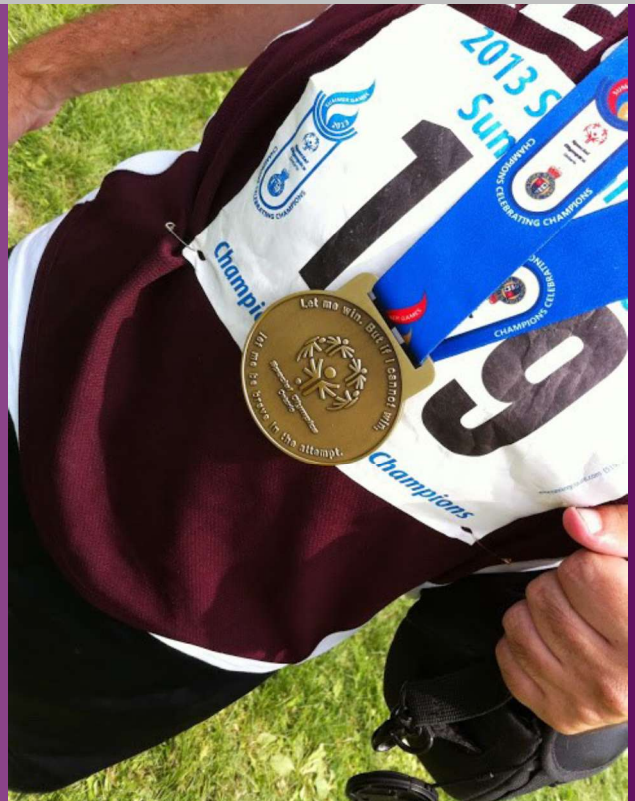
Special Olympics realizes that the progression of a child into an athlete requires a number of steps. While YMS is a great beginning to a child's development, it is also not the end of a child's involvement with Special Olympics.

SOC has, since 1969, provided persons with an intellectual disability the opportunity to train and compete in a wide variety of sport opportunities. SOC is proud to offer athletes the opportunities to participate in Youth and Traditional programs through our Chapter offices that provide practice and competition in an environment of fair play and fun. All Special Olympics programs are coached by trained volunteers who accommodate athletes of all ability levels.

## References



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## For Additional Resources Please Refer To:

Coaching Association of Canada's Fundamental Movement Skills (FMS) Coaching Course  
Flaghouse.ca - global supplier of adapted equipment  
PHE Canada Fundamental Movements Skills Resource Guides 1A and 1B  
Special Olympics Canada's Active Start/FUNDamentals Program Leaders Guide  
Special Olympics International website: [www.specialolympics.org](http://www.specialolympics.org)

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