

Program Leaders Guide

2nd Edition

Active Start





PARTNERS IN COACH EDUCATION

The National Coaching Certification Program is a collaborative program of the Government of Canada, provincial/territorial governments, national/provincial/territorial sport organizations, and the Coaching Association of Canada.



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Active Start

Program Leaders Guide

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Special Olympics, Inc. Young Athletes Activity Guide

“Active Start by Special Olympics Canada is, to the best of my knowledge, the only formally developed, national, play based skill development program for two- to six-year-old children with an intellectual disability in Canada. Active Start fills a specific void in the service programs available for young children with an intellectual disability. It is a guided activity based play program that allows them and their parents/caregivers opportunities to engage in developmentally appropriate, skill-based sessions to promote motor skill proficiency, engagement in physical activity, and social interactions with peers in an active play setting.”

Meghann Lloyd, PhD

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Preface

The NCCP has been Canada's recognized coach training and certification program for coaches in over 60 sports for the past 30 years. It has made Canada a world leader in coach education and training. Since its inception in 1974, one million Canadians have taken part in the program. "Coaches play such a critical role in the development of young athletes, it is essential that they receive the highest quality of education" (John Bales, Coaching Association of Canada).

A thorough evaluation of the NCCP was conducted in 1995-96, and Special Olympics Canada was part of this evaluation. It was determined that SOC had two streams. These streams are Competition and Community. As a result of this process, the NCCP has moved to a competency based education and training model. Coaches are: trained in NCCP outcomes relevant to the participants and contexts (programs) that they are coaching; and evaluated in the context (program) by demonstrating coaching outcomes to a specified standard. The core competencies of coaching are valuing, interacting, leading, problem-solving, and critical thinking. These competencies are woven throughout all NCCP training and evaluation activities.

The NCCP has been specifically designed to train coaches to be able to meet the needs of specific participants/athletes they are working with. Coaches will participate in training opportunities that will enable them to return to their coaching environment with specific skills that can be implemented immediately. Coaches will learn to plan safe and effective practices, design meaningful practice plans, teach appropriate skills to athletes, detect and correct fundamental motor skills, and many other important aspects of coaching.

It was determined that Special Olympics coaches needed 'additional' knowledge and experiences to reflect coaching athletes with intellectual disabilities. From this, the development of the SOC Coaching Young Athletes Workshop curriculum was established to 'supplement' NCCP workshops/modules. Special Olympics Canada has worked with the Coaching Association of Canada and the National Coaching Certification Program to ensure consistency, relevance and compliance with the NCCP minimum standards. Special Olympics Canada believes that the competencies identified by the CAC are completely appropriate for the Special Olympics Canada Community Sport Coach.

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Active Start Program

Introduction and Overview to the Active Start Program Leaders Guide

Welcome to Special Olympics Canada and our Active Start Program. You are about to become involved in one of our most important programs. Through Active Start, you will have the opportunity to change the lives of young athletes in a positive and exciting way.

The *Active Start Program Leaders Guide* was developed so that volunteers responsible for an Active Start program have the tools to ensure that the experiences of young athletes are positive and safe. The guide is intended to accompany the excellent resources found in the “young athletes activity guide” developed by Special Olympics, Inc. It is designed to educate program leaders in the areas of positive movement skills and the importance of caregiver involvement in the lives of children with an intellectual disability.

The guide provides specific information relating to young athletes with an intellectual disability between the ages of two and six. It introduces the values of positive movement experiences during childhood development, and describes sport-specific activities aimed at improving basic motor skills. The guide also introduces the importance of family involvement, which facilitates growth in self-esteem and confidence and the ability to interact with peers and in group settings.

An additional resource is the innovative Special Olympics, Inc. “young athletes activity guide”, which is designed to introduce activities with a focus on appropriate play for children with an intellectual disability.

Active Start Rationale

The Special Olympics Canada Active Start Program is the first of its kind in Canada. The program provides specific training and educational opportunities for children with an intellectual disability and their families, many of whom do not have any other avenues for structured physical fitness.

Active Start is built on the rationale that, when children with an intellectual disability receive early instruction in basic motor skills and developmentally appropriate play, there is an excellent opportunity for improvement in their physical, social, and cognitive abilities.

Active Start also expects that caregivers will use the educational information to provide similar opportunities in the home environment. Active Start equipment kits are available through the local Special Olympics Chapter representative.

History of Special Olympics

Who We Are

Special Olympics is an international organization that changes lives by encouraging and empowering people with an intellectual disability, promoting acceptance for all, and fostering communities of understanding and respect worldwide.

Founded in 1968 by Eunice Kennedy Shriver, the Special Olympics movement has grown to include nearly 3.1 million athletes in 228 programs in 175 countries, providing year-round sport training, athletic competition, and other related programs, including Special Olympics Healthy Athletes™. Special Olympics provides people with an intellectual disability ongoing opportunities in a variety of Olympic-type sports so that they may realize their potential, develop physical fitness, demonstrate courage, and experience joy and friendship.

Special Olympics in Canada

In June 1969, the first Special Olympics national competition was held in Toronto, less than one year after the movement was born on Chicago's Soldier Field. The event attracted 1,400 athletes with an intellectual disability from towns and cities across Canada competing in athletics, aquatics, and floor hockey.

The event occurred thanks to Harry "Red" Foster. Inspired by what he had observed in Chicago in 1968, Foster, a broadcast legend, advertising executive, visionary, and philanthropist, worked tirelessly to bring the Special Olympics movement to this country.

Today, Special Olympics has expanded across Canada and is no longer simply a cycle of national competitions. The movement now enriches the lives of more than 32,000 individuals who are registered in its 14 Olympic-type winter and summer sport programs, run by local sport clubs. Also enriched are the lives of their families, friends, and supporters.

Sport Canada, a government agency within the Department of Canadian Heritage, recognizes Special Olympics as the main provider of these services to people whose primary diagnosis is an intellectual disability. Special Olympics is guided by the framework of the Long-Term Athlete Development Model, developed in association with Sport Canada.

The Canadian Connection

In the early 1960s, a group of students at Beverley School, an inner-city school in Toronto, became the test group for Dr. Frank Hayden, a sport scientist at the University of Toronto who was studying the effects of regular exercise on the fitness levels of children with an intellectual disability.

Dr. Hayden's research was nothing short of groundbreaking. It debunked the prevailing mindset of the day, one that claimed that it was the disability itself that prevented these children from fully participating in play and recreation. Through rigorous scientific methodology, Dr. Hayden proved that it was simply the lack of opportunity to participate that caused their fitness levels to suffer. Given the opportunity, children with an intellectual disability could become physically fit and acquire the necessary skills to participate in sport. He also demonstrated the transformative effects of sport on such children.

Significantly, this research caught the attention of Eunice Kennedy Shriver and become the foundation upon which the Special Olympics movement was built.

September 2009

Setting the Scene

The following document provides an overview of the new NCCP whereby each coach fits into a context based on the needs of the participants. Special Olympics Canada has identified two contexts where most coaches who are coaching Special Olympics fit - community- initiation and competition-introduction.



National Coaching Certification Program

Program Overview

The National Coaching Certification Program (NCCP) is a coach training and certification program for all coaches in more than 60 sports. The NCCP is moving towards a competency-based approach where coaches are:

- trained in NCCP outcomes relevant to the participants that they are coaching
- evaluated by demonstrating coaching outcomes to a specified standard

The core competencies of coaching are valuing, interacting, leading, problem-solving, and critical thinking. These competencies will be woven throughout all NCCP training and evaluation activities.

Who am I coaching?

The new structure of the NCCP is based on the participants' needs, which are identified within streams and contexts.

Community Sport stream

Initiation CSp-Init
Ongoing participation CSp-Ong

Initiation context
Participants of all ages are encouraged to participate in the sport and introduced to sport basics in a fun, safe, and self-esteem building environment regardless of their ability.

Ongoing participation context
Participants of all ages are encouraged to continue participating in the sport for fun, fitness, skill development, and social interaction.

Competition stream

Introduction Comp-Int
Development Comp-Dev
High performance Comp-HP

Introduction context
Children and/or adolescents are taught basic sport skills and athletic abilities in a fun and safe environment and are typically prepared for local and/or regional level competitions.

Development context
Adolescents and young adults are coached to refine basic sport skills, to develop more advanced skills and tactics, and are generally prepared for performance at provincial and/or national level competitions.

High performance context
Young adults are coached to refine advanced skills and tactics and are typically prepared for performance at national and international level competitions.

Instruction stream

Beginners Inst-Beg
Intermediate performers Inst-Int
Advanced performers Inst-Adv

Beginners context
Participants of all ages, with little or no sport experience, are taught basic sport skills.

Intermediate performers context
Participants, who already have some experience and proficiency in the sport, are taught to refine basic skills and introduced to more complex techniques.

Advanced performers context
Participants who are experienced and already proficient in the sport are taught to refine advanced skills and techniques.

What do I need to be able to do?

Within each context, coaching outcomes are defined by the National Sport Organizations (NSOs) that clearly outline what you must be able to do in order to meet the needs of participants in that context. Contact your NSO to find out which context is relevant to you and what you need to do to achieve accreditation.

Coaching Outcomes

- Make Ethical Decisions
- Support the Competitive Experience
- Manage a Program
- Provide Support to Athletes in Training
- Analyze Performance
- Sport-specific Outcomes (as determined by the sport)
- Plan a Practice
- Design a Sport Program

How do I achieve accreditation?

Coaches can receive three types of accreditation in any of the above contexts:

✓ **In Training**
Coach needs to be trained in additional outcomes.

✓ **Trained**
Coach has completed training in designated outcomes.

✓ **Certified**
Coach has been evaluated in designated outcomes and has acknowledged the NCCP Code of Conduct.

For more information go to www.coach.ca

The National Coaching Certification Program is a collaborative program of the Government of Canada, provincial/territorial governments, national/provincial/territorial sport organizations, and the Coaching Association of Canada.



Setting the Scene

Participant Development Model and Coach Development Model

The Special Olympics Canada Coach Development Model provides a pathway that shows how a coach moves through the system getting the necessary training, coaching experiences and evaluation necessary for certification. It is important to note that in the community sport context, evaluation is not mandatory. Coaches participating in the workshop will receive a “trained” status within the Coaching Association of Canada database.

Coaches are encouraged to participate in ongoing professional development workshops that will expand coaching knowledge and enhance coaching practice. These professional development workshops could include sessions offered by National Sport Organizations, SO chapters or other organizations where new information would be beneficial to assisting participants in Special Olympics programs.

The Special Olympics Canada Participant Development Model shows how and when participants enter the system whereby they may participate in club programs focusing primarily on fun, fundamental motor skills and getting exposure to a wide variety of sport activities or focusing on preparing for regional, provincial or national games in a specific sport. Whether the individual athlete is in the “community” or “competitive” program, the coach needs to be knowledgeable and skilled in working with the athletes.

The purpose of the new NCCP is to focus on what the athletes need within each of the contexts. The next section explains how identified outcomes for the SO Coaching Young Athletes Workshop serve to meet the needs of the athletes and thereby will be the focus of the workshop.

Setting the Scene

Special Olympics Canada Participant Development Model (PDM)



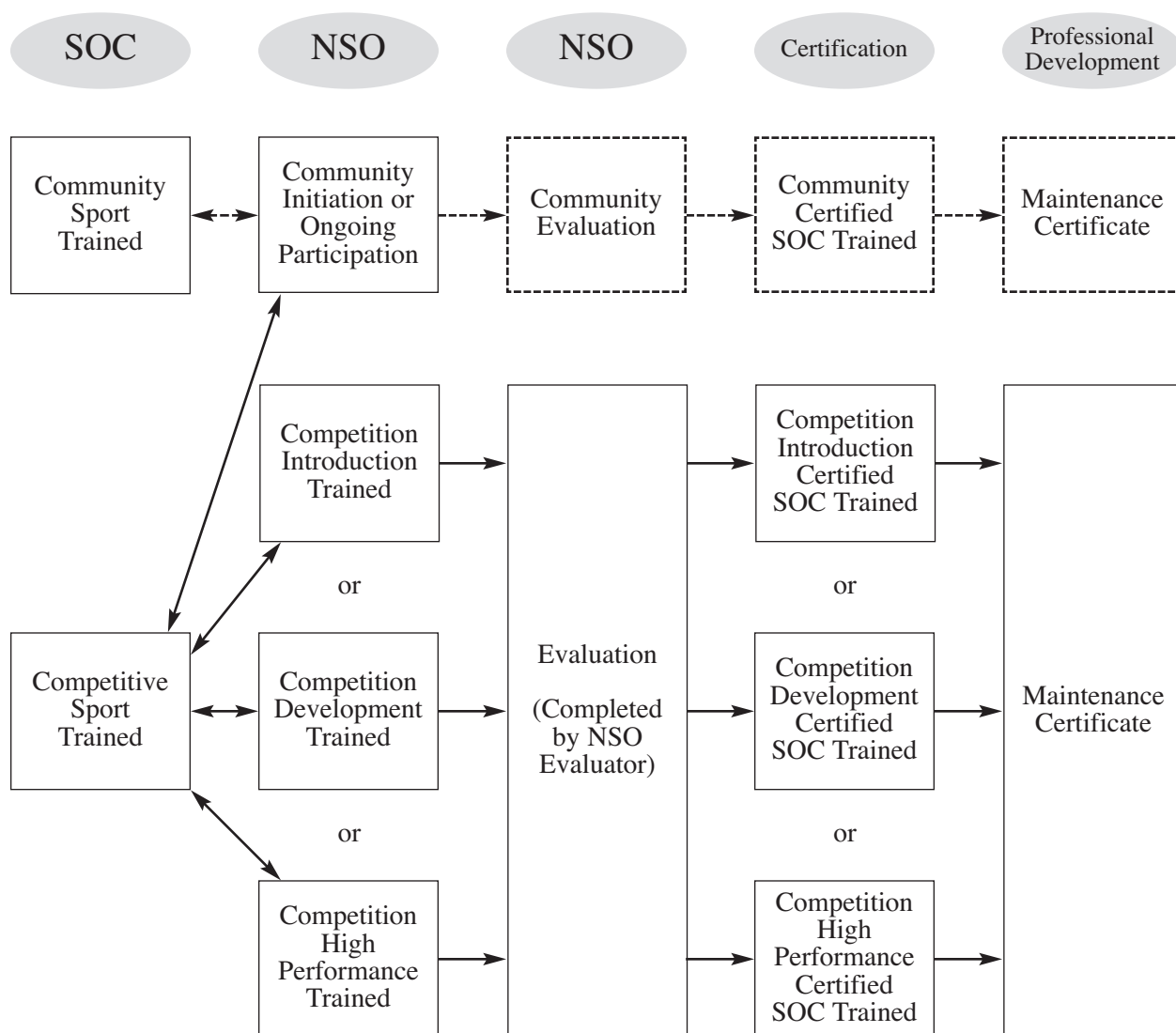
How long participants stay in an LTAD stage depends on when they get started and their needs and interests.

This diagram illustrates a long-term approach to developing athletes with an intellectual disability.

1. **Awareness and First Contact/Recruitment.** Individuals may participate in their first Special Olympics program at any age, depending on their previous sport exposure and experience. Individuals with an intellectual disability who enter a program before the age of 6 will begin in the **Active Start** stage.
2. The middle stages - **Learning to Train, Training to Train, Learning to Compete, Training to Compete, and Training to Win** - reflect the fact that athletes may choose to move along this continuum in order to optimize their potential. Athletes may also choose to stay active and remain at a certain stage or move into the **Active for Life** stage.
3. It is expected that there will be a very large number of athletes in the **FUNDamentals** and **Active for Life** stages. There will always be a place for athletes to have fun in sport, be fit, and compete in appropriate ways based on individual goals.

Setting the Scene

Special Olympics Canada Coach Development Model (CDM)



- SOC review sport by sport and determine coach requirements.
- If a community stream in an NSO has evaluation, coach must be evaluated.
- An NSO evaluation can be requested at any time if a coach has reviewed the NSO evaluation criteria and determines they meet the standards.
- A coach does not have to complete SOC competition training prior to NSO training (or vice versa).
- Coach selects appropriate stream based on program/athlete needs.
- Following successful completion of SOC Competition Workshop and evaluation (NSO evaluation) coach certified in specific sport and context.
- If unsuccessful in NSO evaluation, complete professional development as per evaluation feedback.
- Menu of professional development experiences will be determined in collaboration with SOC and NSOs.

Setting the Scene

Definition of Special Olympics Community Sport Stream

- Participate at least once a week.
- Foster the love of sport or physical activity in a fun and safe environment.
- Promote participation and fitness at all ability levels.
- Foster the acquisition of fundamental motor skills through a variety of activities and games.
- Coach in local programs which may offer inter-club low intensity competitions.

Definition of Special Olympics Competition Sport Stream

- Provide support to athletes in areas such as technical, physical, tactical and mental preparation.
- Coach in competition as well as in training.
- Environment is fun.
- Coach may progress to various levels with their athletes or the coach may choose to work with athletes at a specific level.

Outcomes for the Special Olympics Canada Coaching Young Athletes Workshop

Each module that is delivered has an overall objective and this is referred to as an outcome. As the end of the module, the coach will be worked through a series of learning activities that will help him/her acquire the necessary knowledge and skills to be able to perform the identified outcome. It is not expected that the coach will be entirely proficient in performing any given skill that is introduced in the workshop. The coach is expected to use the new knowledge and skills in their own coaching environment to become competent within the different areas identified below.

Within the various areas, more detail is provided regarding what will be covered within each module.

OUTCOME: PLAN A PRACTICE

Specifically coaches will be trained to:

- Plan activities in a safe practice environment.

OUTCOME: MAKE ETHICAL DECISIONS

Specifically coaches will be trained to:

- Apply an ethical decision-making process.

OUTCOME: PROVIDE SUPPORT TO PARTICIPANTS IN TRAINING

Specifically, coaches will be trained to:

- Lead participants in appropriate activities.

OUTCOME: SUPPORT THE COMPETITIVE EXPERIENCE

Specifically coaches will be trained to:

- Model exemplary behavior during community programs.

OUTCOME: ANALYZE THE SPECIAL OLYMPICS ATHLETE

Specifically, coaches will be trained to:

- Analyze skill performance of an athlete with an intellectual disability.

Setting the Scene

Special Olympics Canada Coaching Young Athletes Training Pathway

The Special Olympics Coaching Young Athletes course is a one-day workshop that covers the following outcomes:

1. PLAN A PRACTICE
 - Plan activities in a safe practice environment.
2. MAKE ETHICAL DECISIONS
 - Apply an ethical decision-making process.
3. PROVIDE SUPPORT TO PARTICIPANTS IN TRAINING
 - Lead participants in appropriate activities.
4. SUPPORT THE COMPETITIVE EXPERIENCE
 - Model exemplary behavior during community programs.
5. ANALYZE THE SPECIAL OLYMPICS ATHLETE
 - Analyze skill performance of an athlete with an intellectual disability.

After completing the workshop, coaches will receive a “trained” designation in the NCCP database for the outcomes identified above.

Setting the Scene

Outcomes for Coaching Young Athletes Workshops

The Special Olympics Canada Coaching Young Athletes Workshop will prepare the coach to:

Outcome & Criteria	In the workshop the coach will:
Outcome: Plan a Practice Criteria: Plan activities in a safe practice environment.	<ul style="list-style-type: none">• Identify participants' needs in relation to age, abilities and performance levels.• Match activities to the skill level of participants.• Match activities to the appropriate segment of the practice (intro, warm-up, main part, cool-down and a conclusion/reflection).• Identify potential safety hazards on and around the playing surface.• Identify potential risks in a Special Olympics community environment.• Suggest and discuss ways to eliminate, control or avoid risks.• Design an emergency action plan (EAP) that provides:<ul style="list-style-type: none">- Location of telephones (cell and land lines);- Emergency telephone numbers;- Location of medical profiles for each athlete under the coach's care;- Location of a fully stocked first-aid kit;- Advance "call person" and "charge person";- Directions to the activity site.
Outcome: Make Ethical Decisions Criteria: Apply an ethical decision making process.	<ul style="list-style-type: none">• Gather facts.• Determine whether an issue is legal or ethical.• Identify all of the ethical issues.• Consider what influences how one sees the situation.• Use the NCCP Code of Ethics to guide the choice of action.

Setting the Scene

Outcomes for Coaching Young Athletes Workshops

The Special Olympics Canada Coaching Young Athletes Workshop will prepare the coach to:

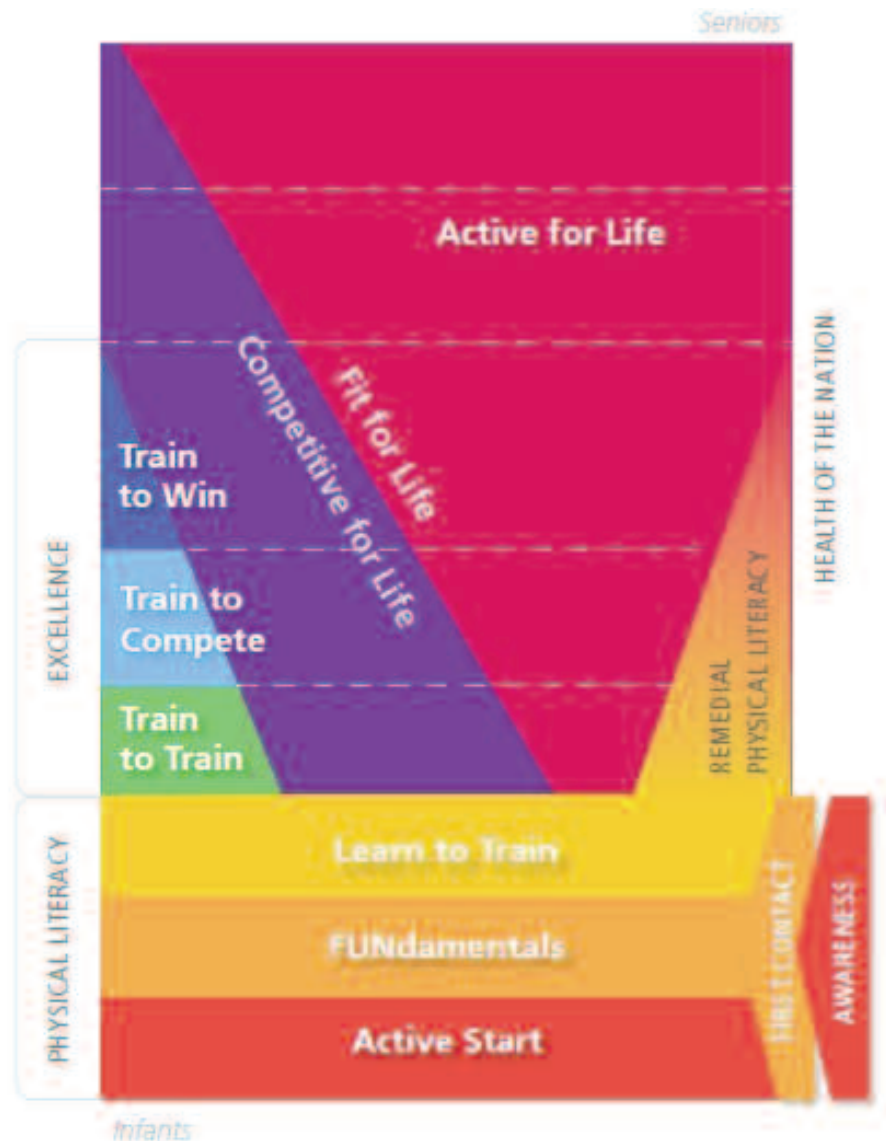
Outcome & Criteria	In the workshop the coach will:
<p>Outcome: Provide Support to Participants in Training</p> <p>Criteria: Lead participants in appropriate activities.</p>	<ul style="list-style-type: none"> • Present a complete emergency action plan. • Perform a safety check of the facility. • Take steps to minimize risk to participants before and throughout the practice. • Create opportunities to interact with all participants. • Provide demonstrations so that participants can see and hear. • Explain 1-3 key learning points. • Reinforce in a constructive way the efforts and performance of athletes. • Create an enjoyable learning environment. • Demonstrate reflection on coaching practice.
<p>Outcome: Support the competitive experience</p> <p>Criteria: Model exemplary behavior during community programs.</p>	<ul style="list-style-type: none"> • Demonstrate that behaviours are consistent with Fair Play Code and the NCCP Code of Ethics. • Ensure that participants are enjoying the activity environment. • Implement the fundamental rules and appropriate modifications. • Behave respectfully toward participants, parents, and other stakeholders. • Use required equipment as per the safety guidelines and rules of the sport.
<p>Outcome: Analyze the Special Olympics athlete</p> <p>Criteria: Analyze skill performance of an athlete with an intellectual disability.</p>	<ul style="list-style-type: none"> • Understand the importance of analyzing the Special Olympics athlete as it relates to the three domains. • Demonstrate an understanding of at least one of the three domains: social/emotional, learning/cognitive and physical motor domains using a case study analysis. • Prescribe potential program implications for athletes and the accommodations needed for strengths or weaknesses in the three domains.

Long Term Athlete Development

What is LTAD?

Long Term Athlete Development (LTAD) is a framework for developing physical literacy, physical fitness, and competitive ability, using a stage-by-stage approach. The LTAD model recognizes that physical literacy is the foundation for:

- Being active, healthy, and engaged in physical activity for life.
- Achieving personal best performances at all levels of competition.



LTAD provides an optimal development plan for everyone to participate in physical activity. It also ensures that individuals who wish to excel in their sport of choice get the optimal training, competition, and recovery in each stage of their athletic development.

Long Term Athlete Development

Why is LTAD Needed by SOC?

While not the only organization providing sport programs to individuals with an intellectual disability, SOC is in a position to continue being a leader and an agent for change by addressing current issues in programs and enhancing opportunities that assist individuals with an intellectual disability to achieve their personal physical activity and sport goals.

Why Must This Be Done?

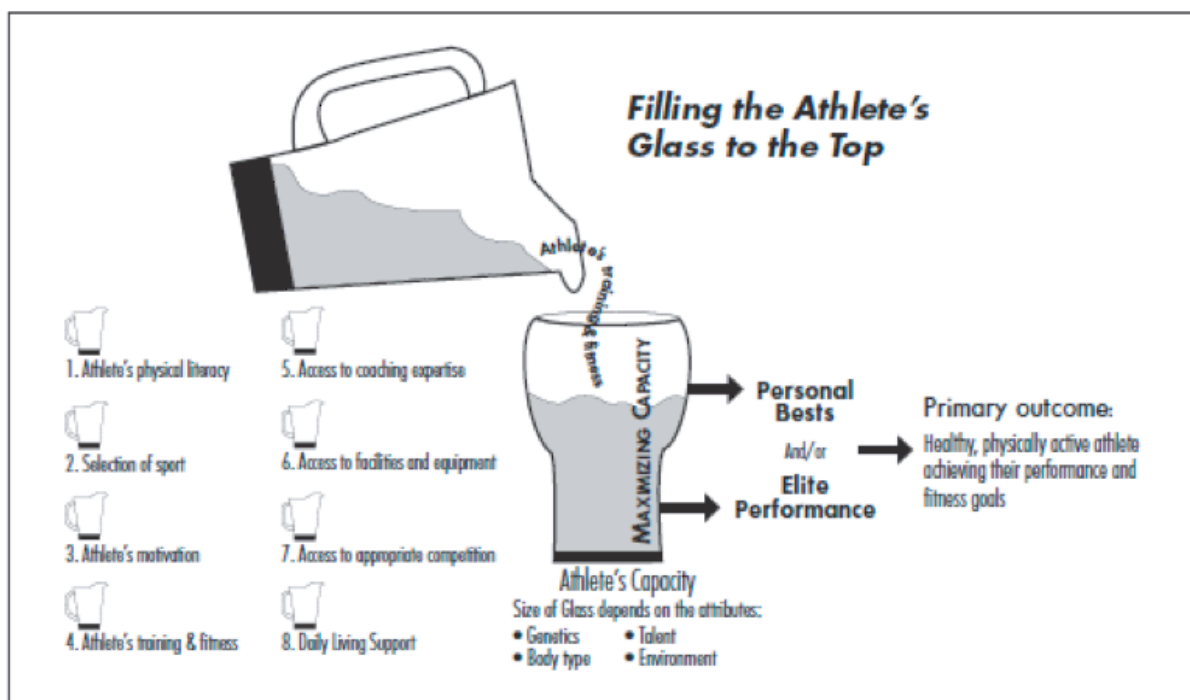
- The fitness norms of individuals with an intellectual disability tend to follow those of the general population. It is well documented that 30% of adults and 26% of children are overweight or obese¹. This means that approximately 30% of Canadians with an intellectual disability are overweight or obese. In order to avoid health problems associated with physical inactivity and obesity, it is critical that all Canadians, with or without a disability, fully engage in physical activity for life.
- Individuals with an intellectual disability may enter physical activity programs, specifically Special Olympics programs, as teenagers or adults. This occurs for a variety of reasons. For example, some children start off participating in generic movement education and sport programs. In some cases, parents may not be aware of the sport opportunities available through Special Olympics. As well, other priorities such as support services, education, and medical issues may take precedence.
- While participation in sport is mainly about lifelong physical fitness and enjoyment, some may wish to pursue sport excellence by competing on the provincial/territorial, national, and international stages. Therefore, it is critical that athletes are provided with the right types of training at the right stage in their development. LTAD outlines what participants need at all stages of their sport development and the technical expertise that is needed based on the priorities for each stage.

Maximizing Capacity – Filling the Athlete’s Glass to the Top

LTAD distinguishes between personal best and elite performances yet celebrates both. An athlete’s personal best is about improvements in physical, technical, tactical, and psychological preparation and in skill execution and does not necessarily relate to performance outcomes in competition. Elite performance relates to competing at the National Games and on the world stage and performing to national and world-class standards. Preparation for elite performance relates to LTAD factor #11 - the 10-Year Rule. The diagram on the following page shows many of the influences that will have an impact on the athlete’s ability to achieve his or her personal best. The ultimate aim of LTAD is to optimize the “input influences” that enable individuals to achieve lifelong wellness through fitness and sport.

An athlete’s potential can be thought of as a glass, with each athlete having a different size glass (potential). Many factors influence an athlete’s potential, including genetics, body type, and living environment. Additional factors can influence an athlete’s performance. These factors, or performance influencers, can be thought of as what and how much can be poured into the athlete’s glass as she or he prepares for competition.

Long Term Athlete Development

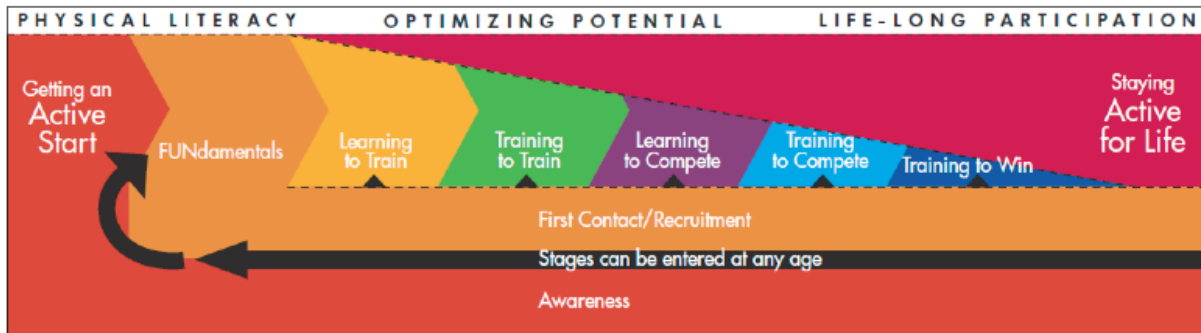


How Can SOC Help Athletes to Fill Their Glass to the Top with What is Needed for Personal Best or Elite Performances?

It is important to note that daily living support may have an impact on the performance influencers and should not be forgotten. In Prince Edward Island, for example, 19.7% of Special Olympics athletes are living in a group home, foster home, or supervised apartment living. It has been suggested that these numbers may be higher in other chapters across Canada. Living arrangements and daily living support may have an impact on the athlete's ability to make choices independently of the other individuals in the residence. Therefore, sport selection, the ability to train frequently, and opportunities to compete may be affected by the athlete's living arrangements.

Long Term Athlete Development

Long Term Athlete Development Model for Athletes with an Intellectual Disability



How long participants stay in an LTAD stage depends on when they get started and their needs and interests.

This diagram illustrates a long-term approach to developing athletes with an intellectual disability.

1. **Awareness and First Contact/Recruitment.** Individuals may participate in their first Special Olympics program at any age, depending on their previous sport exposure and experience. In many cases, individuals will start at the **FUNDamentals** stage where physical literacy is the primary area of emphasis. Individuals with an intellectual disability who enter a program before the age of 6 will begin in the Active Start stage.
2. The middle stages - **Learning to Train, Training to Train, Learning to Compete, Training to Compete, and Training to Win** - reflect the fact that athletes may choose to move along this continuum in order to optimize their potential. Athletes may also choose to stay active and remain at a certain stage or move into the Active for Life stage.
3. It is expected that there will be a very large number of athletes in the **FUNDamentals** and **Active for Life** stages. There will always be a place for athletes to have fun in sport, be fit, and compete in appropriate ways based on individual goals.

Long Term Athlete Development

Active Start

“Active Start is important to the future of Special Olympics. By involving young children with an intellectual disability in basic motor programs that focus on sport skills, we will ensure that they are successful, which means that they will make sport and physical activity a part of their life.”

Lois McNary, VP - Sport, Special Olympics British Columbia

Chronological Age: Birth (0-6)

Priority: Active participation for fun

Objective: Develop play skills through movement and daily physical activity.

Skills: Walking, swimming, running, jumping, balancing

Programs: SOC Active Start Program, Special Olympics Pee Wee programs, Head Start, and Infant Stimulation as well as gymnastics, movement education, athletics, and swimming.

General Description of Active Start

Physical activity is essential for healthy development. The key is to encourage basic movement skills because these skills do not just happen as a child grows older. These skills develop based upon the individual's hereditary, environmental, and activity experiences. Therefore, participation in programs that are active, safe, and fun should be a priority.

The Participant should:

- Become physically active as soon as possible, when the nervous system is maturing.
- Be exposed to a wide variety of activities that develop fundamental motor skills through fun and play.

Program Leaders should:

- Consider that some people enter programs late for a variety of reasons.
- Adapt activities to accommodate individuals who have entered the program in early childhood as opposed to those who entered as infants.
- Ensure that the participant is given age-appropriate activities and games to maximize her or his enjoyment while learning motor skills.
- Be creative and adapt and modify activities and games to allow the participant to be successful.
- Allow the participant to experiment repeatedly to gain comfort and confidence with new movements.

Long Term Athlete Development

SOC/Chapters/NSOs/Program Administrators should:

- Introduce early movement education for participants with an intellectual disability.
- Team up with other deliverers of good movement education activities and encourage and promote programs that provide experiences in a variety of environments, including water, indoors, and outdoors.

Parents/Caregivers should:

- Enroll him or her in a variety of age-appropriate programs (i.e. Active Start).
- Encourage the participant to take risks in a safe environment.
- Enroll him or her in programs that maximize competency in movement skills before they enter school (i.e. Active Start).
- Look for a school where the physical education teacher is prepared to adapt activities to meet the needs of the participant.

Sport Science Research Question

What are the long-term advantages of involvement in early movement programs?

At the end of this stage, the goal is for the participant to have the physical skills and fitness level to allow physical activity for 60 minutes on a daily basis.

Where to go next? - FUNdamentals

For more information on Long Term Athlete Development, please consult <http://canadiansportforlife.ca/>

What is an Intellectual Disability?

Intellectual Disability and Developmental Disability are terms sometimes used inter-changeably to describe the same condition; Special Olympics Canada uses the term Intellectual Disability. For the purpose of this document we will use Intellectual Disability, but be aware that some of the athletes that you work with may have a “Developmental Disability” diagnosis.

There are several definitions about what an Intellectual Disability is, or means; including very medical and technical definitions. However, it is generally accepted that an individual is considered to have an Intellectual Disability if there is:^{2,3}

Significant impairment in cognitive functioning, associated with limitations in learning, adaptive behaviour and skills, and is present before the age of 18.

Stated plainly, an Intellectual Disability means that an individual has a disability that significantly affects his or her ability to learn, understand, and use information. A person who has an intellectual disability is capable of participating effectively in all aspects of daily life, but may require more assistance, support, or accommodation than others in learning a task, adapting to changes in tasks or activities, and navigating the many barriers to participation in everyday life.

Down syndrome (DS)

Down syndrome is a relatively common genetic condition where both cognitive and physiological development are affected⁴. It was only later that the genetic cause of Down syndrome was discovered - an additional 21st chromosome.

People with Down syndrome experience intellectual disabilities ranging on a spectrum from moderate to severe. Specifically, significant delays in speech, language production, and nonverbal cognitive development are common^{5,6}.

Children with Down syndrome also experience significant delays in the onset of early motor milestones^{4,7,8}. These delays in motor development can have a long-term effect on motor proficiency and physical activity⁹. Most children with Down syndrome eventually learn a basic repertoire of motor skills; however they seem to fall further behind their peers as they get older^{4,10,11}.

People with Down syndrome may have difficulty keeping up with their peers, they may fall more often and be unsure about running, climbing or jumping, and games that require balance and coordination; consequently, they may avoid these types of activities¹².

Most people with Down syndrome also have poor physical fitness levels and/or capacity for exercise, have higher rates of overweight and obesity, and usually don't engage in enough daily physical activity¹³.

The poor motor skills of people with Down syndrome are often attributed to what is called “hypotonia” - literally “low-tone” in the muscles. People with Down syndrome also have “ligamentous laxity” - loose ligaments. Because ligaments connect bones together it means that people with Down syndrome have ‘loose joints’ and can be very flexible or have a very large range of motion around their joints because of this.

What is an Intellectual Disability?

What this means to you as a coach:

- Head-stands, somersaults, break-dancing and any other activity that involves the athlete supporting his or her body weight on the head are NOT recommended for athletes with Down syndrome whether they have received medical clearance for atlanto-axial instability or not.
- Athletes with Down syndrome will be very flexible when engaged in “stretching” (e.g. warm-up or cool-down).
- Athletes with Down syndrome are often extremely social and may need reminders to pay attention and focus on the task at hand.
- Alternatively athletes with Down syndrome may also be very stubborn and may require a reward system for full participation.
- Keep your instructions simple, short and clear.
- Athletes with Down syndrome will often be visual learners. They will benefit from visual demonstrations from either coaches or other athletes.
- Athletes with Down syndrome may also need extra encouragement or motivation to exercise or participate at higher levels of exertion. In other words athletes with Down syndrome may “quit” trying when higher levels of exertion are reached or they have to put forth a greater effort.
- Consistency and routine will benefit all the athletes including those with Down syndrome.

Autism Spectrum Disorder (ASD)

Autism Spectrum Disorder is defined by: **delays and impairments in social reciprocity, expressive and receptive communication, imaginative play, as well as restricted range and repertoire of interests and activities**².

Individuals with Autism Spectrum Disorder may be verbal or non-verbal (i.e. they may speak, or not), may have extremely poor social skills or just some social oddities (e.g. they may never look you in the eye, or they might occasionally). People with Autism Spectrum Disorder may have repetitive motor behaviours such as hand flapping, or finger rubbing, or they may be fixated on a specific topic (e.g. cars), or nothing at all; they may also be sensitive to certain sensory stimuli like noises or patterns. Some will repeat things they have heard (e.g. tv show) or repeat back to you the words you just said to them; this is called echolalia. People with Autism Spectrum Disorder may have difficulty with transitions (e.g. arriving or leaving practice) and may thrive on routine (e.g. same general practice schedule).

Children and adults with Autism Spectrum Disorder usually have particular communication and social characteristics in common, but the condition covers a wide spectrum, with individual differences in:

- number and particular kinds of symptoms,
- severity - mild to severe,
- levels of adaptive functioning,
- challenges with social interactions.
- motor ability

What is an Intellectual Disability?

What this means to you as a coach:

- Safety is always a concern; however, some athletes with Autism Spectrum Disorder may be “runners.” In other words, they might be a flight risk - they might always be looking for a way to escape. Ensure to speak to the athlete’s parent/guardian/caregiver to understand if this is a challenge for the athlete and always take the necessary precautions regarding open doors and open spaces outside.
- If a repetitive motor behaviour is NOT dangerous to the athlete (e.g. banging own head on wall), or others (e.g. hitting others); the most appropriate course of action may be to ignore it and not try to stop it (e.g. hand flapping). In other words, if it is not interfering with anything or dangerous (self-injurious), carry on.
- Athletes with Autism Spectrum Disorder are likely to do better if there is a consistent routine to practices and game situations. For example, if the athlete knows that his or her first task is to put on his or her running shoes when arriving at practice, followed by a short warm-up and stretching, followed by a series of drills and the practice finishes with a scrimmage every time; he or she will be able to anticipate and be prepared for what is going to happen next. That is not to say that the practice should be the same every time, just that there is a consistent routine.
- Athletes with Autism Spectrum Disorder usually have poor social skills; they may not pick up on social cues such as it’s time to stop talking or that the person they are talking to is not interested anymore. This can make team and group dynamics challenging for athletes with Autism Spectrum Disorder. Try to be clear and very direct with these individuals - e.g. “it’s time to stop talking now and listen for instructions”.
- Athletes with Autism Spectrum Disorder may do well with a reward system for positive behaviour. In other words if they behave a certain way for a certain amount of time, they receive a reward that motivates them.
- Try to reduce unnecessary distractions. For example: position athletes so they can’t see all the other athletes in the room while practicing a particular skill - facing the wall instead of facing the gymnasium.
- It is important to try to be very specific with athletes with Autism Spectrum Disorder. They may not always pick up on your cues or social nuances - non-verbal communication can be very challenging to these athletes.
- Adapted equipment may have a positive impact on an athlete with Autism Spectrum Disorder’s participation. For example: a little girl who loves glitter, gold and jewelry - using a ball that sparkles, a hoola hoop with glitter in it or a skipping rope with tassels might provide the extra motivation to participate more fully. Other adaptations include balls of different textures, etc.
- Athletes with Autism Spectrum Disorder may have hyper sensitive responses to sensory stimuli such as noise/music, colours, textures, lighting. Communicate with the athlete’s parents/guardians /caregivers to understand the athlete’s particular sensitivities and do what you can to reduce the impact to the athlete. For example, not playing music during warm-up.

What is an Intellectual Disability?

Fetal Alcohol Syndrome Disorder (FASD)

Fetal Alcohol Spectrum Disorder is a very common developmental disorder in Canada and results from maternal alcohol consumption.

Traditionally for a diagnosis of Fetal Alcohol Spectrum Disorder to be diagnosed there had to be evidence of¹⁴: **(i) prenatal and/or postnatal growth retardation (pre or post-natal growth below the 10th percentile), (ii) a distinct facial appearance, and (iii) some evidence of a central nervous system dysfunction.**

The most common and consistent features of Fetal Alcohol Spectrum Disorder involve diminished growth, difficulties with adaptive behaviour, learning disabilities, atypical head and face characteristics, and poor impulse control. Some children with Fetal Alcohol Spectrum Disorder exhibit symptoms of hyperactivity, fine motor skills may be impaired, and there may be poor hand-eye coordination in addition to delays in cognitive development¹⁴.

Problem solving, abstract reasoning, memory, and comprehension may be delayed¹⁴. There is also a risk for problem-behaviours and high-risk activities, including aggression, as individuals enter adolescence and young adulthood.

There is some evidence to indicate they may have difficulties in balance and motor coordination¹⁵.

What this means to you as a coach:

- Athletes with Fetal Alcohol Spectrum Disorder may have significant attention problems; keep instructions short and concise.
- Try to reduce environmental distractions - e.g. windows facing a busy street. Have athlete face away from window.
- Athletes with Fetal Alcohol Spectrum Disorder may have impulsive behaviour and so reducing objects or clutter in the environment that may be tempting will help prevent this behaviour. For example, once equipment is no longer needed, put it away.
- Safety is always a concern; however, these athletes may have poor impulse control, so ensure the environment is clear of objects or items that will provide distractions.
- Allow for some choice. For example: we have 3 drills to do today, which one do you want to do first. Many athletes will not have a lot of control over most aspects of their lives. Offering opportunities to make choices and decide for themselves can motivate athletes and provide for greater retention
- Try to make eye contact with your athletes when speaking to them or giving instructions - you will have a better chance of them “hearing” you the first time - they will know that you are trying to talk to them.
- It is important to note that in some instances, you may encounter a stigma surrounding athletes with FASD. FASD is often seen as an “invisible” disability, as it can be difficult to determine if someone has it. In fact, a formal diagnosis may not be available or received. Individuals with FASD may be harshly judged by those who do not understand that their actions are a consequence of their disability, rather than intentional misconduct.¹⁵

Analyzing the Special Olympics Athlete

First Step: Success or Failure?

Before providing any feedback, you must first determine whether the athlete is succeeding in the activity.

Second Step: Types of Intervention

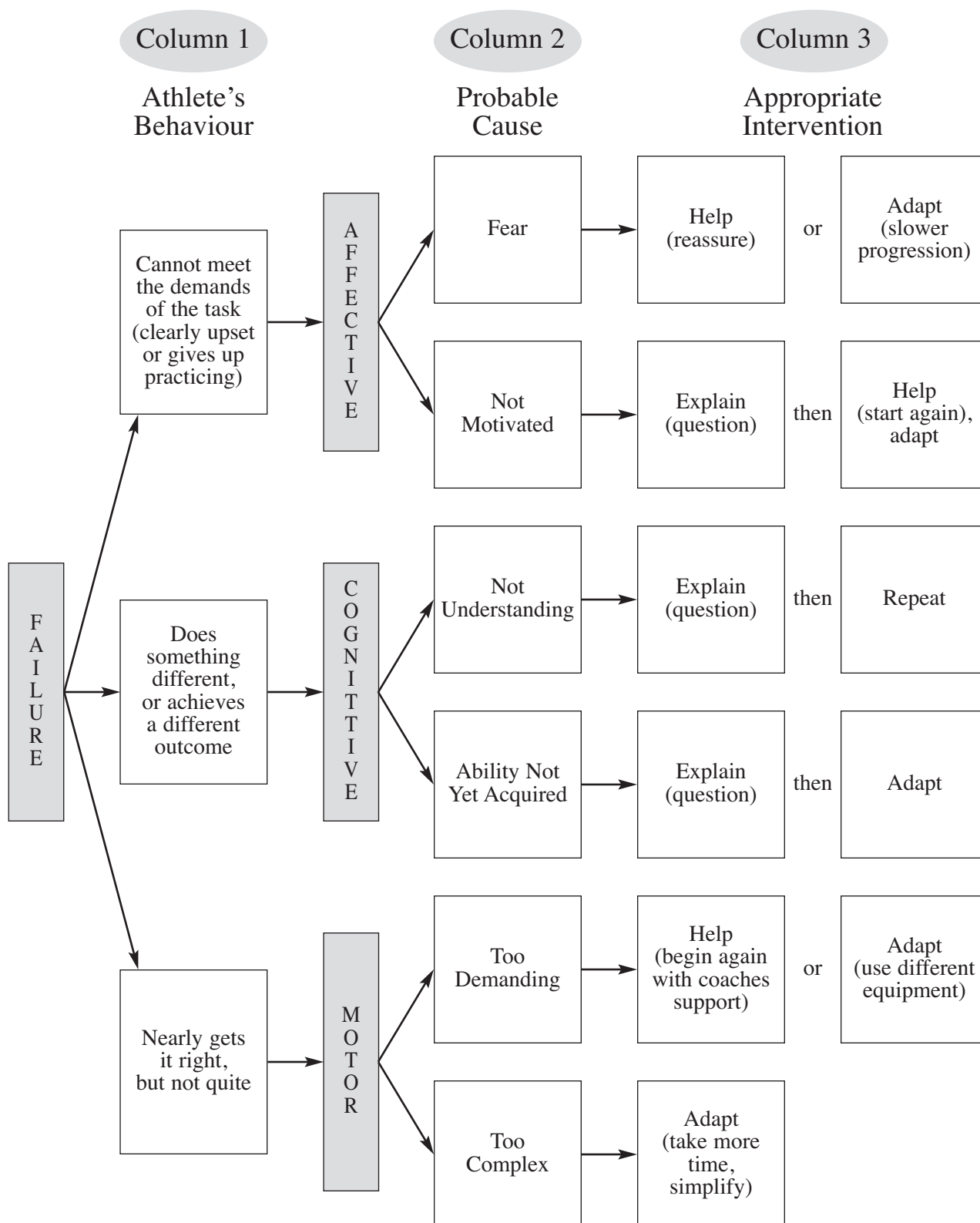
Once you've determined whether the athlete is experiencing success, you need to choose an appropriate type of intervention. Various types of intervention are listed in the table below. The first type (inhibiting) is obviously not appropriate and therefore should not be used. Among the other options, some are more effective when the athlete cannot perform the task successfully, and others are more appropriate when they can. These particular aspects are dealt with in the following pages.

Five Types of Intervention¹⁶

Type of Intervention	Behaviours or Actions by the Coach
A. Inhibiting	<input type="checkbox"/> Do nothing. <input type="checkbox"/> Shout, rebuke.
B. Repeating	<input type="checkbox"/> Repeat instructions. <input type="checkbox"/> Demonstrate or repeat previous demonstration.
C. Explaining	<input type="checkbox"/> Explain how to do it right (verbal or reference point). <input type="checkbox"/> Question the athlete.
D. Helping	<input type="checkbox"/> Reassure, encourage. <input type="checkbox"/> Have the athlete start again.
E. Adapting	<input type="checkbox"/> Use different equipment or practice areas. <input type="checkbox"/> Reduce difficulty level or give more time.

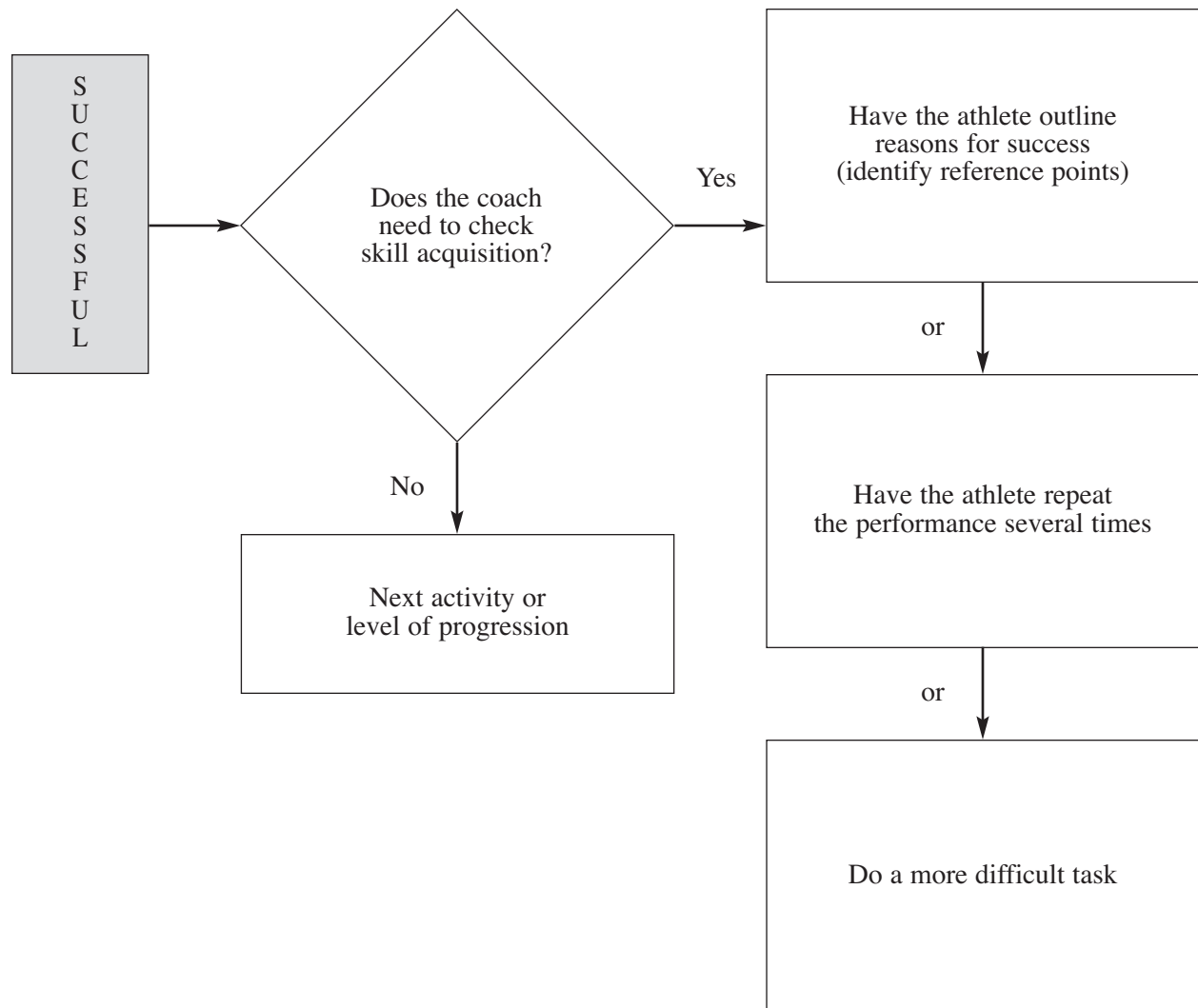
Analyzing the Special Olympics Athlete

Intervention When the Athlete is Not Experiencing Success¹⁶



Analyzing the Special Olympics Athlete

Intervention When the Athlete is Not Experiencing Success¹⁶



Analyzing the Special Olympics Athlete

General Comments about Feedback

- Timing is everything when giving feedback: the athlete needs to be open to hearing it and near enough to hear you.
- Draw the athlete's attention to some element external to his or her body or to the anticipated effect of the movement, rather than to the way the movement is being done.
- Let athletes practise without always interrupting them. The more you talk, the less they can practice!
- Repeating the same general comments (i.e. "That's great!", "Keep going!") is not enough. It's not that it's bad, but effective feedback is more than general encouragement.
- To promote acquisition and development of skills, you must provide specific information (i.e. "You did _____ perfectly" instead of "That's great!").
- To be useful, feedback must also be accurate. To be accurate, you must: (1) really know the skills the athlete is working on; (2) have a clear reference point as far as correct execution is concerned; and (3) be in the right place to observe the athlete's performance.
- In the case of motor skills, a demonstration (i.e. non-verbal feedback or the execution of a very precise movement) is often useful feedback to give to the athlete.
- Feedback given to the whole group is often effective.
- Although feedback is important and contributes to learning, avoid giving feedback too often or giving too much at once.
- Remember that it is always the quality and not the quantity of feedback that determines its effectiveness.

When providing feedback to athletes, aim to do the following:

- Offer positive feedback more often than negative feedback.
- Offer specific feedback more often than general feedback.
- Strike a good balance between descriptive and prescriptive feedback. Descriptive feedback that is both specific and positive may influence the athlete's self-esteem in a positive way.

Motor Skill Development

The Basics

Basic motor/movement skills are the building blocks upon which all movement is based. When children are introduced to movement early in life, they develop the basic motor skills needed for future participation, not only in sports and games, but in activities necessary for daily activities. During the first five years of life, basic motor/movement skill patterns normally emerge as children deal with the challenges of locomotion and manipulate the numerous objects encountered in their environment. Children exhibit movements that appear to be quite random. As they develop, these 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 a child with an intellectual disability, the progress of development is delayed. Most children with an intellectual disability 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 exhibit. Those who receive instruction at an early age are 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 ability level. The more movement experiences to which children are exposed, the better their skills become because of the amount of practice time they receive. However, it is important to recognize that it is the quantity and quality of activity time that makes the difference.

The Skills

Basic motor/movement skills are divided into three main areas: manipulation skills, transport skills, and balancing skills. The guide provides a brief description of each area and 12 activity plans that allow a program leader to structure a basic motor/movement skills program.

1. MANIPULATION SKILLS

These skills are associated with the ability to receive, handle, control, or propel an object with hands or feet or with an instrument. Manipulation skills include:

Rolling	Bouncing	Catching
Underhand Throwing	Overhand Throwing	Striking
Kicking		

2. TRANSPORT SKILLS

These skills enable an individual to move from one point to another. Transport skills include:

Running	Jumping	Hopping
Galloping	Skiping	

Motor Skill Development

3. BALANCING SKILLS

These skills are necessary to maintain and control body position and posture while at rest or in motion. They are characterized as static (stationary) or dynamic (moving).

Special Olympics Manitoba - Pee-Wee Program Guide, 1997

Developmental Perspectives

It is important to keep a developmental perspective when working with children and youth in the physical activity setting. A number of factors contribute to skill development and the Council of Physical Education for Children has developed guidelines for movement programs. To provide the optimal learning environment to develop fundamental movement skills within these movement programs, it is recommended that six components of motor development be included when planning activities for children and youth.

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

Each child progresses through the same sequence, but goes at his or her own rate. To have generalized expectations of what each should be able to do is unrealistic because each will be at a different stage and development is dependent upon experience.

3. DEVELOPMENT IS SEQUENTIAL

Each child progresses from simple to more complex actions in a somewhat predetermined sequence. For example, crawling happens before walking and catching a large ball occurs before catching a smaller one. By understanding the sequence of development, coaches can plan progress.

4. DEVELOPMENT IS CUMULATIVE

Previously-learned skills are the building blocks for skills that develop later.

5. DEVELOPMENT IS DIRECTIONAL

Rather than being static, development is progression towards a goal, or regression due to lack of practice.

6. DEVELOPMENT IS MULTI-FACTORIAL

The ability to perform a specific skill depends on a number of factors. For example, a child may be able to walk when he or she has sufficient understanding, strength, balance, and motivation. Many factors contribute to learning a new skill.

Safety

The safety of all young athletes is paramount within Active Start and is the responsibility of all program leaders. Special Olympics safety guidelines ensure that athlete participation is conducted in a safe and positive environment.

Safety Guidelines

ACTIVITY PLANS

- Ensure that activity plans provide an opportunity for progressive skill development. Modify the equipment or rules to be consistent with safety. Athletes and caregivers will benefit from activities that show improvement.
- Try to develop a flow to the session and ensure that the athletes are continually moving. Long waits can cause them to lose interest and act out in dangerous behavior.
- Ensure that activity plans provide opportunities for simplification or extension. Young athletes need an optimal level of challenge for interest to be maintained; if an activity is too easy or too difficult, they lose interest.

EQUIPMENT

- Examine equipment before each session to ensure that it is not showing any signs of deterioration that could cause an injury.
- Test any equipment that has been modified to meet the needs of the young athlete before using.
- Lock up equipment when it is not being used.

ENVIRONMENTAL RISKS

- Consider factors related to weather, including water on a playing surface, the heat or cold of the activity location, and humidity.

FACILITIES

- Ensure that the facility meets the needs of young athletes. For example, if your program has 20 participants, ensure that the facility is a gymnasium or community centre that can accommodate a large group.
- Check the facility, activity area, and restrooms before starting a session to ensure there are no hazards that could injure athletes or volunteers.
- The facility should not include dangerous equipment - a swimming pool or ladders, for example - that young athletes could access.

HUMAN RISK FACTORS

- Consider the young athletes first when planning activities. The session should include activities that do not put them at risk and take into account their height, weight, ability, and strength.
- Match athletes for group or pair activities to ensure that those of even strength and ability levels are together.
- Be aware of any worrisome behaviours such as problems playing in a group, aggressive behavior, inability to concentrate, or overall attitude toward physical fitness activities.

Safety

- Consider a volunteer's training, experience, and supervision abilities when assigning responsibilities.
- Try to engage and include caregivers, but be conscious of their abilities and experience. Caregivers are the key to a successful program.

REGISTRATION

- Ensure that caregivers, athletes, and volunteers fill out a Special Olympics Chapter registration and medical form before taking part in a Special Olympics program. The registration form ensures that any injuries are covered by insurance and are available through the local Chapter office.
- Have current medical information on hand for all athletes and volunteers. Place the information in a binder that is on site during each session.
- Have complete contact information for all athletes, volunteers, and emergency agencies.
- Get programming approval from the Provincial / Territorial Chapter before the program begins.

Strategies for Managing Risk

Information to gather	Actions to take
<ul style="list-style-type: none">• Risks of the activity• Participants' medical information• Participants' contact information in case of emergency• Facility safety checklist• Past injury reports	<ul style="list-style-type: none">• Planning• Designing an Emergency Action Plan• Inspecting equipment and facilities• Informing participants and parents• Supervising activities

Information to gather

- Phone numbers and addresses of the participants, their parents, their caregivers, the ambulance service, the police force, the fire department and the public safety service.
- Medical conditions of each participant (i.e. illnesses, allergies, disabilities, injuries), whom to contact in an emergency situation, and what the procedures should be in the event of an emergency (i.e. intramuscular injection with an EpiPen® for a severe allergic reaction, giving a specific medication).

Keep this information in a waterproof binder that you can carry with you to the training or activity site.

Find out if 911 services are accessible from your facility or if there is medical support on site.

It is important to know more about other medical conditions or associated disabilities that your athletes have. In knowing about these medical conditions, the program leader can make sure that all of the activities are safe and appropriate for the athletes.

Safety

Emergency Action Plan

Create an Emergency Action Plan (EAP) for responding to emergency situations. The EAP ensures that you can respond quickly and efficiently if an emergency occurs. In case of an emergency, calling 911 should always be your first step.

The EAP should always be designed keeping in mind the facility your program regularly uses for the sessions.

An EAP should include

- the name of the person who is responsible in case of an emergency.
- a fully-charged cell phone or the location of a public phone.
- emergency phone numbers, including the facility manager, police, and fire department. Refer to your Special Olympics Provincial/Territorial medical form for athlete medical information.
- the address of the facility, including the closest intersection or local landmark to help emergency personnel find the facility as quickly as possible.
- a fully-stocked first aid kit.
- the name of the person who is assigned responsibility for calling emergency services. Ensure that she or he has detailed facility directions.

An EAP should be activated if an athlete

- is not breathing.
- does not have a pulse.
- is bleeding excessively.
- is having difficulty staying conscious.
- has an injury to the back, neck, or head.
- has a visible trauma to a limb.

EAP Checklist

- ☐ Cell phone or knowledge of local access to phone
- ☐ Coins for a public phone
- ☐ List of emergency phone numbers
- ☐ Accurate directions to facility
- ☐ Participant information, including contact numbers and medical profile
- ☐ Personnel information - Who is in charge?

Who will call emergency services?

Who will supervise the other athletes?

- ☐ First aid kit

Sample Emergency Action Plan

Responsibilities of the Person in Charge

- Avoid risking further harm to the injured athlete by securing the area and sheltering her or him from the elements.
- Designate who is in charge of the other athletes.
- Protect yourself by wearing gloves if in contact with bodily fluids such as blood.
- Check that the airway is clear, breathing is present, a pulse is present, and there is no major bleeding.
- Stay with the injured athlete until emergency services arrive and he or she is transported.
- Fill in a medical incident report form.

Responsibilities of the Call Person

- Call for emergency help.
- Provide the emergency dispatcher with all necessary information such as facility location, the nature of the injury, and if first aid has been provided.
- Clear any traffic from the entrance and access road before the ambulance arrives.
- Wait by the entrance to the facility to direct the ambulance when it arrives.
- Call the emergency contact person listed on the injured athlete's medical profile.

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Steps to Follow When an Injury Occurs

Note: It is suggested that emergency situations be simulated during practice in order to familiarize program leaders and athletes with the steps below.

Step 1: Control the environment so that no further harm occurs

- Stop all participants.
- Protect yourself if you suspect bleeding (put on gloves).
- If outdoors, shelter the injured participant from the elements and from any traffic.

Step 2: Do a first assessment of the situation

- Check to see if the participant:
- Is not breathing;
- Does not have a pulse;
- Is bleeding profusely;
- Has impaired consciousness;
- Has injured the back, neck or head;
- Has a visible major trauma to a limb;
- Cannot move his/her arms or legs or has lost feeling in them.



**Activate
EAP!**

Step 3: Do a second assessment of the situation

- Gather the facts by speaking to the injured participant as well as anyone who witnessed the incident.
- Stay with the injured participant and try to calm him/her; your tone of voice and body language are critical.
- If possible, have the participant move himself/herself off the playing surface.

Step 4: Assess the injury

Have someone with first aid training complete an assessment of the injury and decide how to proceed. If the person trained in first aid is not sure of the severity of the injury or there is no one available who has first aid training, activate EAP.

If the assessor is sure the injury is minor, proceed to step 5.



**Activate
EAP?**

Step 5: Control the return to activity

Allow a participant to return to activity after a minor injury only if there is no:

- Swelling
- Deformity
- Continued bleeding
- Reduced range of motion

Step 6: Record the injury on an accident report form and inform the parents or caregivers and local Special Olympics program coordinator

Special Olympic Medical Incident Report Form

Name:

Date of Accident:

Location of Accident:

Description of Accident:

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.....
.....
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Description of Injury:

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

Action Taken:

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.....
.....
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Follow Up Action Needed:

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.....
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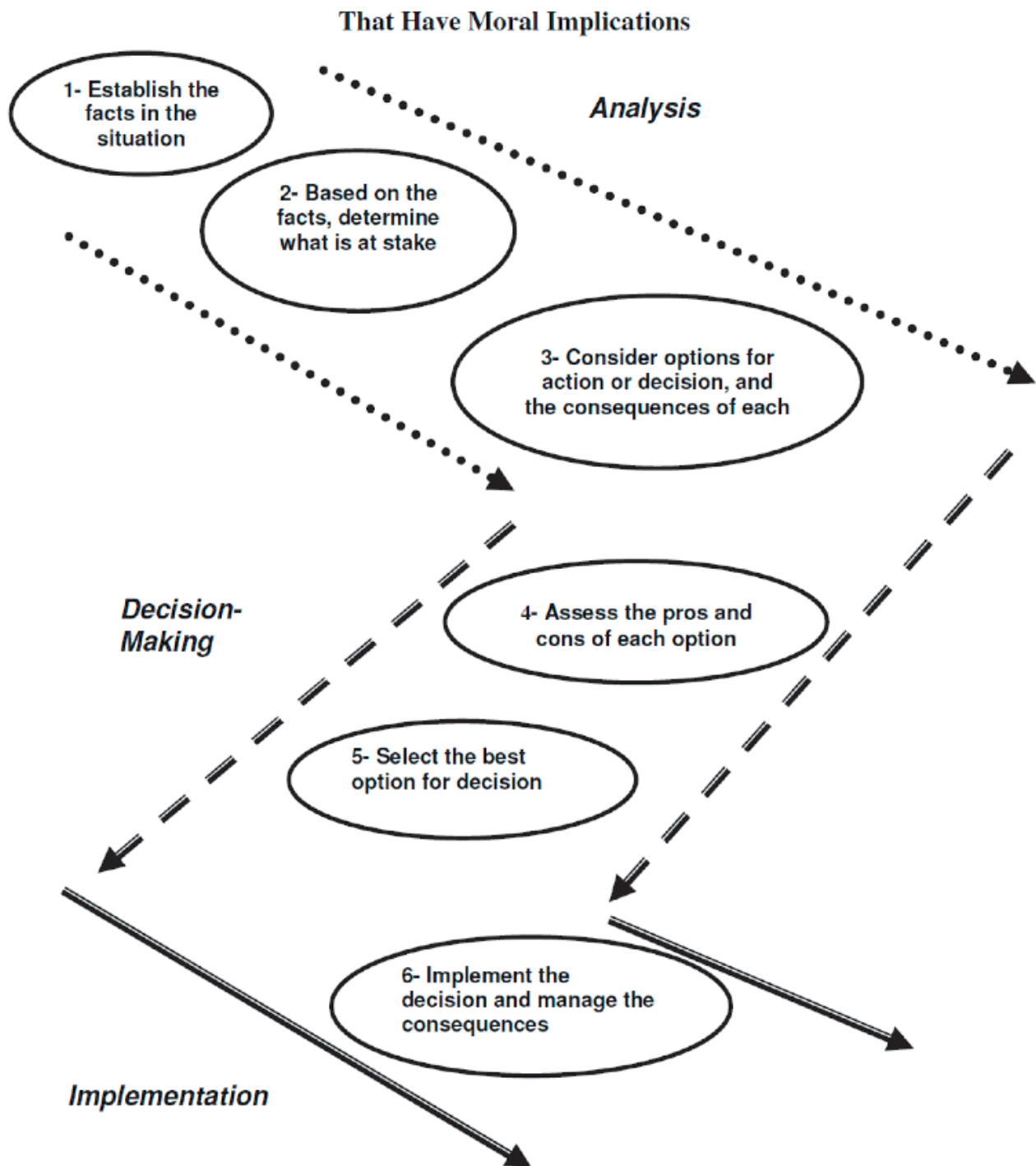
Date:

Signature:

Position:



Analysis and Decision-Making Process



Planning an Activity Session

Planning an activity session that meets the needs of young athletes and also ensures a safe and positive learning experience is crucial to the success of any sport program. The following information provides considerations that include the elements of a proper session as well as activity plans that guide you through 12 activities. You can repeat any session or activity as you see fit.

Points to Always Consider

- Ensure that activities are developmentally appropriate for the age, fitness, and ability level of the athletes.
- Engage the whole child (physical, cognitive, and affective) in the activity.
- Ensure that activities include child-friendly cues that focus them on the key elements of the skill and help them to become successful.
- Ensure that the session starts with a warm-up and that the activities include a reasonable progression and challenge.
- Ensure that the activities and environment are appropriate for everyone and identify alternative activities that can be adapted according to each disability.
- Adjust activities for those who cannot perform them with the larger group.
- Provide opportunities for quality practice.

NOTE: Always have your EAP on hand and ensure that all volunteers are familiar with it.

Inspecting Facilities and Equipment

- Be 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 onsite first aid equipment. Carry a first aid kit at all times.
- Assess the safety of the facility, including walls, playing area, and lighting by completing a facility safety checklist.
- Identify environmental, equipment, facilities, and human risk factors.

Informing Caregivers and Athletes

- Inform caregivers and athletes of the risks inherent in the activities.
- Explain safety procedures and instructions related to all activities and ensure that they are understood by everyone.
- When explaining an activity during a session, highlight potential risks. For example, if athletes are required to cross paths, ask them to keep their heads up and be alert to where others are as they move around.

Supervising Activities

- Ensure that the number of athletes does not compromise adequate supervision and safety. Active Start programs should consist of a minimum quota of 1 program volunteer for every 3 athletes.
- Keep in mind that young athletes need constant supervision. Stop all activities if you have to leave the site or delegate responsibility to a competent person.
- Look for signs of fatigue and aggression in the athletes and, if necessary, stop the activity.

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Lesson Delivery

Prompts

Prompts are instructions, demonstrations and/or manipulations that increase the chances of the desired response from the child. When teaching a new skill to a child with a disability, it is helpful to think of these types of prompts in relation to the child's current skill level and what you are trying to teach them.

Skill increases and Instructor assistance decreases

Physical Prompts

All physical prompts should be paired with verbal prompts.

- Complete manipulation
- Manipulative Prompting
- Minimal Guidance
- Instructor physically moves the child's body throughout the complete motion.
- Assistance is only provided during critical parts of the desired movement (i.e. holding hands only during dismount).
- Contact with a relevant body part to initiate a movement (i.e. tapping knees to initiate jumping).

Visual Prompts

Visual prompts should be paired with verbal prompts.

- Complete Skill Demonstration
- Partial Skill Demonstration
- Gestural Prompting
- Accurate, often exaggerated demonstration of complete skill by instructors or other children.
- Accurate demonstration of a component of the skill (i.e. without the equipment, or just the beginning or end).
- Using a gesture that is not part of the skill (i.e. pointing at the floor to signal the child to jump down).

Verbal Prompts

- Skill Cue
- Action Command
- Action Cue
- Statements that focus the child's attention on a key component of the task (i.e. "bend your knees").
- Verbal description of the desired skill (i.e. "throw the ball").
- Motivational statement to perform the skill (i.e. "1, 2, 3").

No Prompts

- Initiation with Environmental Cue
- Imitative initiation
- Initiation in Free Play
- Placement of equipment that encourages the student to engage in the activity without using any verbal communication.
- Child performs the skill after watching other children performing it.
- Child performs skill at an appropriate time in free play with no peer demonstration.

*Adapted from
(Reid, O'Connor,
& Lloyd, 2003)¹⁸*

Promotion of Appropriate Behaviour

1. Reinforce appropriate (good) behaviours promptly.
2. Know the prior history of the child's hypersensitivity to the conditions (i.e. music in a gymnasium may agitate some children, and not others).
3. Be concise, consistent, and do not give lengthy directions.
4. Identify child preferences and interests in activities and related motor skills.
5. Start with single teachable tasks, add and sequence tasks gradually.
6. Provide repetition and practice in a variety of instructional activities, correlation word concepts and motor skills.
7. Structure success-oriented tasks in small sequential steps that are achievable by the children.
8. Give choices of activity participation.
9. Reduce noise and visual distractions.
10. Vary verbal and nonverbal communication in instruction, assisting, prompting, and fading as needed.
11. Use controlled change when shifting from one task activity to another, or when changing student/athlete's location.
12. Limit the length of work periods.
13. Encourage peer reinforcement and planned ignoring of inappropriate behaviours (i.e. not all behaviour needs to be acted on when safety is not a factor).
14. Define limits of behaviour, set consequences, and reinforce consistently.
15. Use contraction or contingency management (reinforcement must be appropriate for age).

What Works?

Prevention is the Best Policy for Behaviour Management

- Know what tends to set the child "off" in terms of behaviour (i.e. sensory sensitivities).
- Teach and reward positive behaviours.
- Use consistent structure and routines in every session (i.e. warm up and cool down routine).
- Communicate with parents as well as the children.
- Establish rules and be consistent (always follow through with consequences).
- Set up the environment to promote good behaviour (i.e. reduce distractions).

Provide Choices

- Children with disabilities are often not provided many opportunities to make decisions for themselves.
- Provide children choices that are developmentally appropriate, and continue to develop fundamental motor skills.
 - I.e. Choice between skipping rope or jumping over lines on the floor (both choices work on jumping but child has chosen what he or she wants to do).
 - I.e. Do you want to play catch first, or practice kicking first?

Critically Examine the Behaviour

- Examine the antecedents for possible causes of the behaviour - What happens before the behaviour occurs (i.e. a noise or a transition from one activity to another)?
- Examine the possible functions of the behaviour - What does the child get out of behaving poorly (i.e. what is the child trying to communicate to you?)?

Lesson Delivery

- Examine the consequences of the behaviour - It is possible the consequence of the behaviour is actually what the child wants (i.e. a time out, or having to stand with the instructor).

Active Start - Attendance Sheet

Program Leader' s Name:

Week:

Date:

Participant Name	In Attendance	Not in Attendance

Goals and Goal Setting

Goals are long- and short-term statements that provide a basis for what each young athlete in Active Start can work towards in a given session or throughout the program year. To set realistic and achievable goals, program leaders and caregivers should be knowledgeable about chronological age-appropriate skills, medical conditions, and any barriers that may stand in the way of children meeting their goals.

Goals are very important within Active Start because they provide young athletes and caregivers with the opportunity to work towards a set skill or behaviour that demonstrates clear, tangible evidence of improvement. Goals also foster improved self-confidence and self-reliance, encourage the ability to attempt new tasks, provide an opportunity to successfully learn new motor skills, and develop the ability to interact with others.

Individual goals vary according to ability and age. However, as a general rule, goals should focus on one or more of the following:

- Physical skill acquisition
- Physical fitness
- Social skill development
- Decision making
- Knowledge, understanding, and appreciation of physical activity

When setting goals, whether they are weekly or cover the program year, select activities that are consistent with interests and ensure a degree of success.

Plan and Progress Sheets

The Weekly Plan and Progress Sheet can be reevaluated by the program leader and caregivers to ensure that goals are being met as abilities improve.

The Annual Plan and Progress Sheet should be completed at the beginning of the program and re-examined at the end to evaluate accomplished goals and those that need continued focus. Review this sheet at mid-point in the season to ensure that each athlete is on track, and if not, to adjust the goals if necessary.

Weekly Plan and Progress Sheet

Child:

Session:

Program Leader:

PART A: THE PLAN

Today's goal objective is
(Choose a skill or behaviour that can be completed in one session and that is attainable; for example, completing 5 jumps throughout the session).

Activities for today, which should work towards the goal objective mentioned above:

- A new activity:
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.....
- A old activity:
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.....
- A shared/turn-taking activity (with another pair of participants):
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.....

PART B: THE EVALUATION

- What worked well:
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.....
- What did not work so well:
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.....
- Ideas for next lesson:
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.....

Thanks so much...without you, there would be no Active Start program.

Program Plan and Progress Sheet

Child:

Date:

Program Leader: **Caregiver:**

PART A: THE PLAN

What are the major goals that I would like the young athlete to accomplish through the 12-session Active Start program? For example, Learn to Jump, attend a minimum of 10 sessions, or learn to wait in line?

NOTE: Ensure that these goals are measurable and achievable, given the athletes' ability. Ensure that program leaders and caregiver work together to develop the goals.

Goal 1:
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Goal 2:
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Goal 3:
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Goal 4:
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Have a Wonderful Week!

Program Plan and Progress Sheet

PART B: THE EVALUATION

Which goals were met?

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Which goals were not met?

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Some of the child's successes:

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Ideas to reach goals next program year:

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Thanks so much...without you, there would be no Active Start program.

Activity Plans

Key Characteristics and Objectives

Each activity plan includes a “key characteristics” table describing the movement skill that is the focus of the session. Movements progress from simple to complex and from initial to intermediate to mature stage. Most young athletes begin the activity showing the characteristics of the initial stage. The overall goal is to move them to the mature stage. This will not happen in one session. Skill development is dependent upon factors such as strength, coordination, and maturation. As the program leader, it is your job to know the key characteristics and use the teaching cues and hints to help the athletes improve each skill and eventually move to the next stage within the skill.

Warm-up

A warm-up is an important component of an activity plan. When implemented properly, a warm-up can prevent many injuries. The warm-up gets the athletes moving and should be designed to ready them for the activities to follow. The warm-up can be fun and accomplished by playing different games. However, be sure that the warm-up incorporates the muscles that are going to be used during the session. Try to incorporate some form of mild stretching into the warm-up.

Introduction

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

Individual Skill Development

Individual skill development aims to develop specific skills that will help athletes participate in a wide variety of daily activities and leisure pursuits. The individual skills described in the sample activity plans are basic motor/movement skills. Most motor/movement skills are learned gradually and must follow a natural progression. Therefore, it is important to break each skill into simple steps. This will enable you to determine at what level of complexity each athlete can start practicing a skill. Also provided are key words and teaching cues that should be reinforced so athletes develop and understand movement vocabulary.

Specific Skill Games and Activities

Quality practice and repetition are essential for improving basic motor/movement skills. Specific skill games and activities aim to provide different games and activities that improve the motor/movement skill practiced in the previous session. These games and activities are a fun and effective way to practice individual skills.

Cool-Down

The cool-down is as important as the warm up and allows athletes to move from a strenuous activity to a milder one, in turn allowing the body’s temperature and muscles to return to normal. Again some form of mild stretching should be done.

Special Olympics Manitoba - Pee-Wee Program Guide, 1997

Designing Appropriate Activity Plans

Introduction

Twelve activity plans have been developed using Special Olympics, Inc. “young athletes activity guide”. Refer to the guide for further activity descriptions and additional activities. Also included is a “Training DVD” that acts as an instructional video and demonstrates young athletes performing the activities and games within the sessions.

Remember that any activity can be accommodated to meet the needs of your young athletes and the environment. Objectives are listed at the beginning of each session. It is your aim as the program leader to provide them with an opportunity to experience these objectives. The activity plans are based on child motor skill development; caregivers should be heavily involved in each activity as hands-on volunteers.

The activity plans can be repeated in a season or you can create your own using the information provided in “Designing Appropriate Activity Plans”. However, if you create your own, ensure that you cover all the movement skills. The activity plans list a number of activities for each skill; you do not need to complete all of them in one session. Pick and choose the activities that will work best for your athletes.

Key Points to Consider When Developing Activity Plans

1. Create a child-centered environment to promote learning.
 - a. Children and youth perceive and experience the world differently from adults.
 - b. Activities should stimulate the cognitive (thinking), affective (feeling), and motor aspects.
 - c. Children learn through their environment and through the guidance of their leaders.
2. Optimally challenge each child in the activity.
 - a. Provide opportunities to make the activity easier or harder based on each child’s needs.
 - b. Aim for each child to have an 80% success rate in the activity to build confidence and feelings of competence.
3. Provide opportunities for the children to have a sense of control.
 - a. Give them choice in equipment and activities.
4. Make the activities in each session FUN.
 - a. A main reason children participate in physical activity is because they enjoy it.

session 1

Active Start

Welcome to the
Active Start Program



Program Introduction – Session 1

In Session 1, program leaders introduce Active Start to young athletes and their caregivers.

Objectives

- Explain the purpose and structure of Active Start.
- Provide an opportunity to experiment with the equipment.
- Lead small-group games to familiarize athletes with the program's structure.

During the caregiver session, it is important to touch on specific topics:

- Caregiver participation is a must!
- Program is just for Children with an Intellectual Disability
- Structure of each session
- Location and time of weekly session
- Registration of young athletes and caregivers
- Equipment

Items required for Session 1

Entire Active Start Tool Kit

A 45-Minute Activity Plan

Movement Skills	Activity
Welcome and Introductions	
BODY AWARENESS	Warm-Up: Start by singing “Head and Shoulders, Knees and Toes”. Have the young athletes and caregivers do stretches such as touch your toes, touch the ceiling, and wiggle arms, legs, and ankles.
INSTRUCTION AND EXPLANATION	Group Discussion: Have athletes and caregivers sit in a circle with you in centre. Review topics as outlined in objectives section (above). While still seated in a circle, hand a ball to one of the athletes or caregivers and have them tell the group their name before passing the ball to the next person. Continue around the circle until all of the participant's names have been stated and the ball has been returned to the athlete that went first. Repeat the process with each individual communicating their favorite colour. Repeat again with individuals communicating an interesting fact about themselves or their family.

Program Introduction – Session 1

AWARENESS/FITNESS	I Spy with My Little Eye: Place coloured floor markers and bean bags all over the floor. Ask an athlete to call out the name of an object. Everyone then races to the object by walking, running, or crawling. The game progresses as the program leader calls out an item and everyone finds it. Alternatively, call out a colour instead of an item.
AWARENESS/FITNESS	Obstacle Course: Set up a series of cones, hoops, and ropes and then play “Follow the Leader”. Sing or chant the activities being done; for example, over/under, around/between, on/off, and slow/fast.
AWARENESS/FITNESS	Free Time: This is the opportunity for them to play without structure, explore the equipment, and have fun with each other. Provide supervision during this session.
CLASSROOM MANAGEMENT	Collect all Equipment: Involve the athletes by assigning each one an item to pick up and put away.
CLOSING	Sing Song: “If You’re Happy and You Know It”. Do actions such as turn around, march on the spot, jump up and down, and bounce. End with a good stretch.
EXPLANATION	Question Time: Allow a few minutes to address any questions caregivers may have.
GOOD-BYE	Good-Bye and See Everyone Next Session: Have the entire group form a circle and then provide caregivers with information about the next session.

Demonstrative Video:

<http://go.solearn.ca/activestartsession1>

session 2

Active Start

Foundational Skills
and Balance



Movement Concepts and Balance – Session 2

Objective

- Introduce movement concepts and static and dynamic balance.

Movement Concepts

These include:

- Body concepts: locomotor, non-locomotor, body shapes, and the body in action
- Spatial concepts: directions, levels, and pathways
- Effort concepts: time (fast/slow), force, and effort
- Relationship concepts: over, under, onto, and with people

Dynamic and Static Balance

In introducing static and dynamic balance, you want your athletes to be improving existing skills and learning new skills. Don't expect them to go from the initial phase to the mature phase overnight. Many factors contribute to skill development and once they have the prerequisite skills and strength, they will be able to move through the phases.

Static Balance

Phase	Key Characteristics
INITIAL	<ul style="list-style-type: none">• over-uses arms (extraneous movement)• balances briefly on one foot• shows inconsistent leg preference
INTERMEDIATE	<ul style="list-style-type: none">• holds arm and/or leg tightly against the body• performs better on the dominant leg• focuses eyes ahead
MATURE	<ul style="list-style-type: none">• maintains steady balance• adjusts body to maintain balance• extends both arms• holds free leg away from the body• focuses eyes forward

Teaching Cues

Start static balancing by facing the wall or holding onto something, then move to holding on with one hand, and then to moving away from the wall. Encourage lessening of the security of the grasp as balance is gained.

Fundamental Skills and Balance – Session 2

Encourage good body position.

- **CUE:** Stand nice and tall.

Encourage eyes focusing ahead.

- **CUE:** Focus on an object that isn't moving.

Provide opportunities for experimentation so the athletes learn the best position in which to balance.

Dynamic Balance

Phase	Key Characteristics
INITIAL	<ul style="list-style-type: none">• needs assistance• slowly shuffles feet• leads with dominant foot• focuses eyes on feet• holds body tensely and rigidly
INTERMEDIATE	<ul style="list-style-type: none">• loses balance easily• over-uses arms (extraneous movement)• begins to demonstrate alternative foot pattern• spaces feet poorly• focuses eyes down
MATURE	<ul style="list-style-type: none">• maintains balance while using alternative stepping action• maintains upright posture• maintains balance by using arms as needed• focuses eyes ahead

Teaching Cues

Offer a hand or use the wall for support.

Progress to less support from the wall or hand as balance is gained. Encourage athletes to place the toes of one foot against the heel of the other foot.

Start low to the ground and make sure they have mastered low to the ground before moving to a beam.

Encourage them to focus ahead by looking forward and slightly down.

- **CUE:** Pick a place on the beam or line to focus on.

Encourage arms to be held out to the side.

- **CUE:** Airplane arms

Fundamental Skills and Balance – Session 2

Items required for Session 2

- Bean bags
- Hoops
- Rope or balance beam
- Cones
- Floor markers

A 45-Minute Activity Plan

Movement Skill	Activity
Welcome and Introductions	
BODY AWARENESS	Warm-Up: Start by singing “Head and Shoulders, Knees and Toes”. Have young athletes and caregivers do stretches such as touch the toes, touch the ceiling, wiggle arms and legs, and move neck and ankles.
BODY AWARENESS	Sport Song: Sing to the tune of “The Wheels on the Bus” using motions the athletes have done spontaneously. Encourage them to replicate those motions in the song.
BODY CONCEPTS/SPATIAL CONCEPTS AND FITNESS	I Spy with My Little Eye: Spread coloured floor markers and bean bags all over the floor. Ask an athlete to call out the name of an object. Everyone then races to the object by walking, running, scooting, or crawling. The game progresses as you name an item and everyone races to find it. Alternatively, name a colour instead of an item.
STRENGTH/ SPATIAL CONCEPTS/ EFFORT CONCEPTS	Inchworm Wiggle: Demonstrate moving like an inchworm by bending over with your hands and feet on the floor, walking hands forward, and then walking feet up to hands. Then have everyone do the same.
STRENGTH/FITNESS	Bunny Hop: Have everyone hop like a bunny by bending forward so that hands and feet are on the ground. Hop by moving the hands forward and then hopping the feet up to the hands.
STRENGTH/FITNESS SPATIAL CONCEPTS	Bridges or Tunnels: (For physically able young athletes). TUNNELS: One athlete forms a tunnel by touching the ground with feet and hands or by getting down on hands and knees. Another crawls, scoots, walks, or runs through the tunnel.
STRENGTH/FITNESS SPATIAL CONCEPTS	BRIDGES: One athlete forms a bridge by sitting with feet and hands flat on the ground and pushing his bottom up into the air. Another crawls, scoots, walks, or runs under the bridge. This action can be accommodated by placing feet or hands on the wall or an object and having the other athletes go under. Use your volunteers to make tunnels.

Fundamental Skills and Balance – Session 2

BALANCE	Balance Beam: Have everyone follow a straight path, walking along a line on the floor, a rope or balance beam. Progress to straddling the rope or beam while walking and then to walking on top of the line or beam.
BALANCE/FOLLOWING DIRECTIONS	Follow the Leader: Encourage everyone to follow the leader by walking in different ways such as slow, fast, marching, arms out, and hands on head. Walk everyone into a large circle. Have them side-step in the circle.
STATIC BALANCE	Coach Says: Ask everyone to copy your movements and assume different positions. Encourage them to perform actions that require balance, such as standing on tiptoes or heels, standing with one foot directly in front of the other, or standing on one foot. Try balancing on three body parts, four body parts, one hand and two feet, one hand and one foot, and one foot.
ALL MOVEMENT CONCEPTS	Free Time: This is an opportunity for them to play with the equipment without structure and have fun with each other. Provide supervision during this session
COOPERATION	Collect all Equipment: Involve the athletes by assigning each one an item to pick up and put away.
CLOSING	Sing Song: “If You’re Happy and You Know It”. Do actions such as turn around, march on the spot, jump up and down, and bounce. Include movements you worked on in Session 1. End with a good stretch.
GOOD-BYE	Good-Bye and See Everyone Next Session: Have the entire group form a circle and then provide caregivers with information about the next session.

Demonstrative Video: <http://go.solearn.ca/activestartsession2>

Modification for Small Group: Have caregivers participate in Bridges or Tunnels. Ensure plenty of rest and recover time in between drills. Use down time to demonstrate/reinforce proper technique.

Supplemental Activity: Left Foot/Right Foot: Athletes form circle around you and listen for your verbal instructions while standing. Alternate calls of “left foot” or “right foot”. Challenge athletes to hold one-footed balance for a stated time (count out loud); as athletes improve, challenge them to hold balance for longer period of time.

session 3




Active Start

Running

Running – Session 3

Objectives

- Continue to work on movement concepts and balance.
- Introduce running, stopping, and starting.
- Encourage athletes to keep their heads up and eyes open.

Running

Phase	Key Characteristics
INITIAL	<ul style="list-style-type: none">• uses arms for force production only slightly• moves with heavy, flat-footed steps• uses wider base of support and feet may turn out• resembles a fast walk
INTERMEDIATE	<ul style="list-style-type: none">• displays some lift off ground (flight between steps)• swings arms sideways• doesn't display full extension of push-off leg• displays less knee drive forward• focuses eyes ahead; body may travel vertically (up and down)
MATURE	<ul style="list-style-type: none">• has a little bit of a lift while running, extending supporting leg at push off. There should be some lift off the ground with minimal flight between steps.• bends arms at 90-degree angles and swings in a forward and backward motion• swings arms in opposition to feet• brings recovery foot close to the backside• focuses eyes ahead

Teaching Cues

Demonstrate how to slightly bend elbows while swinging arms freely forward and backward at the sides.

- **CUE:** Remind them to have swinging L's (arm position) while running.

Remind them to have the elbows brush the body.

- **CUE:** Attach sponges to the elbows and have them brush their body with the sponge to get the correct feeling

Encourage them to keep their heads up and eyes forward

- **CUE:** Laser beam eyes - remind them to pick a target and point their laser beam eyes at the target.

Encourage them to slow down when changing directions.

Running – Session 3

Recommend pushing off from the balls of the feet and running lightly.

- **CUE:** During warm-up, have them walk on tiptoes so they can feel the ball of the foot.

Practice kicking the heels up behind the body while running.

- **CUE:** Target the backside.

Items required for Session 3

- Floor markers
- Bean bags
- Cones
- Scarves
- Hula-hoops

A 45-Minute Activity Plan

Movement Skill	Activity
Welcome and Introductions	
BODY AWARENESS	Warm-Up: Start by singing “Head and Shoulders, Knees and Toes”. Have young athletes and caregivers do stretches such as touch your toes, touch the ceiling, wiggle arms and legs, and move neck and ankles.
WALKING/RUNNING	Follow the Leader: Encourage everyone to follow the leader as you walk in different ways, including fast, slow, and marching, moving different part of the body such as arms up and arms out
BODY CONCEPTS SPATIAL CONCEPTS RELATIONSHIP CONCEPTS	Do you see what I see? PROGRAM LEADER: “Do you see what I see?” ATHLETES: “What do you see?” (all together and loudly) PROGRAM LEADER: “I see ...” Children act out the movements without sounds, just moving their bodies. Moving like... <ul style="list-style-type: none">- seals walking on ice- popcorn popping in the microwave- hippo walking on a tight rope- horses galloping in the field- a dog walking with a sore paw- soldiers marching

Running – Session 3

RUNNING	Follow the Path: Using cones, floor markers, and hoops, set up a path for them to follow. In some cases, set up the path to allow them to experience going side to side and stepping over obstacles. Stagger them along the paths so that everyone starts at different points. This reduces standing-in-line time and keeps them active. Have them complete the path a couple of times
RUNNING	Bean Bag Relays: Set up bean bags in hoops on one side of the gym. Have them start at the opposite side of the gym, run and pick up a bean bag, and then run the bean bag back and put in the hoop. Have everyone run at the same time. Repeat with bean bag on the head.
RUNNING	Here, There, and Everywhere: Give verbal and visual signals for the directions: “Here” signal is 2 arms straight out in front. They form a straight line (no touching). “There” signal is to point to a wall and they run towards that wall. “Everywhere” signal is to wave hands. They travel in the general space using good body control.
AWARENESS/FITNESS	Obstacle Course: Set up a series of cones, hoops, and ropes. Have them play “Follow the Leader”. Sing or chant the activities being done such as over/under, around/between, on/off, and slow/fast.
AWARENESS/FITNESS	Tails: Tuck scarves into your pocket. Encourage them to chase you or a volunteer to catch the tail (scarf). Once they have caught the tail, chase them to get it back.
AWARENESS/FITNESS	Free Time: This is an opportunity to play with the equipment without structure and have fun with each other. Provide supervision during this session.
COOPERATION	Collect all Equipment: Involve the athletes by assigning each one an item to pick up and put away.
CLOSING	Sing Song: “If You’re Happy and You Know It”. Do actions such as turn around, march on the spot, jump up and down, and bounce. Include movements you worked on in previous sessions. End with a good stretch.
GOOD-BYE	Good-Bye and See Everyone Next Session: Have the entire group form a circle and then provide caregivers with information about the next session.

Running – Session 3

Demonstrative Video: <http://go.solearn.ca/activestartsession3>

Modification for Small Group: Have caregivers participate in Bean Bag Relays. Allow ample rest and recovery time between activities. Use downtime to reiterate proper technique.

Supplemental Activity: Walk This Way: Choose a variety of running/walking styles to teach children. Then explain that at the sound of the whistle (or other command signal like hand clapping) you will tell them to switch their running/walking styles. Include: stomp (slow/fast), run (slow/fast), run backwards, high knees (raise knees high when running), tiptoe walk.

session 4

Active Start Jumping



Jumping – Session 4

Objectives

- Introduce jumping.
- Focus on bending the knees because that is a key component of jumping.
- Continue to work on skills learned in the previous sessions.

Jumping

Phase	Key Characteristics
INITIAL	<ul style="list-style-type: none">• displays little or no knee bending on takeoff or landing• leads with one foot on takeoff• uses arms in an unproductive (or counterproductive) manner• may bend head down
INTERMEDIATE	<ul style="list-style-type: none">• makes a small, preparatory crouch• initiates jump by arm action with some forward swing• takes off and/or lands unevenly• displays incomplete extension at takeoff
MATURE	<ul style="list-style-type: none">• takes off and lands on two feet (toe-ball-heel)• bends knees and body at the waist in preparation for the jump• swings arms fully in a backward-forward direction• extends body in flight• focuses eyes ahead

Teaching Cues

Provide verbal cues to encourage a backward swing and a full forward swing of the arms

- **CUE:** For backward swing, reach backwards to the wall.
- **CUE:** For backward swing, push arms back.
- **CUE:** For forward swing, reach through for a favourite toy.
- **CUE:** For forward swing, hit the superman position.

Land on toes.

- **CUE:** For motorcycle landings, place feet shoulder-width apart, arms at shoulder level facing forward, and knees bent as in riding a motorcycle.

Bend knees.

- **CUE:** Push down like a coiled spring to explode off the floor.
- **CUE:** Do “Tigger Tails”, an activity that allows the athletes to pretend they are bouncing on their tails; it encourages knee bends and jumping.

Jumping - Session 4

If an athlete is afraid to jump, provide floor targets to jump on or over.

Provide an opportunity to jump on a small trampoline or bouncing device.

Progressions for jumping:

- jumping on the spot
- jumping in different directions, including forwards, backwards, and side to side
- jumping from various heights, for distance, and in patterns.

Items required for Session 4

- Floor markers
- Bean bags
- Cones
- Hula-hoops
- Blocks

A 45-Minute Activity Plan

Movement Skill	Activity
Welcome and Introductions	
BODY AWARENESS	Warm-Up: Start by singing “Head and Shoulders Knees and Toes”. Have athletes and caregivers do stretches such as touch your toes, touch the ceiling, wiggle arms and legs, and move neck and ankles.
BODY AWARENESS	Sport Song: Sing to the tune of “The Wheels on the Bus”, using motions learned in the previous session
KNEE BEND/JUMPING/ BODY AWARENESS/SPATIAL AWARENESS	Do you see what I see? PROGRAM LEADER: “Do you see what I see?” ATHLETES: “What do you see?” (all together and loudly) PROGRAM LEADER: “I see ...” Children act out the movements without sound, just bodies moving. <ul style="list-style-type: none">• popcorn popping• snowmen melting• monkeys swinging• crouching giants• lions leaping• butterflies flying
JUMPING	Frog Jumping/Leaping Lizards: Have them jump on floor markers like a frog. Then have them progress to mimicking a lizard by leaping over floor markers. Have volunteers available to assist with this activity due to the potential for injury..

Jumping – Session 4

JUMPING	Jumping High: Encourage them to jump over a rope or marker. Then have them jump up to retrieve an object being held above their heads. If they cannot clear their feet from the floor, encourage jumping up for an object while jumping down from a beam or step.
JUMPING	Stepping and Jumping: Encourage them to step up onto a block or balance beam or step up and then jump down from it. Progress by having them jump further out onto a marker or down from a higher step or surface.
KNEE BEND	Ring around the Rosie: Play the game a couple of times to encourage knee bending
JUMPING/BALANCE	Hot Hoops: Set up hoops around the gym in a circle. Have them stand in a hoop and encourage jumping out of the hoop and then running, walking, or marching to the next hoop. Have them jump into and out of each hoop
AWARENESS/FITNESS	Obstacle Course: Set up a series of cones, hoops, and ropes that focus on jumping. Play “Follow the Leader”. Sing or chant the activities: over/under, around/between, on/off, slow/fast.
AWARENESS/FITNESS	Free Time: This is an opportunity for them to play with the equipment without structure and have fun with each other. Provide supervision during this session.
COOPERATION	Collect all Equipment: Involve the athletes by assigning each one an item to pick up and put away.
CLOSING	Sing Song: “If You’re Happy and You Know It”. Do actions such as turn around, march on the spot, jump up and down, and bounce. Include movements you worked on in previous sessions. End with a good stretch.
GOOD-BYE	Good-Bye and See Everyone Next Session: Have the entire group form a circle and then provide caregivers with information about the next session.

Jumping - Session 4

Demonstrative Video: <http://go.solearn.ca/activestartsession4>

Modification for Small Group: Have caregivers participate in Ring around the Rosie. Allow ample rest and recovery time between stations. Use downtime to reiterate proper techniques.

Supplemental Activity: Directional Two-Foot Jump: Have athletes spread out in front of you and stand with feet together. Point and verbalize direction as all athletes jump in that direction on cue (left, right, forward or back). Complete series of 10 jumps with 3 second intervals in between each jump. Repeat series as necessary.

session 5


Active Start

Ball Rolling and
Underhand Throwing



Ball Rolling and Underhand Throwing – Session 5

Objectives

- Introduce ball rolling (discourage bouncing).
- Introduce underhand throwing (encourage keeping the ball in the air).
- Continue to work on skills learned in previous sessions.

Ball Rolling

Phase	Key Characteristics
INITIAL	<ul style="list-style-type: none">• bats or pushes ball• holds ball between hands with palms facing each other• displays the straddle stance• bends sharply at waist• swings arm through the legs• lifts trunk as the ball is released• focuses eyes on the ball
INTERMEDIATE	<ul style="list-style-type: none">• places one foot ahead of the other• holds ball with one hand on top, the other on the bottom• swings arm backwards• displays limited knee bend• focuses eyes alternately on the ball and the target• displays limited follow-through on forward swing
MATURE	<ul style="list-style-type: none">• focuses eyes on target• rolls ball with a backward and forward arm swing (one arm)• steps forward with leg opposite to the hand holding the ball• bends knees and releases the ball along the floor• follows through with a hand pointing to the target

Teaching Cues

Begin with large balls and decrease size with practice.

Start with sitting then kneeling then standing while rolling the ball.

Bend the knees and trunk, taking a long step into it.

- **CUE:** Long and low

Ball Rolling and Underhand Throwing – Session 5

Get the opposite arm and foot working together. Call the leg “peanut butter” and the arm “jelly”. They want to come together and make a sandwich.

- **CUE:** Peanut butter and jelly.
- **CUE:** To get opposite arm and leg working together, colour code them.

Use the follow-through hand to point in the direction the ball is intended to go

- **CUE:** Wave at the target when you are finished throwing.

Encourage the athletes to watch the target.

- **CUE:** Pretend the eyes are like lasers and focus them on one spot.

To reduce the bouncing of the ball, pretend it is a delicate egg; practice with hard-boiled eggs.

- **CUE:** Gently, softly. Don’t break the egg.

Underhand Throwing

Underhand throwing should be introduced after or with ball rolling because the movements are similar.

Phase	Key Characteristics
INITIAL	<ul style="list-style-type: none">• positions feet together• doesn’t step forward• throws from chest using a two- hand push• doesn’t backswing or follow-through• uses more of a sidearm action
INTERMEDIATE	<ul style="list-style-type: none">• positions feet together• may step forward with foot on same side as throwing arm• displays minimal backswing• displays poor timing in releasing ball• makes mostly a wrist flick action
MATURE	<ul style="list-style-type: none">• focuses eyes on the target• uses a full backward and forward arm swing• transfers weight from back to front foot• steps forward with foot opposite to throwing arm• releases object in front of the body at about waist height• follows through with hand pointing to the target

Ball Rolling and Underhand Throwing – Session 5

Teaching Cues

Use markers on the floor to help the athletes learn to step forward with the opposite foot.

- **CUE:** Use colours to help them remember. The red arm goes with the red shoe on the red marker.
- **CUE:** Use the peanut butter and jelly cues to have them step forward with the opposite arm as the throwing arm.

Have them make a full arm swing movement, backwards and through.

- **CUE:** Swing their arms back like an elephant trunk.

Use large targets and then progress to smaller ones.

Tell them that they want their hand to be pointing at the target when they are finished.

Release the ball around waist level.

Practice rocking from back to front of the foot to improve weight transfer.

Point toes at the target.

- **CUE:** Your foot is a flashlight and you want it to light up the target.

Items Required for Session 5

- Floor markers
- Bean bags
- Cones
- Balls
- Scarves
- Hoops

A 45-Minute Activity Plan

Movement Skill	Activity
Welcome and Introductions	
BODY AWARENESS	Warm Up: Start by singing “Head and Shoulders Knees and Toes”. Have athletes and caregivers do stretches such as touch your toes, touch the ceiling, wiggle arms and legs, and move neck and ankles.
BODY AWARENESS	Sport Song: Sing to the tune of “The Wheels on the Bus, using motions done in the previous session. Encourage them to replicate the motions in the song. Try to incorporate the skills involved in rolling and underhand throwing.

Ball Rolling and Underhand Throwing – Session 5

BALL ROLLING

Rolling and Trapping: Have two athletes face each other with legs outstretched in a straddle position. Soles of shoes should touch, allowing the legs to form a diamond shape. Have them roll the ball to each other and catch or stop it with their hands. Progress to kneeling and then standing. Discourage bouncing the ball.

BALL ROLLING

Target Practice: Set up hoops against the wall. Encourage them to roll the ball from the straddle position through the hoop. Progress to kneeling and then to standing. Encourage them to keep the ball on the ground (no bouncing). Use the smaller hoops to make it harder.

BODY AWARENESS

Obstacle Course: Set up a series of cones, hoops, and ropes that focus on jumping and other skills you have covered. Have them play “Follow the Leader”. Sing or chant activities such as over/under, around/between, on/off, and slow/fast. Include rolling a ball at a target.

THROWING

Two-Hand Underhand: Encourage them to stand with bent knees and hold an inflatable ball or a fairly large ball with fingers pointing down. Ask them to look at their partner’s hands and toss the ball into them. Ensure that the partner is close enough to catch the ball.

THROWING

One-Hand Toss: Encourage them to stand with knees bent holding a small ball or beanbag with one hand. Ask them to toss the ball at a person or target. Progress to tossing an object through a hoop or toward a different target.

THROWING BALL ROLLING

Around the Circle: Have everyone sit in a circle. Roll or throw the ball to someone in the circle. Add a second ball to make it more challenging. If the group is larger than 10, split into two circles with a minimum of 5 per circle.

AWARENESS/FITNESS

Free Time: This is an opportunity for them to play without structure and have fun with each other. Provide supervision during this session.

COOPERATION

Collect all Equipment: Involve the athletes by assigning each one an item to pick up and put away.

CLOSING

Sing Song: “If You’re Happy and You Know It”. Do actions like turn around, march on the spot, jump up and down, and bounce. Include movements you worked on in previous sessions. End with a good stretch.

GOOD-BYE

Good-Bye and See Everyone Next Session: Have the entire group form a circle and then provide caregivers with information about the next session.

Ball Rolling and Underhand Throwing – Session 5

Demonstrative Video: <http://go.solearn.ca/activestartsession5>

Modification for Small Group: Have caregivers partner with athletes during exchange/passing activities. Increase the number of reps per athlete, per turn, for target activities. Allow ample rest and recovery time between activities. Use downtime to reiterate proper technique.

Supplemental Activity: Bowling: Position pylons on their nose, or balance pylons against one another to improve the likelihood of them falling over when struck. Have athletes roll ball towards pylons with goal of knocking them over. Move athlete back or reduce number of pylons to increase difficulty.

session 6

Active Start

Catching and
Trapping



Catching and Trapping – Session 6

Objectives

- Introduce catching.
- Focus eyes on the target.
- Continue to work on ball rolling and underhand throwing.

Catching

Phase	Key Characteristics
INITIAL	<ul style="list-style-type: none">• displays poor tracking of the object• extends arms in preparation with palms up• uses a scooping action with the arms• shies away from the object (turns head away)• uses the body to catch the ball• positions feet together
INTERMEDIATE	<ul style="list-style-type: none">• positions one foot ahead of the other• holds elbows at sides at 90-degree angles• points palms inwards with thumbs• brings object back to the chest and traps it• often displays poor timing when catching
MATURE	<ul style="list-style-type: none">• focuses eyes on the object throughout the catch• positions the body in the path of the object• positions one foot slightly ahead of the other in a balanced stance• catches object with hands• relaxes arms and absorbs the force of the object

Teaching Cues

Use soft, flexible objects such as scarves and lightweight, slow-moving beach balls for initial catching.

Use a tethered ball or a suspended ball to start.
Progress from large to smaller objects.

Use brightly-coloured objects that are distinguishable from the background.

- **CUE:** Ready; watch the ball; keep your eyes on the ball.

Have athletes move directly into the path of the ball.

- **CUE:** Get behind the ball; make your tummy the target.

Catching and Trapping – Session 6

Items Required for Session 6

- Balls in a variety of sizes
- Cones with bar
- Scarves
- Bean bags
- Hoops

A 45-Minute Activity Plan

Movement Skill	Activity
Welcome and Introductions	
BODY AWARENESS	Warm Up: Start by singing “Head and Shoulders, Knees and Toes”. Have athletes and caregivers do stretches such as touch your toes, touch the ceiling, wiggle arms and legs, and move neck and ankles.
BODY AWARENESS	Sport Song: Sing to the tune of “The Wheels on the Bus” using motions learned in previous sessions. Encourage them to replicate those motions in the song. Try to incorporate the skills involved in ball rolling and underhand throwing.
ROLLING AND TRAPPING	Rolling and Trapping: Have two athletes face each other with legs outstretched in a straddle position. Soles of shoes should touch, allowing the legs to form a diamond shape. Have them roll the ball to each other and catch or stop it with their hands. Progress to kneeling and then to standing.
CATCHING	Goalie Drill: Have an athlete stand in front of 2 cones that form a goal. Encourage him to stop the ball with the hands so that the ball doesn’t roll between the cones.
BODY AWARENESS/FITNESS	Tails: Tuck scarves in your pocket. Encourage the athletes to chase you to catch the tail. Once they have caught the tail, chase them to get it back.
CATCHING	Scarf Catch: Standing in front of an athlete, drop a scarf down from above her head, and encourage her to catch it while keeping her eyes on the target.

Catching and Trapping – Session 6

TRAPPING/CATCHING	Big Ball Catch: Stand facing an athlete and slowly bring the ball toward her. Repeat several times, moving more quickly each time. Next, have her grab the ball from you. Say that the ball will be released just before it reaches her hands. Practice this several times before actually tossing the ball.
TRAPPING/CATCHING	Bean Bag Catch: Stand facing an athlete and repeat the Big Ball Catch using a small bean bag. If advanced, encourage him to catch the bean bag with one hand.
TRAPPING/CATCHING	High Ball Catch: Kneel facing an athlete who is about 3 feet away. Gently toss a beach ball or fairly large ball and encourage catching the ball with fingers pointing up. Be sure the toss is done from chest level and with the fingers pointing up. Progress by moving further away and mixing up high and low tosses. If a big ball is too difficult, have her catch a scarf that moves more slowly through the air.
RUNNING/WALKING/ THROWING	Bean Bag Relays: Set up bean bags on one side of the gym in hoops. Have the athletes start at the opposite side of the gym, run to pick up a bean bag, and then run it back and throw it underhand into a hoop. Have them run together, making sure each has their own hoop and bean bag. Repeat with walking or inchworm.
AWARENESS/FITNESS	Free Time: This is an opportunity for them to play without structure and have fun with each other. Provide supervision during this session.
COOPERATION	Collect all Equipment: Involve the athletes by assigning each one an item to pick up and put away.
CLOSING	Sing Song: “If You’re Happy and You Know It”. Do actions like turn around, march on the spot, jump out and down, and bounce. Include movements you worked on in previous sessions. End with a good stretch.
GOOD-BYE	Good-Bye and See Everyone Next Session: Have the entire group form a circle and then provide caregivers with information about the next session.

Catching and Trapping – Session 6

Demonstrative Video: <http://go.solearn.ca/activestartsession6>

Modification for Small Group: Have caregiver partner with athlete for Rolling and Trapping Activity, as well as Bean Bag Relays. Allow ample rest and recovery time between activities. Use downtime to reiterate proper technique

Supplemental Activity: Bounce Catch: Use a large beach ball to introduce catching from a floor bounce. Face the child and bounce a beach ball or fairly large ball so the child can catch the ball without moving. Vary distances and use smaller balls depending on athlete's physical abilities.

session 7

Active Start

Overhand Throwing and Catching



Overhand Throwing and Catching – Session 7

Objectives

- Introduce overhand throwing.
- Progress towards throwing with one hand.
- Continue to work on catching.

Overhand Throwing

Phase	Key Characteristics
INITIAL	<ul style="list-style-type: none">• stands facing target• holds elbows tightly against the body with elbow action mainly in the forward direction• displays little or no trunk rotation• doesn't shift body weight• positions feet together• displays little or no follow-through
INTERMEDIATE	<ul style="list-style-type: none">• steps forward on the same leg as throwing arm• holds ball behind the head• rotates shoulder towards throwing side• shifts body weight from back to front• uses arm action that is forward and high over the head
MATURE	<ul style="list-style-type: none">• focuses eyes on the target• bends and holds elbow back at shoulder height behind the ear• rotates hips so that the opposite shoulder is in line with the target• steps forward with the foot that is opposite to the throwing arm• shifts weight from back to front• leads the throw with the elbow and follows down and across the body

Teaching Cues

Focus eyes on the target.

CUE: Laser eyes

Bend and hold elbow back at shoulder height behind the ear.

CUE: Non-throwing arm is pointed at the target so the arms form a J-shape.

Overhand Throwing and Catching – Session 7

Provide numerous opportunities and verbal cues for stepping with the foot opposite to the throwing arm

CUE: Use markers on the floor for the stepping pattern.

CUE: The throwing arm is Peanut Butter, the opposite foot is Jelly, and they come together.

CUE: Use coloured bands or tape on each limb with the same two colours to come together.

Rotate hips so that the opposite shoulder is in line with the target

CUE: Tummy faces target. Pretend tummy is a flashlight and you want it to point at your target.

Shift weight from back to front foot; practice rocking motion

If an athlete is losing balance while throwing, take the body out of the throw and have her sit while practicing then progress to kneeling and then to standing

Point toes at the target.

Provide objects that are easy to grip.

Use this song as another way to teach throwing:

When we throw in our driveways
We start by standing sideways
Remember Big J Rock back
Now we're ready to attack

Stepping forward as we throw
Twist those hips, now don't be low
Keep the movement smooth and free
Then we finish hand to knee

From Play Skills by the Heart and Stroke Foundation retrieved from

<http://ww2.heartandstroke.ca/Page.asp?PageID=1366&ArticleID=5841&Src=blank&From=SubCategory>

Overhand Throwing and Catching – Session 7

Items required for Session 7

- Floor markers
- Large and small balls
- Targets or hula hoops
- Scarves

A 45-minute activity plan

Movement Skill	Activity
Welcome and Introductions	
BODY AWARENESS	Warm Up: Start by singing “Head and Shoulders, Knees and Toes”. Have athletes and caregivers do stretches such as touch your toes, touch the ceiling, wiggle arms and legs, and move neck and ankles.
BODY AWARENESS	Sport Song: Sing to the tune of “The Wheels on the Bus” using motions learned in previous sessions.
MOVEMENT SKILLS AND FITNESS	Follow the Leader: Encourage them to follow the leader as you walk in different ways (fast, slow, and march, for example) and move different part of the body such as arms up and arms out. Move sideways using the balance beam and other equipment.
THROWING	Two-Hand Throwing: Using a sideways stance, encourage them to rock back and forth. As they rock to the back foot, ask them to raise their arms over their heads. When rocking forward, encourage them to bring their arms forward to throw the ball
THROWING	Overhand Throwing: Using the same technique as two-hand throwing, encourage them to bring arms back and forward overhead to throw a small ball toward your hands.
OVERHAND THROWING	Throwing Through the Hoop: Encourage them to throw a small ball or bean bag through a hoop using a two-hand over-hand throw. Try throwing with one hand through the hoop.
THROWING	Throwing for Distance and Accuracy: Encourage them to throw a small ball as high or far as possible. Set up markers at different distances so they can focus on a goal or target.
THROWING/CATCHING	Bounce Pass: Using big balls, have them bounce the ball to a partner and try to catch the pass. Encourage them to keep their eye on the ball and to get behind the ball when it is coming towards them.

Overhand Throwing and Catching – Session 7

THROWING/CATCHING	Wall Ball: Using big balls, have them throw a ball at the wall and try to catch their own throw. Encourage them to keep their eye on the ball. If it is too easy, have them move further away from the wall; if it is too hard, stand closer to the wall. Try one hand and two hands.
AWARENESS/FITNESS	Active Play: This is an opportunity for athletes to play with the equipment without structure and have fun with each other. Provide supervision during this session.
ADVANCED SKILLS	Bouncing and Catching: Stand behind an athlete and assist her in bouncing and catching a ball. Then stand in front of her and bounce the ball so that she can catch the ball without moving. Encourage her to bounce pass the ball back to you. Progress to greater distances between the athletes and to smaller balls.
ADVANCED SKILLS	Dribbling: Stand behind an athlete and assist him in bouncing a large ball with two hands without catching it. Provide less assistance as skills improve. Progress to a different ball and then to bouncing or dribbling with one hand. Free Time: This is an opportunity for them to play without structure and have fun with each other. Provide supervision during this session. Collect all Equipment: Involve the athletes by assigning each one an item to pick up and put away.
CLOSING SONG	Sing Song: “If You’re Happy and You Know It”. Do actions like turn around, march on the spot, jump out and down, and bounce. Include movements you worked on in previous sessions. End with a good stretch.
GOOD-BYE	Good-Bye and See Everyone Next Session: Have the entire group form a circle and then provide caregivers with information about the next session

Demonstrative Video: <http://go.solearn.ca/activestartsession7>

Modification for Small Group: Have caregivers partner with athlete for Bounce Pass Activity. Allow ample rest and recovery time between activities. Use downtime to reiterate proper technique.

Supplemental Activity: Rapid Toss: Have athlete stand with a batch of small balls or bean bags near their feet. Instruct athlete to throw ball at target on wall, then bend over and pick up another ball and throw it at the same target; continue until all balls have been thrown. Encourage athlete to move quickly by counting the number of throws they can complete in a 15 second span.

session 8


Active Start

Kicking



Kicking – Session 8

Objectives

- Introduce kicking.
- Continue to work on skills learned previously.

Kicking

Phase	Key Characteristics
INITIAL	<ul style="list-style-type: none">• doesn't prepare or follow through• kicks at the ball• uses arms for balance• initiates kick at knee• tends to use toes• uses dominant leg• holds body stiffly
INTERMEDIATE	<ul style="list-style-type: none">• does some preparation• keeps the kicking leg bent• tends to use the top of the foot• exhibits improved balance and body control• relaxes body more
MATURE	<ul style="list-style-type: none">• focuses eyes on the ball at contact• steps beside the ball with the non-kicking foot• bends body at waist, initiating kick from hip• bends kicking leg (knee over ball) to contact the ball with shoelaces• swings arms in opposition to kicking foot• follows through with kicking leg pointing to the target

Teaching Cues

Start with a larger ball and work towards a smaller ball.

Start from a stationary position and move towards a moving object.

Use markers beside the ball to have the athlete step beside the ball.

CUE: Stand behind and slightly to the side of the ball.

CUE: Step forwards onto the marker with your non-kicking foot.

Kicking – Session 8

Focus eyes on the ball.

CUE: Watch the ball.

Have the athlete swing the kicking leg back and then fully through from the hip.

Use the hand opposite to the foot.

CUE: Use colours so that the two red limbs come forward and back at the same time. For example, tie a string around the right hand and the right ankle.

Items required for Session 8

- Floor markers
- Large balls
- Cones

A 45-Minute Activity Plan

Phase	Activity
Welcome and Introductions	
BODY AWARENESS	Warm Up: Start by singing “Head and Shoulders, Knees and Toes”. Have athletes and caregivers do stretches such as touch your toes, touch the ceiling, wiggle arms and legs, and move neck and ankles.
BODY AWARENESS	Sport Song: Sing to the tune of “The Wheels on the Bus” using motions learned in previous sessions. Encourage them to replicate those motions in the song. Try to include actions for ball rolling and underhand throwing.
BODY AWARENESS	Frozen Colour Game: Scatter coloured equipment around the room. Ask them to move around the gym in different ways such as crawling, walking, and running. Call out a colour and have everyone touch an object which is that colour. To make it harder, call out a body part with the colour such as “Foot on Red” and “Elbow on Blue.”
KICKING	Kicking an Object: Place a large ball on the ground and have an athlete stand behind it. Have her kick the ball toward you with the preferred foot. If it is too easy, try different-sized balls.
KICKING	Penalty Kick Prep: Place the ball on the ground and have the athlete run up to it and kick it towards you.

Kicking – Session 8

KICKING	Kicking for Distance: Encourage the athlete to run up to the ball and kick it for distance by having him kick the ball past various markers.
KICKING	Kicking for Accuracy: Place a ball on the ground. Encourage the athlete to run up to the ball and kick it towards a goal or between two cones. Vary the distance between the cones depending on his ability.
KICKING	Pathway Kicking: Set up a pathway using cones or markers. Have the athlete kick the ball down the pathway and then bring it back on the outside of the pathway.
KICKING	Kickball: Roll or kick the ball towards an athlete and encourage her to kick it toward you or a target.
ALL MOVEMENT SKILLS	Obstacle Course: Set up a series of cones, hoops, and ropes that focus on the skills you have covered. Play “Follow the Leader” and cover the obstacle course. Include a station that focuses on kicking.
AWARENESS/FITNESS	Free Time: This is an opportunity for them to play without structure and have fun with each other. Provide supervision during this session.
COOPERATION	Collect all Equipment: Involve the athletes by assigning each one an item to pick up and put away.
CLOSING	Sing Song: “If You’re Happy and You Know It”. Do actions like turn around, march on the spot, jump up and down, and bounce. Include movements you worked on in previous sessions. End with a good stretch.
GOOD-BYE	Good-Bye and See Everyone Next Session: Have the entire group form a circle and then provide caregivers with information about the next session.

Demonstrative Video: <http://go.solearn.ca/activestartsession8>

Modification for Small Group: Allow ample rest and recovery time between stations. Use downtime to reiterate proper technique.

Supplemental Activity: Repeat any of the kicking activities and encourage athletes to use their non-dominate foot.

session 9

Active Start Striking



Striking – Session 9

Objectives

- Introduce striking.
- Focus on keeping the eyes on the ball or target.
- Work on skills learned in previous sessions

Striking

Phase	Key Characteristics
INITIAL	<ul style="list-style-type: none">• uses a vertical chopping action when swinging• is stationary and stands with feet together• faces the direction of the ball with the trunk• does not rotate the trunk• does not transfer body weight
INTERMEDIATE	<ul style="list-style-type: none">• turns trunk with limited hip rotation• does some weight transfer• positions feet shoulder-width apart• holds elbow close to the body and slightly bent• makes a somewhat horizontal swinging action
MATURE	<ul style="list-style-type: none">• focuses eyes on the object being struck• displays preparatory back swing• rotates hips and trunk in full striking action• transfers weight from back to front• follows through along swinging path

Teaching Cues

Start with stationary objects prior to moving ones. Progress to striking off a tee to a suspended hanging ball or balloon to a slow-moving large ball to a small ball.

CUE: Keep eyes on the target.

Use large objects to start.

CUE: Use a beach ball on a tee and work down to a tennis or softball.

Stress making a big swing to get the elbows away from the body.

CUE: Do a big back swing and follow through.

CUE: Extend elbows at contact and follow-through.

Striking – Session 9

Adjust the athlete's hand position according to left- or right-handed abilities.

CUE: Right-handed - right hand should be above the left on the bat.

CUE: Left-handed - left hand should be above right on the bat.

Items required for Session 9

- Floor markers
- Large balls
- Paddle or racket
- Cones
- Scarves
- Tennis balls

A 45-Minute Activity Plan

Phase	Activity
Welcome and Introductions	
BODY AWARENESS	Warm Up: Start by singing “Head and Shoulders, Knees and Toes”. Have athletes and caregivers do stretches such as touch your toes, touch the ceiling, wiggle arms and legs, and move neck and ankles
BODY AWARENESS	Sport Song: Sing to the tune of “The Wheels on the Bus” using motions done in previous sessions. Encourage them to replicate those motions in the song.
STRIKING	Handball: Place a large ball on a cone. Have the athlete hit the ball off the cone with an open hand.
STRIKING	Ball Tapping: Tap a ball towards an athlete and have her tap it back towards you with an open hand. Progress to having the athletes stand in a sideways, ready position.
STRIKING	Side Striking: Using a sideways stance, encourage them to strike a large ball off a cone with a racket or paddle.
STRIKING	Keeping the Ball in the Air: Encourage them to keep a ball in the air using the hand or a racket. See how many times they can keep it in the air as individuals then work as a group to keep the ball in the air.

Striking – Session 9

STRIKING	Side Striking in the Air: Using a sideways stance, encourage them to strike a large ball in the air with a paddle or racket. Make sure the ball is tossed lightly so it is easily struck. If a ball is too difficult, try using a scarf.
STRIKING	Intermediate Tennis/Softball: Using a sideways stance, encourage them to strike a bouncing large ball with a racket or paddle
AWARENESS/FITNESS	Free Time: This is an opportunity for them to play without structure and have fun with each other. Provide supervision during this session.
COOPERATION	Collect all Equipment: Involve the athletes by assigning each one an item to pick up and put away.
CLOSING/COOL DOWN	Sing Song: “If You’re Happy and You Know It”. Do actions like turn around, march on the spot, jump up and down, and bounce. Include movements you worked on in previous sessions. End with a good stretch.
GOOD-BYE	Good-Bye and See Everyone Next Session: Have the entire group form a circle and then provide caregivers with information about the next session.

Demonstrative Video: <http://go.solearn.ca/activestartsession9>

Modification for Small Group: Allow ample rest and recovery time between stations. Use downtime to reiterate proper technique.

Supplemental Activity: Repeat any of the kicking activities and encourage athletes to use their non-dominate foot.

session 10


Active Start

Advanced Skills



Advanced Skills – Session 10

Objectives

- Introduce advanced skills that require the young athletes to combine skills introduced earlier in the season.
- Provide the opportunity to learn new skills that challenge their abilities.

Evaluation

During Session 10, hand out the Caregiver Evaluation Forms. Evaluation is a key component of the Active Start program and allows program leaders and Special Olympics to gain valuable information on caregiver perspectives. Evaluations also provide the opportunity to demonstrate ways to improve and better meet the needs of both athletes and caregivers. The evaluations can be anonymous and should be collected before the end of the program to ensure that the information is up to date and relevant.

Items required for Session 10

- Floor markers
- Large balls
- Evaluation Form

A 45-Minute Activity Plan

Time Frame	Activity
Welcome and Introductions	
BODY AWARENESS	Warm Up: Have athletes and caregivers do stretches such as touch your toes, touch the ceiling, wiggle arms and legs, and move neck and ankles.
ADVANCED SKILLS	Bouncing and Catching: Stand behind an athlete and assist him in bouncing and catching a ball. Then stand in front and bounce the ball so that he can catch it without moving. Encourage him to bounce the ball back to you. Progress to greater distances between athletes and to smaller balls.
ADVANCED SKILLS	Dribbling: Stand behind an athlete and assist her in bouncing a large ball with two hands without catching it. Provide less assistance as skills improve. Progress to a different ball and then bouncing or dribbling with one hand.

Advanced Skills – Session 10

ADVANCED SKILLS	Punting: Encourage them to practice one-legged standing balancing with the leg forward and arms out to the sides. Have them swing the kicking leg back and forward. Finally, have them hold a large ball in both hands, drop it, and kick it.
ADVANCED SKILLS	Galloping: Place a series of markers on the ground in a straight line. Have an athlete step onto the marker with her preferred leg. Next, bring up the trailing foot to the marker and hop onto it. Continue leading with the preferred foot. The lead foot is the bunny; the trail foot is the fox. The fox chases the bunny, but never quite catches it.
ADVANCED SKILLS	Skipping: Place a series of markers on the ground in a straight line. Have the athlete step onto the marker and perform a low hop on that foot. As the hopping foot lands, place the other foot on the next marker.
AWARENESS/FITNESS	Teacher’ s Favourite: Program Leaders choose an activity from previous sessions that works on skills the athletes did not master or ones they really enjoyed.
AWARENESS/FITNESS	Free Time: This is an opportunity for them to play with the equipment without structure and have fun with each other. Provide supervision during this session.
COOPERATION	Collect all Equipment: Involve the athletes by assigning each one an item to pick up and put away.
COOL DOWN	Sing Song: “If You’re Happy and You Know It”. Do actions such as turn around, march on the spot, jump up and down, and bounce. Include movements that you worked on in previous sessions. End with a good stretch.
GOOD-BYE	Good-Bye and See Everyone Next Session: Have the entire group form a circle and then discuss the next session. Pass out caregiver evaluations and ask that they be returned at the final session.

Demonstrative Video: <http://go.solearn.ca/activestartsession10>

Modification for Small Group: These advanced skills activities can be strenuous. Allow ample rest and recovery time between activities. Use downtime to reiterate proper technique

Supplemental Activity: Large Ball Toss: Stand with hoop as target and have athlete attempt two-handed throw of large ball through hoop. Alternate between vertical and horizontal target; increase distance as athlete improves.

session 11

Active Start Stations



Stations – Session II

Objectives

- Provide the opportunity to practice the skills taught throughout the season in a fun and cooperative manner.
- Develop abilities in the areas of cooperation and team work.
- Involve caregivers in a fun way so they participate alongside their child.
- Have fun while learning.

Station Day is a great opportunity for program leaders to work on skills that athletes have had trouble developing or to reinforce abilities in which they have had success.

Involve caregivers in each activity. If a station is not working out on that day, introduce an activity the athletes may have enjoyed during previous sessions.

Items required for Session 11

- All Active Start Tool Kit Items

A 45-Minute Activity Plan

Movement Skill	Activity
Welcome and Introductions	
BODY AWARENESS	Warm Up: Start by singing “Head and Shoulders, Knees and Toes”. Have athletes and caregivers do stretches such as touch your toes, touch the ceiling, wiggle arms and legs, and move neck and ankles.
EXPLANATION	Explain Station Day: The purpose of Station Day is to promote participation, not competition. Ensure that caregivers participate and spectators cheer on the athletes. The event can be done one at a time or all at the same time in a station-style format if space permits.
STATION ACTIVITIES	Stations: The idea is to have young athletes use a number of the skills they have learned by taking part in some of their favourite past activities in group settings. Setting up 3 to 4 stations and switching every 5 minutes allows them to stay engaged and practice basic skills.
PRACTICE	Station 1 - Bean Bag Relay: Have 2 or more athletes walk or run from one point to another carrying a bean bag and dropping it into a hula-hoop or container. Use any distance and as many beanbags as needed.

Stations - Session II

PRACTICE	Station 2 - Catching: Have them play catch with a caregiver using a variety of different objects and varying distances and heights.
PRACTICE	Station 3 - Throwing: Have them practice throwing a variety of objects at targets or a caregiver. Provide a variety of distances and targets as skills improve.
PRACTICE	Station 4 - Kicking: Have them practice kicking using various balls and targets. Vary the size and distance of the targets in relation to the skill level of the athletes.
AWARENESS/FITNESS	Free Time: This is an opportunity for the athletes to play with the equipment without structure and have fun with each other. Provide supervision during this session.
COOPERATION	Collect all Equipment: Involve the athletes by assigning each one an item to pick up and put away.
COOL DOWN	Sing Song: “If You’re Happy and You Know It”. Do actions such as turn around, march on the spot, jump up and down, and bounce. Include movements that you worked on in previous sessions. End with a good stretch.
GOOD BYE	Good-Bye and See Everyone Next Session: Have the entire group form a circle and then discuss the next session. Pass out caregiver evaluations and ask that they be returned at the final session.

Modification for Small Group: This activity plan includes various strenuous activities. Allow ample rest and recovery time between stations. Use downtime to reiterate proper technique.

Supplemental Activity: Striking: Have athlete practice striking in a variety of ways including forehand, backhand, bouncing, overhead while using a variety of objects (large balls, small balls, scarfs)

session 12

Active Start Fun Day



Fun Day – Session 12

Objectives

- Review and practice all skills learned through the Active Start program.
- Have FUN!

The purpose of the program is to assist in the development of basic motor and sport skills for children with an intellectual disability between the ages of 2 and 6. Fun Day is an opportunity for the young athletes to be rewarded for their newly-developed skills and for their efforts in learning these skills. Fun Day is designed to ensure success in all the activities and to instill a sense of accomplishment.

During the final session, encourage the athletes to take part in events that are structured to introduce competition in a fun and positive way. There are no winners or losers, simply achievers!

At the end of the events, call the athletes forward to receive their achievement ribbons in an awards-style presentation aimed at ensuring that each experiences the feeling of winning.

Fun Day can be a chance for them to choose their favourite activities from the 11 sessions. Feel free to incorporate games or activities they really enjoyed into Fun Day.

Items required for Session 12

- All Active Start Tool Kit Items

A 45-Minute Activity Plan

Movement Skill	Activity
Welcome and Introductions	
BODY AWARENESS	Warm Up: Start by singing “Head and Shoulders, Knees and Toes”. Have athletes and caregivers do stretches such as touch your toes, touch the ceiling, wiggle arms and legs, and move neck and ankles.
EXPLANATION	Explain Fun Day: Discuss the concept and explain that the purpose is to promote participation, not competition.
FUN	Event 1 - Dash and Balance: Have athlete and caregiver line up at one end of the space and rush to the other end where two beanbags are waiting. Both must balance the bean bag on their heads or carry it back to the starting line. Do the activity a couple of times to see which athlete-caregiver finishes first.

Fun Day – Session 12

FUN	Event 2 - The Big Goal: Using a variety of balls to match skill level, see how many balls an athlete can kick into a net or between 2 cones in 10 attempts.
FUN	Event 3 - Throw and Catch: Provide each athlete and caregiver with a ball, scarf, or bean bag, depending on abilities. Have them stand facing each other about 5 feet apart. See which pair can most quickly toss and successfully catch the object 5 times.
FUN	Event 4 - Obstacle Course of Champions: Athlete and caregiver run an obstacle course where they jump over a rope or obstacle, kick a ball between 2 cones, throw or pick up and drop a beanbag into a hula-hoop or container, and walk in a straight line across the balance beam from start to finish.
FUN	Athlete Favourites: Athletes choose their favourite game or activity. Play as many favourites as possible.
COOL DOWN	Sing Song: “If You’re Happy and You Know It”. Do actions such as turn around, march on the spot, jump out and down, and bounce. Include movements that you worked on in previous sessions. End with a good stretch.
FUN	Awards Ceremony: Have the athletes sit down with the caregivers and present each with an achievement ribbon. Explain that the award is for the session’s activities and for their contributions throughout the program. Call each athlete by name and encourage everyone to cheer as each ribbon is handed out.
GOOD-BYE	Good-Bye: Provide next year’s start date. Be sure to collect the caregiver evaluation forms.

Active Start Tool Kit

Each registered Active Start program will have access to an “Active Start Tool Kit” that includes an assortment of items to assist with session plans and different activities the program leader creates.

Each piece of equipment has been safety approved. However, keep in mind that any item can be dangerous if used inappropriately.



The Active Start Tool Kit includes:

- KidNastics Balance Beam
- Scarves
- Coated Foam Baseball
- Flyweight Ball
- Plastic Paddle
- 1 Set of Numbered Floor Spots 0-9
- Ball Bag
- 1 Set of Poly Stars
- Bean Balls/Bags
- 2 Giant Steeple Bricks
- Long Bar
- Short Bar
- Small Flat Hoop
- Small Cones
- And Many More Great Items

Further equipment can be purchased through Special Olympics Canada. Contact your Provincial/Territorial Special Olympics Chapter for information on how to place an order.

Evaluation

Evaluation is an important component in any successful Active Start program and provides valuable information and ideas on how to better develop your program and meet the needs of young athletes. Evaluations provide insight into how well your Active Start program is progressing, the opinions of those involved, and what adjustments may be needed to improve future programs. The wealth of information gained through an evaluation can lead to great ideas and suggestions that will make a significant difference in the quality and effectiveness of your Active Start program.

The Active Start program uses a number of evaluations: a self-evaluation to review what you want to change about your coaching after taking the Coaching Young Athletes workshop; an evaluation of the course; and evaluation by a caregiver; and another conducted by a local Special Olympics representative.

The Stop...Start...Continue sheet is for you to fill out at the end of the Coaching Young Athletes workshop. You should use it to make a commitment to yourself about how taking the workshop is going to impact how you coach.

The Course Evaluation Form is your opportunity to share with your facilitator what you liked about the course and ideas on how to make it even better.

Caregivers are a program leader's best source of information. They can provide valuable insight on how to better meet a young athlete's needs or how to improve the program for everyone. Caregiver evaluations should be submitted at the end of the program. However, it is important to maintain ongoing dialogue with caregivers and to be continually asking for feedback and suggestions to ensure that the program is meeting expectations. Always encourage caregivers to share their ideas and to become involved.

The Special Olympics evaluation is designed to ensure that the Active Start program is being conducted in a safe and positive manner following Special Olympics Canada Policies and Procedures. The evaluation form is a great resource for ensuring that your Active Start program is meeting Special Olympics Canada standards.

Evaluations can be simple or sophisticated. The rationale of an evaluation process is to provide you with as much information as possible to ensure that a safe and fun program is being offered and is creating appropriate opportunities for child development.

Course Evaluation Form

Start...Stop... Continue

You have been worked through considerable new information and application of new concepts. In this section it may be useful to capture your thoughts while they are still fresh. Record what your actions may be as a result of this workshop considering safety, ethical decision making, fundamental motor skills, LTAD and practice planning.

I will start...

I will stop...

I will continue...

Course Evaluation Form

Date of Workshop: Location:

Please fill in the form and hand it in to the Facilitator(s) before you leave. Your comments are important to the ongoing development of the Special Olympics Canada coach development program.

Please tell us about your coaching:

Are you presently coaching in a Special Olympics program?

How many athletes are you (or will you) be coaching?

What is the age range of your athletes?.....

How many times per week do/will you coach?.....

How long are your practices?

Have you coached before? If so, for how long, with what age range, and in what sports?

.....

.....

.....

.....

Please tell us about your coaching:

Having taken the workshop, I now have a clear understanding of how the sport program can be modified for my athletes.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Strongly Disagree Strongly Agree

I can adapt a practice if required to do so, and understand the structure of a complete practice.

[illegible]

I can organize and run the activities within a practice in a way that is suitable for the needs of the athletes

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Strongly Disagree Strongly Agree

I can deal with the safety aspects of a practice.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Strongly Disagree Strongly Agree

Course Evaluation Form

Participating in the role play exercise in the gymnasium increased my awareness regarding associated disabilities and adaptations.

[illegible]

During this workshop I had several opportunities to work on finding solutions to situations that are relevant to my coaching.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Strongly Disagree Strongly Agree

During this workshop I had several opportunities to exchange with, and learn from others.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
Strongly Disagree Strongly Agree

I found the Program Leaders Guides to be clear, useful and relevant to my coaching needs.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Strongly Disagree Strongly Agree

I would recommend this workshop to other coaches.

☐ 1 ☐ 2 ☒ 3 ☐ 4 ☐ 5
Strongly Disagree Strongly Agree

Please tell us about your coaching:

Would there be anything you would like to see added to this workshop? If so, what would it be?

[illegible]

Are there any other comments you wish to add?

[illegible]

Caregiver Evaluation Form

The “Caregiver Evaluation Form” enables you to provide feedback on the Active Start program and how well you feel the program has met your expectations as well as your child’s specific needs. You are encouraged to respond honestly and provide any suggestions as to how the Active Start program could be improved.

1. How long has your child been involved with the Active Start program?

- | | |
|---|----------------------------------|
| <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 child attend the Active Start program

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

3. If your child was answering this question, how do you think he or she would rate their experience in the Active Start program?

- | | | | | |
|--------------------------------------|------------------------------|-------------------------------|---------------------------------|--------------------------------------|
| <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 the Active Start program. Are there any improvements you would like to see made for next year?

.....

.....

.....

5. Was the time and day of the Active Start program appropriate?

- | | |
|------------------------------|-----------------------------|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No |
|------------------------------|-----------------------------|

What day of the week and time of day works best for you and your family?

Day: Time:

6. Keeping the benefits of the Active Start program for your child in mind, to what extent do you agree with the following statements?

	Strongly Agree	Agree	Disagree	Don't Know
<i>The Active Start program has helped my child to:</i>				
Learn movement skills such as catching, running, jumping, kicking, and throwing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learn the social skills needed for playing with other children such as turn taking and following directions	<input type="checkbox"/>	<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"/>	<input type="checkbox"/>
Develop the movement skills that he or she uses to play with children outside the Active Start program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Caregiver Evaluation Form

7. Are there other ways in which your son or daughter benefited from the Active Start program?

.....

.....

.....

.....

.....

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 program day)	<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)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interacting with the children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communication with caregivers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Any other thoughts you might have about the quality of the program leader?

.....

.....

.....

.....

.....

9. Overall (program content, leadership, quality of instruction), how would you rate the quality of the Active Start program?

☐ Very Good ☐ Good ☐ Fair ☐ Poor ☐ Very Poor

Comments:

.....

.....

.....

.....

.....

10. Are you planning to involve your child in the Active Start program next year?

☐ Yes ☐ No ☐ Undecided

If you selected "No" or "Undecided," please explain your answer (if possible):

.....

.....

.....

.....

.....

Caregiver Evaluation Form

10. Would you be interested in the Special Olympics FUNdamentals program that offers further sport opportunities for children between the ages of 7 and 12?

- ☐ No ☐ Yes - Please provide contact information: name, phone, e-mail address,
mailing address.
.....
.....
.....
.....

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

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

Thank You

for completing the Active Start Evaluation Form.

Your feedback is appreciated and will help to improve the Active Start program.

Special Olympics Canada Program Evaluation Form

Chapter/Region/Local:

Date:

Facility:

Program Leader:

Number of Volunteers: Number of Participants:

	Excellent	Average	Needs Improvement
Warm Up			
a. Did the program leader bring the group together and introduce the session?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Did the activity include some form of stretching?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Were all the athletes active in the warm-up?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Was the length of the warm-up appropriate?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Excellent	Average	Needs Improvement
Individual Skill Development			
a. Was the main focus on skill instruction and practice?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Were the athletes performing activities appropriate for their age and ability?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Were the skills broken down into basic components (ability/learning)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Were all the athletes involved in the activities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Was the time spent on a skill or activity sufficient for learning?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Excellent	Average	Needs Improvement
Skill Specific Games and Activities			
a. Did the activities and games focus on the skills introduced in the previous section?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Did the activities and games accommodate the skill level of each athlete?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Did the games and activities offer various levels of difficulty?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Did the athletes appear to enjoy the activities ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Safety of Facilities and Equipment

Needs Improvement

- 1111

Needs Improvement

- [illegible]

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Starting a Program

Now that you have read the Active Start Program Leaders Guide, you are likely wondering where to go next. Here are some steps to ensuring that your program gets off to a great start with the appropriate items in place.

Steps to Starting an Active Start Program

1. **BOOK A VENUE:** A school gym is the best fit for the Active Start program. However, church gyms and community centres can also work,
2. **RECRUIT VOLUNTEERS:** For any program to be successful, committed volunteers are a must. Contact
 - a Special Olympics contact in your area.
 - parents or caregivers.
 - universities, particularly faculties of kinesiology, education, and nursing, colleges, and high schools. Many students need volunteer hours to complete their studies.
 - early childhood educators and professionals.
 - church groups.
 - recreation departments.
 - retired professionals in your community.

Decide on a day and time based on volunteer and young athlete availability. A weekend morning or a weekday evening may be the best fit. Decide collectively.

3. **PROVIDE YOUR VOLUNTEERS WITH RESPONSIBILITIES:** Most volunteers want a specific role so provide them with a task that will keep them excited about their volunteer experience. For example, if a volunteer is strong in administrative tasks, assign them to registration and maintaining a database. Before starting, always hold a meeting to discuss the Active Start program and the specifics about Special Olympics.
4. **TELL YOUR COMMUNITY:** Let your community know that the Active Start program is for young athletes with an intellectual disability. Contact your local newspaper and radio and television stations with program details, including time, place, and contact number. Design posters to post at schools and libraries and on community boards, and the local Child Development Centre and Society for Community Living. Your Special Olympics Provincial/Territorial Chapter can help with media releases so provide them with the specifics.
5. **DESIGN A PLAN FOR SESSION 1:** Ensure that your volunteers know exactly what their role is. Complete your activity plan and have all equipment packed and ready to go.

Session 1

1. **GREET EVERYONE:** When the young athletes and caregivers arrive, make sure they are warmly greeted by a volunteer and provided with a registration kit that contains medical information, clothing requirements, and emergency contact information.

Starting a Program

2. **REGISTRATION:** Have each athlete, caregiver, and volunteer complete a registration form so that each is covered by the Special Olympics Canada insurance policy. One copy remains with the program leader and a second copy is sent to the Special Olympics Chapter. The registration process is VERY important for insurance purposes and the forms are available through your Provincial/Territorial Special Olympics Chapter
3. **INTRODUCTIONS:** Introduce yourself and your volunteer team and then have the caregivers and children introduce themselves
4. **GO THROUGH YOUR ACTIVITY PLAN:** Explain what activities are planned, always keeping in mind the principles introduced in the Program Leaders Guide. Flow is important and a well-designed activity plan ensures constant and appropriate activity, including warm-up, get-to-know, cool down, and wind down activities.
5. **HAVE FUN:** Always remember that the Active Start program is based on the concept of having fun. That way, the young athletes 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 essential. Ensure that the caregivers complete an evaluation form at the end of the program. Forward a copy to your Special Olympics Provincial/Territorial Chapter.

Conclusion

The Active Start program is designed to help develop the basic movement skills of children with an intellectual disability and to prepare them for successful participation in future athletic endeavours and everyday activities. The Active Start Program Leaders Guide assists in creating and developing your program, but relies heavily on your commitment to ensure success.

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

Special Olympics can offer young athletes amazing sport opportunities that range from local competitions to representing Canada at the Special Olympics World Games. The possibilities are endless.

Because the Active Start program is the first contact with new athletes and caregivers, you are one of the most influential and important members of the Special Olympics Organization.

The FUNdamentals Program

The major role of the Active Start program is to prepare children for future physical fitness and sporting activities. Special Olympics Canada realizes that the progression of a child into an athlete requires a number of steps. While the Active Start program is a great beginning, it is not the end of a child's involvement with Special Olympics.

To provide further development opportunities, Special Olympics Canada has created the FUNdamentals program so that children can progress from the Active Start program to one that changes the focus from basic motor skills to the development of basic sport skills. The FUNdamentals program strives to provide young athletes with a more in-depth introduction to sport-related motor skills, training, and competition while maintaining an atmosphere of fun and meaningful interaction. An additional role is providing continued education about nutrition, physical fitness, and the importance of the support of the family unit in developing a healthy athlete.

The FUNdamentals program also introduces young athletes and caregivers to the sporting opportunities and resources provided through Special Olympics.

Glossary of Terms

Active Start Stage 1 of the Long Term Athlete Development Model that focuses on a target population of ages 2 to 6, introducing key elements as described in the LTAD stage, Active Start.

Athlete in Training Recommended name for a young athlete in the Active Start program. The term exemplifies the philosophy of the Young Athletes programs, which is that first and foremost, it is a way to introduce children and their caregivers to the benefits of a healthy lifestyle.

Balancing Skills These skills are necessary to maintain and control body position and posture while at rest or in motion. They are characterized as static (stationary) or dynamic (moving).

FUNDamentals Stage 2 of the Long-Term Athlete Development Model that focuses on a target population of ages 7 to 12, introducing key elements as described in the LTAD stage FUNdamentals.

Fundamental Motor Skills A common motor activity with specific movement patterns... which form the foundation for more advanced and specific movement activities (Gabbard, 2000).

Long-Term Athlete Development Long-Term Athlete Development (LTAD) is a model for development in physical activity and sport that provides a safe, enjoyable and progressive pathway to pursue healthy physical activity, but also provides a pathway to excellence.

Manipulation Skills These skills are associated with the ability to receive, handle, control, or propel an object with hands or feet or with an instrument. Manipulation skills include:

Rolling	Bouncing	Catching	Underhand Throwing
Overhand Throwing	Striking	Kicking	

Program Leader The person who leads each session.

Physical Literacy The development of fundamental movement skills and fundamental sport skills that permit a child to move confidently and with control, in a wide range of physical activity, rhythmic and sport situations (Developing Physical Literacy - Canadian Sport for Life).

Transport Skills These skills enable an individual to move from one point to another. Transport skills include:

Running	Jumping	Hopping	Gallop
Skip			

Young Athletes The umbrella term for all programs whose target population is persons with an intellectual disability under the age of 18.

Tips for Forging Positive, Productive Relationships with the Parents and Caregivers of your Young Athletes

1. Hold a pre-season meeting

This is something you are hopefully doing anyway, but it is an excellent opportunity to set the tone for the upcoming season. This is a perfect opportunity to invite parents/caregivers and explain the program's philosophy, rules, conflict resolution protocol, your expectations of parents/caregivers and athletes, etc. It is also the perfect occasion to invite parents/caregivers to ask questions. If they are given the opportunity to ask questions at the start of a season/program, they are much less likely to complain about something later on.

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2. Put yourself in the parent/caregiver's shoes

It is always easier to resolve a conflict or avoid conflict altogether if you take the time to put yourself in another person's shoes. Try to anticipate the concerns that your athletes' parents/caregivers will have. This will allow you to plan more effectively to meet everyone's needs as well as allow you to be more empathetic when parents/caregivers raise concerns.

3. Align yourself with Special Olympics' philosophy and goals

As a Special Olympics coach, you will have much more credibility dealing with difficult parents/caregivers if your philosophy and goals align with that of your local, provincial and national SO organization. Consistency in messaging at all levels can avoid a tremendous amount of stress and angst for parents/caregivers. Whether or not they agree with you, they will view you as more credible if you are consistent.

4. Develop the parents/caregivers as well as the athletes

A great way to avoid parents/caregiver complaints is to educate them about the sport(s) you're coaching, the activities you choose, the skills you focus on in practice, etc. If you explain to parents/caregivers why you are doing things, then they are more likely to get on board with your philosophy and approach to coaching. The information on Long-Term Athlete Development found in this manual can be a great tool to use to explain to parents/caregivers why you are approaching something the way you are.

Appendix I

5. Put parents/caregivers on the team

Disruptive parents/caregivers may be looking for more control or influence. Rather than let that lead to a conflict, recognize and embrace it by finding a role for that parent/caregiver. Whether that means inviting them to become a program leader, help with special events or volunteer to keep score, there are plenty of roles that need to be filled. Getting these eager parents/caregivers more involved may even help them to put themselves in your shoes and better understand your coaching philosophy. This may happen naturally within Active Start when parents/caregivers must actively participate within the community programs.

6. Establish a conflict resolution protocol

Conflicts are inevitable. With that in mind, make sure you have a plan to deal with conflicts that arise. Consider who should be involved and how you'll follow up. Encourage your athletes to raise any concerns with you before involving their parents/caregivers. Also, avoid handling complaints through e-mail. Written messages lack tone and body language and can easily be misinterpreted. Set up in-person meetings to resolve conflicts.

7. Put it in writing

Document everything. Make sure that your coaching philosophy, rules, expectations, etc. are all written down somewhere and accessible. When there is a conflict, whether it is with an athlete or a parent/caregiver, write up a report highlighting what was said, action that were decided upon and how the situation was resolved. You never know when you might need to refer to it. It may even help you to deal with future conflicts!

Adapted from Dawson, Jennifer. The Parent Playbook: 7 tips to turn mom and dad from sideline snipers into team players. Coaches Plan. 2013; 1(1): 29-32.

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www.specialolympics.org/Special+Olympics+Public+Website/English/Initiatives/Healthy_Athletes/Health_Promotion/Forms/default.htm. Washington, DC, USA.

Mission Nutrition- Encourage Nutritious Choices, Aim for a Healthy Balance, Make Your Choices Count, Be Water Wise, Start Your Day Right, Plan Nutritious Lunches, Enjoy Family Dinners, Snack Smart, Kelloggs Canada Inc., Mississauga, Ontario, Canada, 2007. www.missionnutrition.ca

Additional Resources

Active Healthy Kids Canada, Toronto, Ontario www.activehealthykids.ca

Active Living Alliance for Canadians with A Disability

Promotes, supports, and enables Canadians with a disability to lead active healthy lifestyles. Resources include moving towards inclusion, fitness for everyone, backyard fun and modification ideas.

www.ala.ca/Content/Learning%20and%20Resources/Resource%20Library.asp?langid=1

Active Movement Books

- *Can you move like an elephant?* By Judy Hindley
- *Quick as a Cricket* by Audrey Wood
- *Brown Bear, Brown Bear, What Do You See?* By Bill Martin Jr.
- *Head to Toe* by Eric Carle

- **Alberta Learning**

Provides a number of physical education resources. www.education.alberta.ca/physicaleducationonline/lrdb/

- **Heart and Stroke Foundation**

Playskills, Powerskills, and Jump Rope for Heart can be used for teaching fundamental movements skills and other physical activity programs.

www.heartandstroke.ab.ca/site/c.lqIRL1PJtH/b.3650775/k.940E/For_Teachers.htm

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Find online lesson plans and teaching resources at lessonplaz.com.

www.lessonplanz.com/Lesson_Plans/Physical_Education/Preschool/index.shtml

References

- **PE Central**
Provides the latest information about developmentally appropriate physical activity and education programs for children and youth. Website includes a database of lesson plans by age and grade level.
www.pecentral.org
- **Physical and Health Education Canada**
Formerly known as CAPHERD, Physical and Health Education is the national association that provides support to quality physical education programs. www.cahperd.ca/eng/index.cfm
- Public Health Agency of Canada, Ottawa, Ontario www.phac-aspc.gc.ca/pau-uap/paguide
- Special Olympics, Washington, DC, USA www.specialolympics.org
- Sport and Recreation New Zealand (SPARC) www.sparc.org.nz/

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