

Program Leaders Guide

2nd Edition

FUNdamentals





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.



The programs of this organization are funded in part by Sport Canada.



Canadian Heritage
Sport Canada

Patrimoine canadien

How to be a better coach



© Scott Grant, CAC

Learn to listen, especially to the athletes –
they are excellent teachers.

Help each athlete develop all of their capacities:
physical, mental/emotional, and social.

Take a stand against doping and cheating in sport.

Thirst for knowledge
attend coaching courses, get certified, stay up to date.

Brought to you by

the Coaching Association of Canada www.coach.ca

coach,ca
REACH HIGHER



Visit coach.ca – Canada's most dynamic coaching community.
Check your certification, complete online evaluations, access
sport nutrition tips, read coach stories and more!



FUNdamentals

Program Leaders Guide

OCTOBER 2014 - 2ND EDITION

DEVELOPED BY

Shawn Fevens, Special Olympics British Columbia

ACKNOWLEDGEMENTS:

Tom Davies, Special Olympics Canada
Neale Gillespie, Coaching Association of Canada
James Lapierre, Special Olympics Québec
Meghann Lloyd, University of Ontario Institute of Technology
Colleen Lowdon, Special Olympics Manitoba
Charity Sheehan, Special Olympics Prince Edward Island
Ross Ste-Croix, Special Olympics Canada
Adrian Szamreta, Special Olympics Canada
Kaleta Tardif, Special Olympics Saskatchewan
Nelson White, Special Olympics Newfoundland and Labrador

A special thank you to the Chapter Youth Development Coordinators
for their work in reviewing this guide.

“Fundamental motor skills are key to successful participation in physical activity and sport for all children. Special Olympics Canada’s FUNdamentals program is an excellent step forward in the promotion of fundamental motor skills for children with an intellectual disability in Canada. It is unique and innovative, and if implemented across Canada has the potential to have a significant impact on the fundamental motor skills of young Canadian Special Olympics athletes.”

Meghann Lloyd, PhD

Assistant Professor, Faculty of Health Sciences, University of Ontario Institute of Technology

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.

Table of Contents

Fundamentals Program	1
Introduction and Overview	1
FUNDamentals Rationale	1
History of Special Olympics	2
Who we are	2
Special Olympics in Canada	2
The Canadian Connection	2
Setting The Scene	4
Program Overview	4
PDM and CDM	5
Community and Competition Sport Streams	8
Outcomes	8
Long Term Athlete Development	12
What is LTAD?	12
Why is LTAD Needed by SOC?	13
Why Must This Be Done?	13
Maximizing Capacity	13
LTAD Model	15
FUNDamentals	16
What is an Intellectual Disability?	18
Down Syndrome	18
Autism Spectrum Disorder	19
Fetal Alcohol Syndrome Disorder	21
Analyzing the Special Olympics Athlete	22
Intervention	22
Motor Skill Development	26
The Basics	26
The Skills	26
Developmental Perspectives	27
Safety	28
Safety Guidelines	28
Strategies for Managing Risk	29
Emergency Action Plan	30
Steps to Follow When an Injury Occurs	33
Incident Report Form	34
Making Ethical Decisions	35
Planning an Activity Session	36
Points to Always Consider	36
Inspecting Facilities and Equipment	36
Informing Caregivers and Athletes	36
Supervising Activities	36
Lesson Delivery	37
Prompts	37
Promotion of Appropriate Behaviour	38
What Works?	38

Table of Contents

Goals and Goal-Setting	40
Plan and Progress Sheets	41
Attendance Sheet	44
Activity Plans	45
Key Characteristics and Objectives	45
Warm-up	45
Introduction	45
Individual Skill Development	45
Specific Skill Games and Activities	45
Cool Down	45
Designing Appropriate Activity Plans	46
Key Points to Consider	46
SESSION 1 - WELCOME TO THE FUNDAMENTALS PROGRAM	48
SESSION 2 - RUNNING	52
SESSION 3 - JUMPING	58
SESSION 4 - THROWING	64
SESSION 5 - KICKING	70
SESSION 6 - RUNNING	76
SESSION 7 - RUNNING AND KICKING	82
SESSION 8 - CATCHING	88
SESSION 9 - BASKETBALL SKILLS	94
SESSION 10- STRIKING	100
SESSION 11 - SOFTBALL SKILLS	108
SESSION 12 - FUN DAY	114
FUNDamentals Tool Kit	119
Evaluation	120
Start...Stop...Continue	121
Course Evaluation Form	122
Caregiver Evaluation Form	124
Program Evaluation Form	127
Starting a Program	129
Conclusion	131
Glossary of Terms	132
FUNDamentals Songs	133
Appendices	135
References	144
Credits	146

FUNdamentals Program

Introduction and Overview

Welcome to Special Olympics and the FUNdamentals program. You are about to become involved in one of the most important programs within the organization. Through FUNdamentals, you will have the opportunity to change the lives of young athletes in an extremely positive and exciting way.

The *FUNdamentals Program Leaders Guide* was developed to ensure that program leaders responsible for a FUNdamentals program are provided with the tools to ensure that the experiences of young athletes are both positive and safe. The Guide is also intended to educate program leaders in the areas of positive movement skills, nutrition, sport introduction, and the importance of caregiver involvement in the lives of young athletes with an intellectual disability. For more resources, please check Appendix 3 at the back of the Guide.

The Guide provides specific information relating to young athletes with an intellectual disability between the ages of 7 and 12. It introduces the values of positive movement experiences during childhood development, the importance of nutrition, and sport-specific activities aimed at improving basic motor and sport skills. The Guide also introduces the importance of family involvement in facilitating the growth in young athlete self-esteem, confidence, and ability to socialize with peers and in group settings.

FUNdamentals Rationale

The Special Olympics FUNdamentals Program is one of the first of its kind in Canada and provides specific training and educational opportunities for young athletes with an intellectual disability, many of whom have no other avenues for structured physical fitness. FUNdamentals is also designed as a continuation for those who have graduated from the Active Start program and are looking to develop more sport-specific related skills that will contribute to future sport participation.

FUNdamentals is based on the rationale that if young athletes with an intellectual disability are provided early instruction in the areas of basic motor skills and developmentally appropriate play, there is an excellent opportunity for improvement in physical, social, and cognitive abilities.

FUNdamentals also expects that caregivers will apply the educational information to provide similar opportunities in the home environment.

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.

History of Special Olympics

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

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)



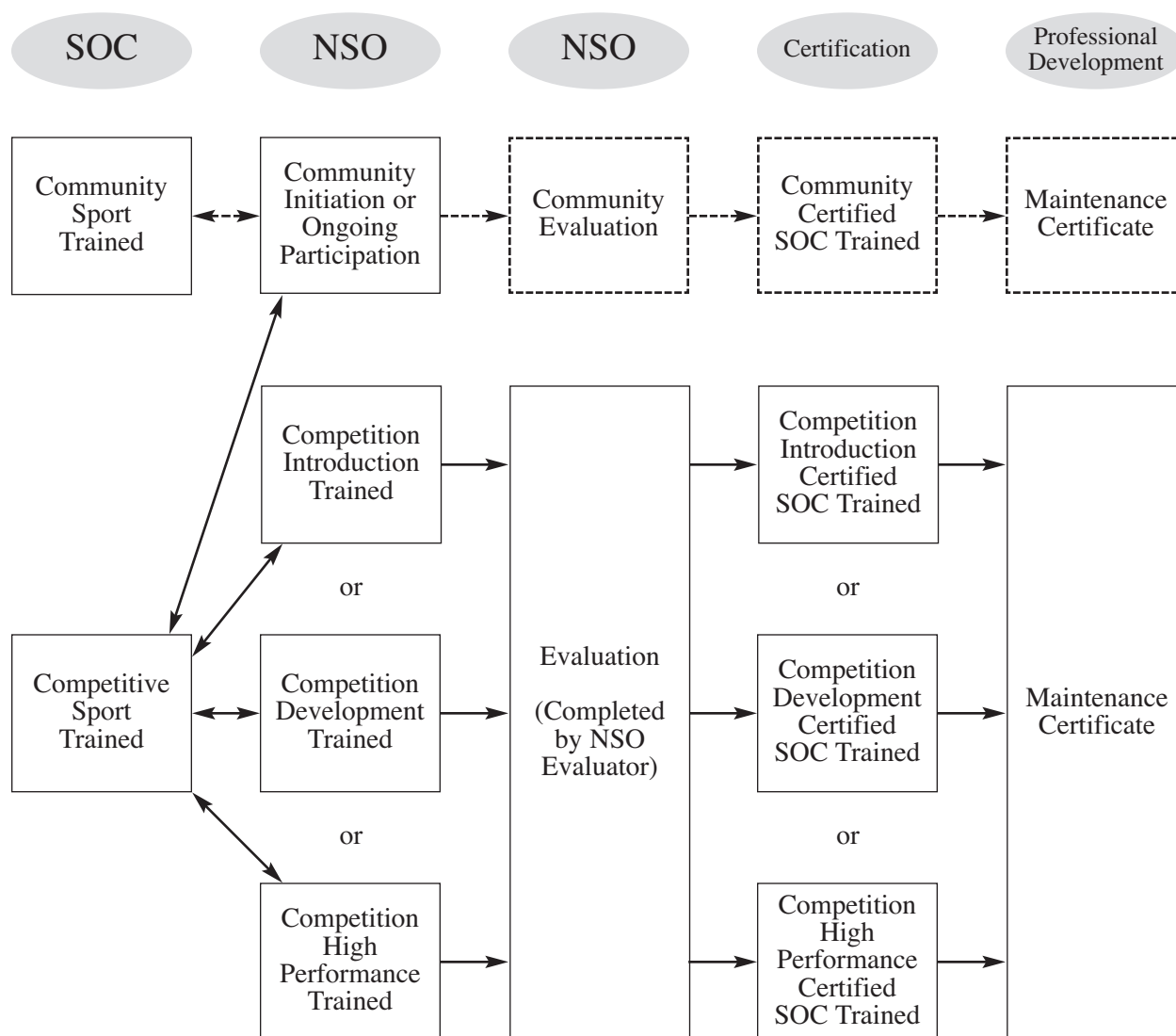
How long participants stay in an LTAD stage depends on when they get started and their needs and interests.

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:

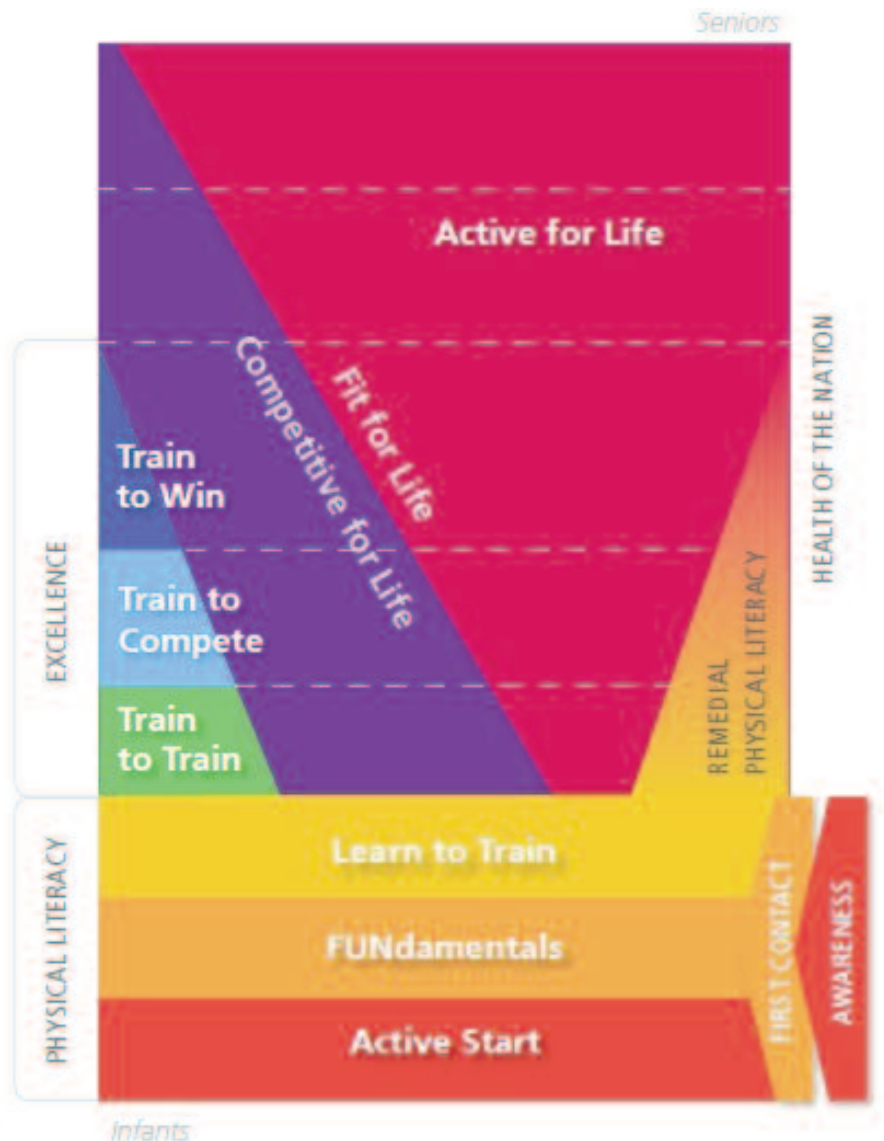
Outcome & Criteria	In the workshop the coach will:
<p>Outcome: Provide Support to Participants in Training</p> <p>Criteria: Lead participants in appropriate activities.</p>	<ul style="list-style-type: none"> • Present a complete emergency action plan. • Perform a safety check of the facility. • Take 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?

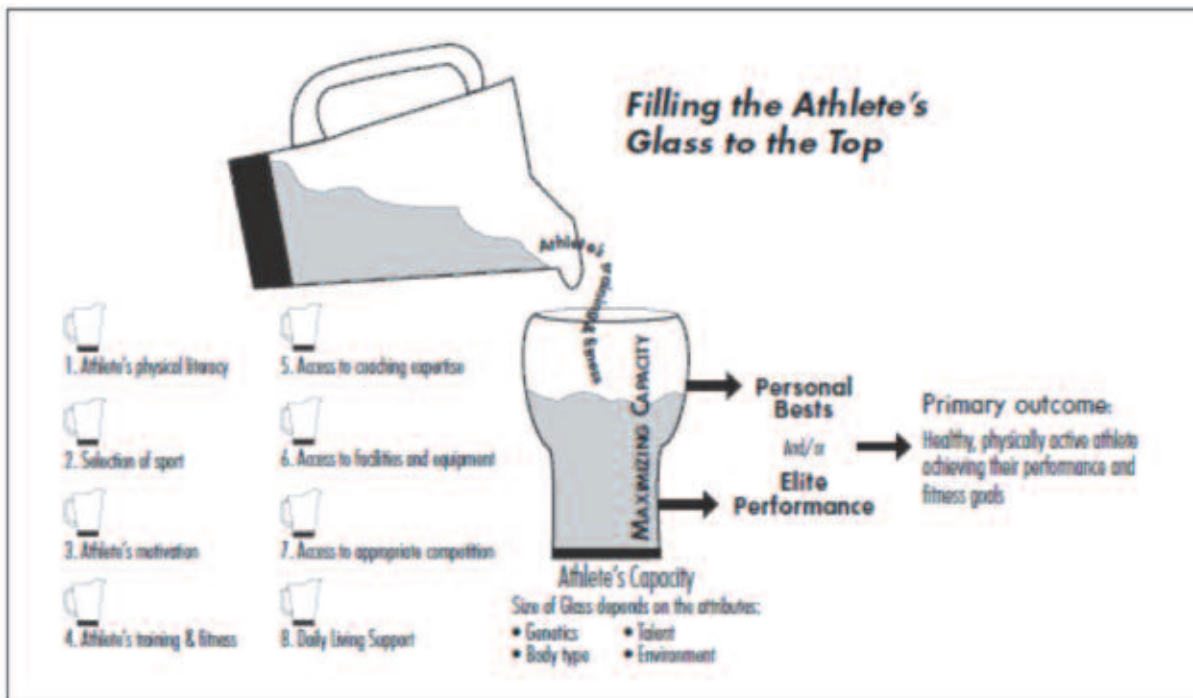
- The fitness norms of individuals with an intellectual disability tend to follow those of the general population. It is well documented that 30% of adults and 26% of children are overweight or obese. This means that approximately 30% of Canadians with an intellectual disability are overweight or obese. 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

FUNDamentals

Starting Age: Males 6-9 to adults and Females 6-8 to adults

Objective: Physical Literacy

Skills: Basic Sport Movement Skills

Programs: SOC FUNDamentals Program, Special Olympics youth programs, Special Olympics community club programs, Run Jump Throw (Athletics Canada), Learn to Swim programs

General Description of FUNDamentals

FUNDamentals is a stage where the participant learns physical literacy. The primary emphasis within this stage is to expand the movement skills to ensure the participant can perform a number of the skills identified as “FUNDamentals”. The more fundamental motor skills that the participant is able to do, the more activities and sports he or she will be able to play with confidence. The program should be structured and fun!

The Participant should:

- Learn physical literacy skills.
- Be able to participate in a variety of activities, games, and sports as he or she continually improves fundamental motor skills.
- Begin to make healthy choices by following a balanced diet and avoiding fast foods and empty calories.
- Participate in a structured physical activity program at least twice a week.
- Be active through play every day!

Instructors/Coaches/Program Administrators should:

- Emphasize speed, power, and skill development using games and exposure to a variety of sports.
- Introduce concepts such as cooperation, respect, and sharing, and work on improving social skills.
- Introduce decision-making skills and simple rules of sport.
- Provide structured, fun activities in a positive social environment.
- Introduce low-level competitive play and games.
- Provide ample opportunity to repeat movements and movement patterns as part of the practice structure. Activities should build confidence by having the participant achieve a high rate of success.
- Accommodate individuals who enter this stage at a later age and with limited exposure to fundamental motor skills.
- Ensure that games and activities are modified to suit each age group.
- Consider using a simple movement screen field test to assess the participant’s level of physical literacy pertaining to agility, balance, coordination, speed, running, jumping, throwing, kicking, gliding, and buoyancy.
- Use the results of screening to help guide streaming to 2 to 3 selected sports for the next stage. Participate in workshops that focus on the development of physical literacy, including the National Coaching Certification Program (NCCP).

Long Term Athlete Development

SOC/Chapters/NSOs/Program Administrators should:

- Encourage coaches and leaders to participate in the Special Olympics Coaching Young Athletes Workshop that emphasizes teaching fundamental motor skills.
- Offer and promote professional development for coaches and instructors working with athletes with an intellectual disability.
- Establish relationships with the technical experts and program developers in sport-specific organizations.

Parents/Caregivers should:

- Check out SOC FUNdamentals Program, Special Olympics Pee Wee programs or Special Olympics Community Club programs for older participants.
- Contact other sport organizations or physical activity venues that may offer appropriate activities.
- Encourage healthy eating habits.
- Be active as a family or in the group home as a way of life.
- Investigate a variety of programs that will help develop fundamental motor skills (i.e. FUNdamentals).
- Consider participation in seasonal activities that provide variety in skill development and environments in which to develop.

Where to go next?

If athletes reach this stage and find that this is where they perform to the best of their ability, they can stay for as long as they feel is appropriate, whether six months or six years. Athletes can enjoy competition at the appropriate level for the remainder of their competitive careers. If they feel that they have improved and can move on to the next stage, they could move to **Learning to Train**. If they prefer not to compete at this level any longer, they could move to **Active for Life**.

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.

What is an Intellectual Disability?

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 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:

What is an Intellectual Disability?

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 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

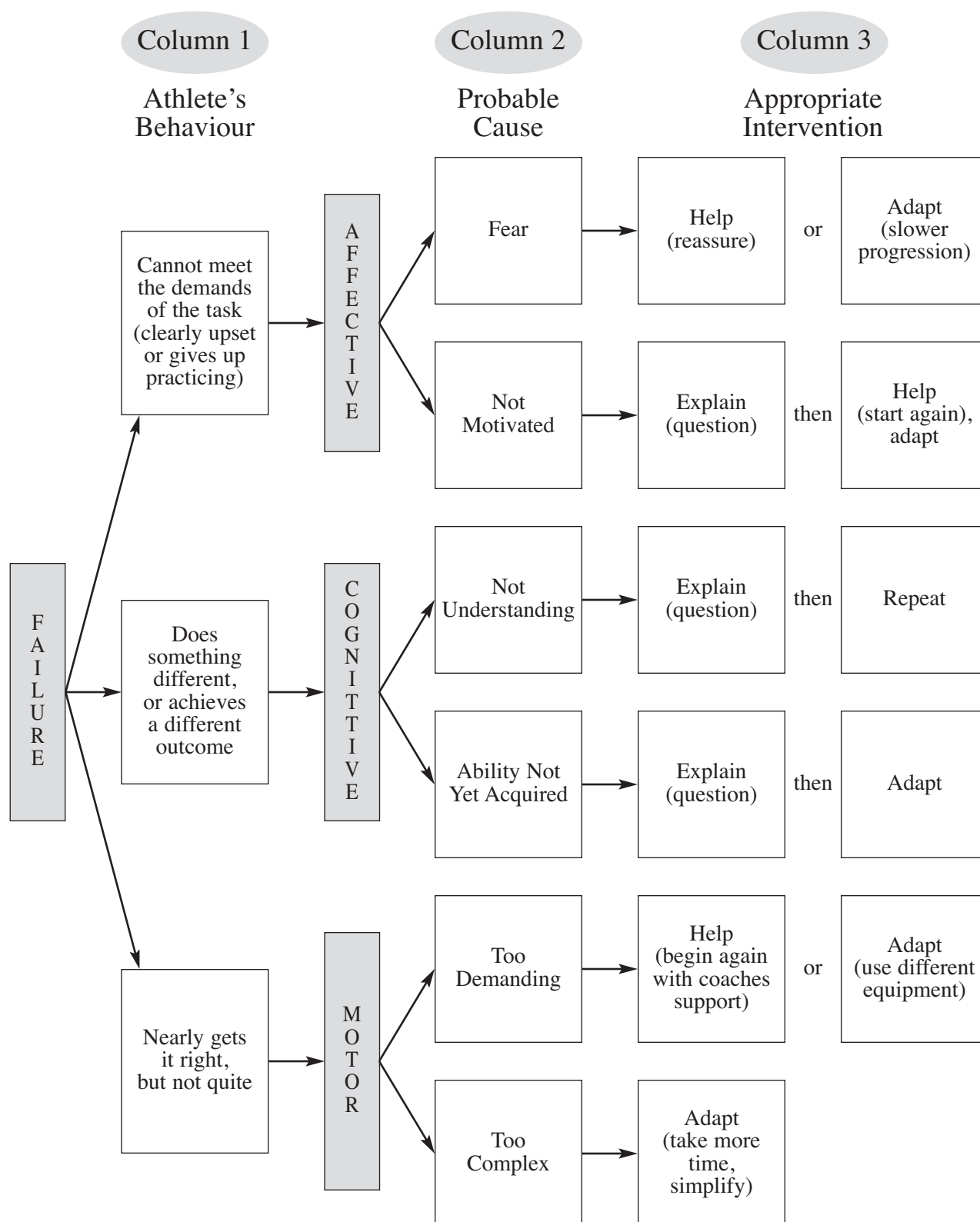
Once you've determined whether the athlete is experiencing success, you need to choose an appropriate type of intervention. Various types of intervention are listed in the table below. The first type (inhibiting) is obviously not appropriate and therefore should not be used. Among the other options, 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.

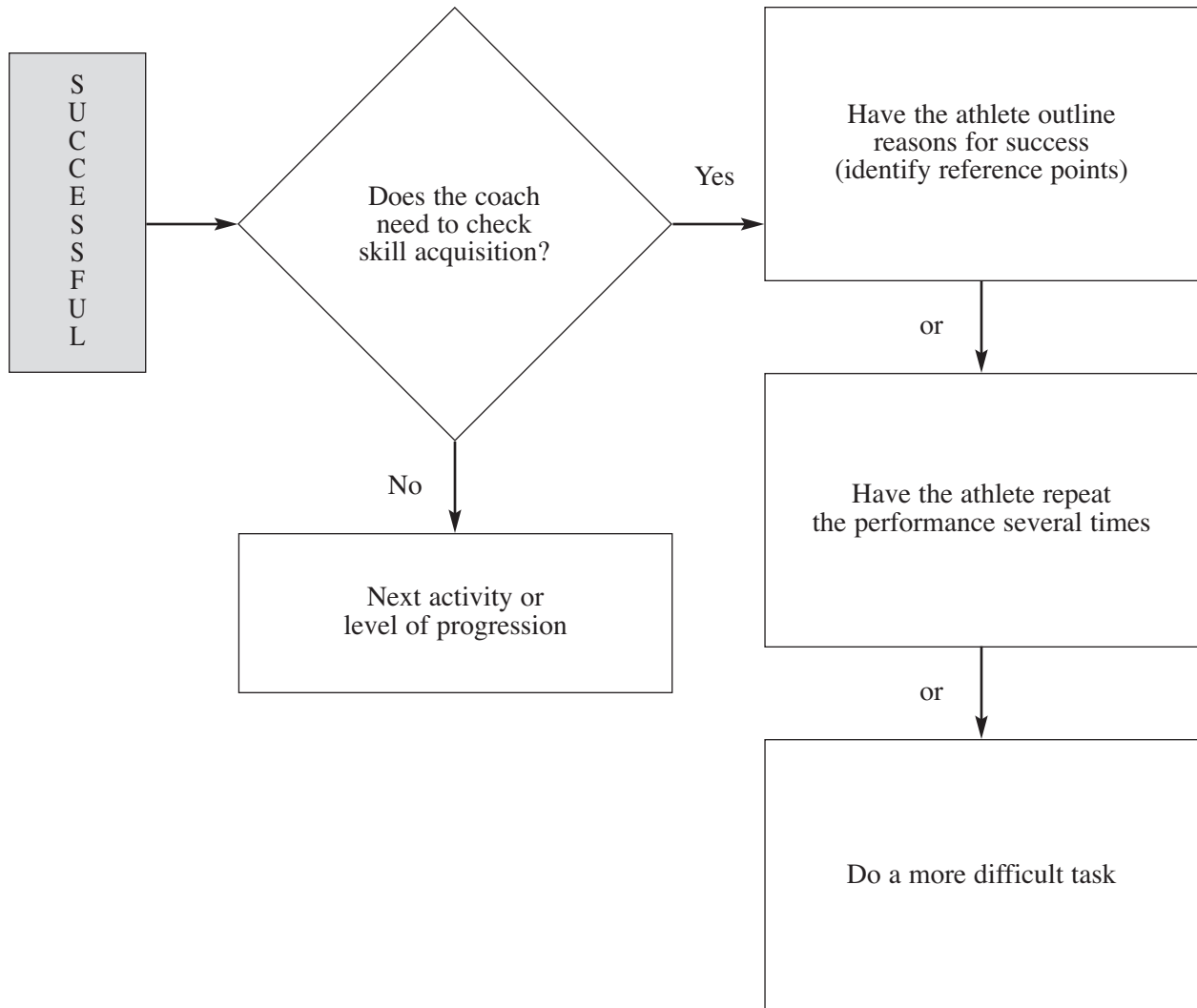
Analyzing the Special Olympics Athlete

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.

Developing Basic Motor Skills

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 and Emergency Action Planning

The safety of all young athletes is paramount within FUNdamentals 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

- Ensure that equipment accommodates ability, age, and physical development. In most cases, the equipment used for FUNdamentals will be provided through your Provincial/Territorial Special Olympics Chapter.
- 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.

Safety

- Be aware of any worrisome behaviours such as problems playing in a group, aggressive behaviour, inability to concentrate, or overall attitude toward physical fitness activities.
- 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.

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.

Safety

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 “ Charge Person”

- 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.

© Special Olympics Canada and Coaching Association of Canada 2006, 40

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 Olympics Medical Incident Report Form

Name:

Date of Accident:

Location of Accident:

Description of Accident:

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

Description of Injury:

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

Action Taken:

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

Follow Up Action Needed:

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

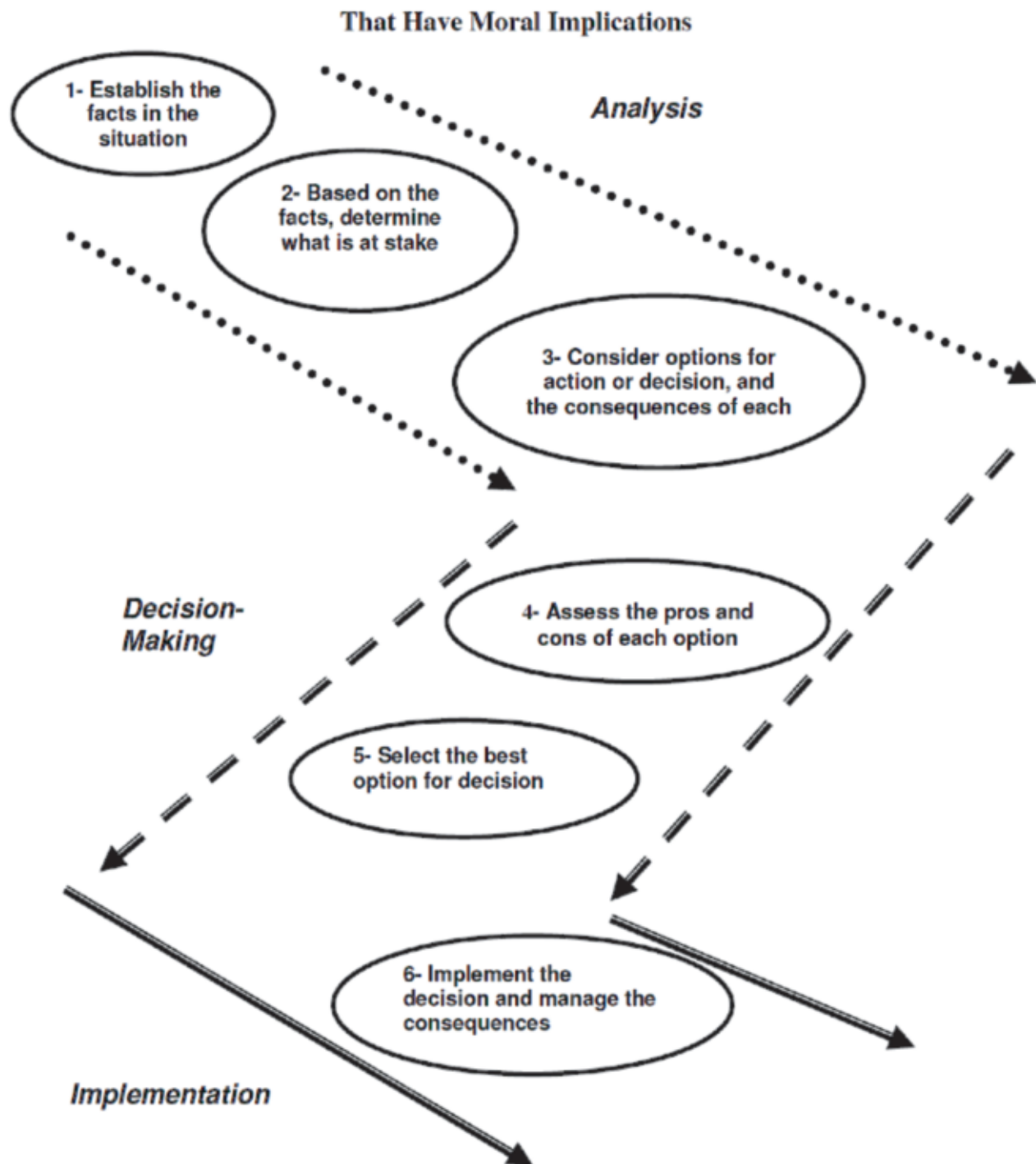
Date:

Signature:

Position:



Analysis and Decision - Making Process



Planning an Activity

Planning a 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 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. FUNdamentals 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.

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).

Goals and Goal Setting

Goals are long- and short-term statements that provide a basis for what each young athlete in FUNDamentals 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 FUNDamentals 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:
.....
.....
- A old activity:
.....
.....
- A shared/turn-taking activity (with another pair of participants):
.....
.....

PART B: THE EVALUATION

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

Thanks so much....without you, there would be no
FUNdamentals Program.

Annual 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 FUNdamentals 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:
.....
.....
.....
.....

Goal 2:
.....
.....
.....
.....

Goal 3:
.....
.....
.....
.....

Goal 4:
.....
.....
.....
.....

Have a Wonderful Week!

Annual Plan and Progress Sheet

PART B: THE EVALUATION

Which goals were met?

.....

.....

.....

.....

.....

.....

.....

Which goals were not met?

.....

.....

.....

.....

.....

.....

.....

Some of the child's successes:

.....

.....

.....

.....

.....

.....

.....

Ideas to reach goals next program year:

.....

.....

.....

.....

.....

.....

.....

**Thanks so much... without you, there would be no
FUNdamentals Program.**

FUNdamentals - Attendance Sheet

Leader' s Name:

Session:

Date:

Participant Name	In Attendance	Not in Attendance

Activity Plans

Key Characteristics and Objectives

Each activity plan includes a key characteristics table describing the skill the session is focusing on. Skills progress from simple to complex and from the initial to the intermediate to the mature stage. Most young athletes begin the activity showing the characteristics of the initial stage. 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.

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 young 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 the warm-up incorporates the muscles that are going to be used during the lesson. 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 the skill the young athletes 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 the level of complexity that each athlete can start practicing a skill. Also provided are key words and teaching cues that should be reinforced so they 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 improve the motor/movement skill practiced in the previous lesson. 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 and 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

The 12 FUNdamentals Activity Plans have been developed using a number of resources including Athletics Canada's "Run, Jump, Throw" program and Special Olympics International's "Motor Activities Training Program".

It is important to remember that any activity can be accommodated to meet the needs of your young athletes. The activity plans can be repeated in a season or you can create your own using the information provided. However, if you create your own, ensure that you cover all the movement skills described in the activity plans. Each has a number of activities listed 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 the group of young athletes you are working with.

The activity plans are developed to introduce athletes to a number of focused sport skills and as an introduction to specific sports. Skills developed through FUNdamentals will provide athletes with the tools necessary to participate in traditional Special Olympics or generic sport programs.

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 than adults.
 - b. Activities should stimulate the cognitive (thinking), affective (feeling,) and motor aspects of the young athlete.
2. Young athletes learn through their environment and through the guidance of coaches.
3. Optimally challenge each young athlete in the activity.
 - a. Provide opportunities to make the activity easier or harder based on individual needs.
 - b. Aim for each young athlete to have an 80 % success rate in the activity to build confidence and feelings of competence.
4. Provide opportunities for the young athlete to have a sense of control.
 - a. Give choice in equipment and activities.
5. The time frames provided in the activity plans are to be used as guidelines only. If an activity takes more or less time to run it, adjust the activity as time permits.
6. Provide an opportunity for "Free Play", which allows young athletes to explore movement and to practice some of the skills they may have learned in past sessions.
7. Make the activities in each session FUN.
 - a. One of the main reasons young athletes participate in physical activity is because they enjoy it.

session 1


FUNDamentals

Welcome to the
FUNDamentals Program



Program Introduction – Session 1

The introduction session is an opportunity for program leaders to introduce FUNdamentals, welcome volunteers, and allow the young athletes to become familiar with the FUNdamentals equipment. A caregiver session will be an important piece of the introduction session and should touch on issues surrounding:

- Just for Children with an Intellectual Disability
- Structure of Each Session
- Location and Time of the Session
- Registration of both Caregivers and Young Athletes
- Equipment
- Nutrition Section

Caregiver participation is not required, but if those attending volunteer to help the program leaders, that would be welcome. This might help smooth the transition for the young athletes who have graduated from Active Start where caregivers are fully integrated into the sessions.

During the introduction, ensuring that the caregivers feel comfortable with the program and are excited to have their young athlete participate is more important than providing a structured program.

Objectives

- Explain the purpose and structure of FUNdamentals.
- Provide an opportunity for athletes to experiment with the equipment.
- Familiarize athletes and caregivers with the program's structure.

Items required for Session 1

- FUNdamentals Tool Kit (see page 119)
- Caregiver Package
- Nutrition Session: Provide a healthy snack such as fruit, granola bars, or raisins.

Activity Plan 1 – Getting Started

Time Frame	Activity
Welcome and Introductions	
4 MINUTES (AWARENESS)	Warm-Up: Have athletes do stretches such as touch your toes, touch the ceiling, wiggle arms and legs, and move neck and ankles.
3 MINUTES (LOCOMOTION)	Divide Groups: Divide athletes and caregivers in order to present the program so the children are not a distraction. Coach Says: While the caregivers are having the information session, ask the athletes to copy your movements and assume different positions. Encourage them to perform actions that require balance, running, moving side to side, crawling, and jumping.
5 MINUTES (COOPERATION)	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.

Program Introduction - Session 1

5 MINUTES
(COOPERATION)**Planet Track (cont.):**

- Assemble 2 or 3 teams in separate corners of the gym where there's a Hula Hoop.
- Goal of the game is to rid Planet Track (the gym) of all debris so it's safe for the next people who want to play.
- On a Go signal, athletes go about the room collecting equipment and putting it in their hoop. The team with the most equipment at the end wins. Try a few times.

5 MINUTES
(COOPERATION)**Passing Relay:**

- Line 2 groups up against one of the gym walls.
- The athlete at the beginning of each line has a ball.
- The ball is passed (not thrown) up the line.
- As soon as someone passes the ball, she runs to the front of the line to receive the ball again.
- The game finishes when a team gets to the far side of the gym.
- Can repeat with over-head passing or between-leg passing.

5 MINUTES
(FREE PLAY)

Free Play: This is an opportunity for unstructured play with the equipment and to have fun with each other. Provide supervision during this session.

3 MINUTES
(EDUCATION)

Nutrition Break: After activity, begin introducing nutritious snack choices.

5 MINUTES
(COOL DOWN)**Cool Down-Stretching:**

Bird - stand on one leg for balance then switch to the other

Dog (downward) - stretch leg up as at a fire hydrant

Cat - on hands and knees with arched back

Butterfly - sitting with feet together - flap wings (knees)

Frog - (squat)

Tree - tall tree, stretching up; bent tree, bend left and right

Wilted flower - bend over with legs straight

Scratching back - one elbow up

3 MINUTES
(COOPERATION)

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

2 MINUTES

Good-Bye and See Everyone Next Session: Provide caregivers with information for the next session's activities.

For more info on Nutrition, consult the SOC Young Athletes Nutrition Guide.

**If snacks are being provided, program leaders should ensure they have a list of all participants' allergies.*

session 2


FUNDamentals

An Introduction to
Athletics - Running



Nutrition:
Canada's Food Guide

An Introduction to Athletics - Running - Session 2

Objectives

- Further progress the skill of running.
- Build on skill of jumping from Active Start (See Appendix 1).
- Refresh athletes on skill of throwing from Active Start (See Appendix 2).

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• running resembles a fast walk
INTERMEDIATE	<ul style="list-style-type: none">• displays some lift off the ground (flight between steps)• swings arms sideways• doesn't display full extension of push-off leg• displays less knee drive forward
MATURE	<ul style="list-style-type: none">• may focus eyes forward; body may travel vertically (up and down)• runs with flight, extending supporting leg at push-off• bends arms at 90 degrees and swings in a forward and backward motion• swings arms in opposition to feet• brings recovery foot close to bum• focuses eyes forward

Teaching Cues

Demonstrate having elbows slightly bent while swinging the arms freely forward and backward at the sides.

- **CUE:** Remind young athletes to have swinging L's (arm position) while running.
- **CUE:** Remind them that the elbows brush the body.
- **HINT:** Attach sponges to the elbow and tell them to brush their body with the sponge to get the correct feeling.

Encourage athletes 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.

An Introduction to Athletics – Running – Session 2

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

- **HINT:** During warm-up, walk on the toes so they can feel the ball of the foot.

Practice kicking the heels up behind the body while running.

- **HINT:** Kick the target on the backside.

Items required for Session 2

- Bean bags
- Cones
- Hoops
- Balance beam
- Nutrition Session: Provide a healthy snack such as fruit, granola bars, or raisins.

Activity Plan 2 – Athletics: Running

Time Frame	Activity
8 MINUTES	Welcome and Introductions
10 MINUTES	Free Play
4 MINUTES (AWARENESS)	Warm-Up: Perform a number of stretches such as touch your toes, touch the ceiling, wiggle arms and legs, and move neck and ankles.
3 MINUTES (LOCOMOTION)	Follow the Leader-Crazy Style: Have the athletes follow you around the space as you zigzag, move in circles, and go from straight to curved lines. <ul style="list-style-type: none">• Ensure that you are moving in a variety of styles of locomotion, including fast, slow, sideways, hopping, and crawling. If the athletes are interested, have them take turns as the leader.
7 MINUTES (LOCOMOTION / RUN)	Shuttle Relay: Place 2 sets of cones approximately 20 metres apart. <ul style="list-style-type: none">• Split teams of at least 4 between the two rows of cones.• Each athlete walks/runs around the second cone and then tags a hand and goes to the back of the line.• Talk about starting/stopping commands:<ul style="list-style-type: none">Visual - hand signalAuditory - whistle, starter gun• Review a few times, each with a different type of locomotion - walk, crawl, run, hop, side-shuffle, skip.<ul style="list-style-type: none">Ask athletes what they thought was the fastest way to get someplace.

An Introduction to Athletics - Running - Session 2

6 MINUTES (JUMPING)

Safe Landings:

- Use balance beam set about 5 centimetres high.
- Explain that when you land after you jump, it can hurt your legs if you don't absorb the landing correctly.
 - Demonstrate by touching with the balls of your feet first, then your heels, then bending your knees.
- Have the athletes practice slow motion by starting on the balls of their feet and slowly going through the landing motion.
- Then introduce a higher ledge for them to step/hop off of to practice the landing.
- If there is time, ask them to try two-foot hops.

7 MINUTES (THROWING)

Throwing: Start by asking in what sports something is thrown. Line up athletes about 3 metres from the wall, each in front of a bean bag.

- Ask athletes to throw the bean bag into a hoop (by whatever means they want).
 - Make sure they wait until everyone is finished throwing and then they retrieve together.
- Explain different ways of throwing and have everyone try a few times before switching to trying a two-hand overthrow, underhand throw, and overhand throw.

5 MINUTES (EDUCATION)

Nutrition Break: After activity, introduce nutritious snack choices. This also provides an opportunity to introduce a nutrition tip to caregivers.

5 MINUTES (COOL DOWN)

Cool Down - Stretching:

Bird - Stand on one leg and then the other for balance

Dog (downward) - can add leg up at fire hydrant

Cat - on hands and knees with arched back

Butterfly - sitting with feet together; flap wings (knees)

Frog (squat)

Tree - tall tree, stretching up; bent tree, bend left and right

Wilted flower - bend over with straight legs

Scratching back - one elbow up

3 MINUTES (COOPERATION)

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

2 MINUTES

Good-Bye and See Everyone Next Session: Provide caregivers with information for next session's activities.

An Introduction to Athletics – Running – Session 2

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

Supplemental Activity: Sprint: Using cones, mark a starting line and finish line at opposite ends of the gym. Athletes line up at starting line in single file in order take turns at sprinting. Ready, set, go... Athlete runs through finish line as fast as they can while you time them. Communicate time to athlete as they return to the back of the line; challenge them to better their time on the next turn. Encourage caregivers to “race” against athletes.

Canada’s Food Guide

Canada’s Food Guide is a great resource for caregivers and young athletes to learn basic information about healthy food choices and recommended portions of each food group.

- Activity:**
- a) Introduce the four food groups to the athletes and have examples to demonstrate what each group represents.
 - b) Explain that in order to be healthy, a person should eat food from each of the four groups.
 - c) Provide a healthy snack such as peanut-free Fig Newtons, Granola Bars, or fruit.
 - d) Provide caregivers with a copy of Canada’s Food Guide.

	Children			Teens		Adults			
Age in Years	2-3	4-8	9-13	14-18		19-50		51+	
Sex	Girls and Boys			Females	Males	Females	Males	Females	Males
Vegetables and Fruit	4	5	6	7	8	7-8	8-10	7	7
Grain Products	3	4	6	6	7	6-7	8	6	7
Milk and Alternatives	2	2	3-4	3-4	3-4	2	2	3	3
Meat and Alternatives	1	1	1-2	2	3	2	3	2	3

The chart shows how many Food Guide servings are needed from each of the four food groups every day.

** If snacks are being provided, program leaders should ensure they have a list of all participants' allergies.*

For more info on Nutrition, consult the SOC Young Athletes Nutrition Guide

session 3


FUNDamentals

Athletics - Jumping



Nutrition:
Making Healthy Choices

Jumping – Session 3

Objectives

- Introduce jumping for distance.
- Focus on throwing for distance and accuracy.

Jumping

Phase	Key Characteristics
INITIAL	<ul style="list-style-type: none">• displays little or no bending on take-off or landing• leads with one foot on take-off• 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 take-off
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 forward

Teaching Cues

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

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

Land on toes

- **CUE:** Motorcycle landings - feet shoulder-width apart, arms at shoulder and level in front, knees bent like riding a motorcycle

Knee bends

- **CUE:** Like a spring, push down on the coiled spring to explode off the floor
- **CUE:** Tigger tails

Afraid to jump

- Provide floor targets to jump on or over.

Jumping - Session 3

Earthbound

- Provide an opportunity to jump on a small trampoline or bouncing device.
- Progressions for Jumping: jumping in place, in directions (forward, backward, side to side), from various heights, for distance, in patterns.

Items required for Session 3

- Tape
- Bean bags/balls
- Cones
- Hoops
- Nutrition Session: Provide a healthy snack such as fruit, granola bars, or raisins.

Activity Plan 3 - Athletics - Jumping

Time Frame	Activity
8 MINUTES	Welcome and Introductions
10 MINUTES	Free Play
4 MINUTES (AWARENESS)	Warm-Up: Perform a number of stretches such as touch your toes, touch the ceiling, wiggle arms and legs, and move neck and ankles.
4 MINUTES (WALKING/RUNNING)	Follow the Leader-Crazy Style: Have the athletes follow you around the space as you zigzag, move in circles, and go from straight to curved lines. <ul style="list-style-type: none">• Ensure that you are moving in a variety of styles of locomotion, including fast, slow, sideways, hopping, or crawling. If athletes are interested, have them take turns as leader.
6 MINUTES (LOCOMOTION)	Shuttle Relay: Place 2 sets of cones approximately 20 metres apart. <ul style="list-style-type: none">• Split up into teams of at least 4 between two rows of cones.• Each athlete walks or runs around the second cone and then tags a hand and goes to the back of the line.• Talk about starting/stopping commands:<ul style="list-style-type: none">- Visual - hand signal- Auditory - whistle, starter gun• Repeat a few times, each with a different type of locomotion: walk, crawl, run, hop, side-shuffle, skip.• Ask athletes what they thought was the fastest way to get someplace.

Jumping – Session 3

6 MINUTES
(JUMPING)

Jumping for Distance: Start by explaining the key techniques for jumping far.

- Bend knees quickly before jumping.
- Ask athletes to try jumping without bending their knees first... it works better if you do!
- Use arms to reach high in the sky while jumping up - reach for the pot of gold in the tree.
- Place small cones a short distance away from the athletes and then ask if they can jump to the cone.
- Move the cones progressively farther apart to challenge.
- Cones or the small balance beam can also be used.

7 MINUTES
(THROWING)

Throw for Distance/Accuracy:

- Tape hoops to the wall 1 or 2 metres off the ground.
- Have athletes stand 1 metre in front of a hoop.
 - Explain the 'Push' (chest-pass)
- Use two hands, ball at chest, elbows pointing out to the side (to their neighbors).
- Rock back onto back foot and push ball as stepping forward onto front foot.
- Try a few times to get in hoop; if easy, move athletes back 1 metre or 2 according to progression.
- Duplicate with two-hand overhead throwing and ask them to move back progressively until they cannot throw it far enough to hit the wall.

5 MINUTES
(EDUCATION)

Nutrition Break: After activity, introduce nutritious snack choices. This also provides an opportunity to introduce a nutrition tip to caregivers.

Nutrition- Making Healthy Choices

5 MINUTES
(COOL DOWN)

Cool Down – Stretching:

Bird - Stand on one leg for balance then the other

Dog (downward) - can stretch leg up at fire hydrant

Cat - on hands and knees, arched back

Butterfly - sitting, feet together; flap wings (knees)

Frog (squat)

Tree - tall tree stretching up); bent tree, (bend left and right

Wilted flower - bend over with straight legs

Scratching back - one elbow up

3 MINUTES
(COOPERATION)

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

2 MINUTES

Good-Bye and See Everyone Next Session: Provide caregivers with information for next session's activities.

Jumping – Session 3

Adaptation for Small Group: Have caregivers participate in Shuttle Relay Activity. Ensure plenty of rest and recover time in between drills. Use down time to demonstrate/reinforce proper technique.

Supplemental Activity: Directional Two-Foot Jump: Have athletes spread out in front of you and stand with feet together. Point and verbalizes direction as all athletes jump in that direction on cue (left, right, forward or back). Complete series of 15 jumps with 2 second intervals in between each jump. Repeat series as necessary.

Making Healthy Choices

Teaching young athletes to make healthy food choices is crucial to their development. They can be taught how to make appropriate food choices by what is offered to them and through caregivers setting a good example. Always keep in mind that the most important demonstration of healthy eating is how people eat most of the time.

- Activity:**
- Show young athletes a number of different foods: Healthy (fruit, bread, milk product, fish) and Unhealthy (chips, cookies, soft drinks).
 - Ask them which are healthy and which are not.
 - Explain which should be eaten all the time and which are reserved for once in a while or special occasions.
 - Provide healthy items as a snack.

Tips for Caregivers:

- Include nutritious foods from at least 3 of the 4 food groups for breakfast and foods from all 4 food groups for lunch and dinner.
- Limit foods and beverages high in calories, fat, sugar, or salt (sodium) such as cakes and pastries, chocolate and candies, cookies, doughnuts and muffins, ice cream and frozen desserts, French fries, potato chips, nachos and other salty snacks, fruit-flavoured drinks, soft drinks, sports and energy drinks, and sweetened hot or cold drinks. These are less healthy food choices.
- Explain that less healthy food choices should be limited, but can be enjoyed at times. A simple way to do this is to help them understand that healthy choices are "every day" foods and less healthy choices are "sometimes" foods.

** If snacks are being provided, program leaders should ensure they have a list of all participants' allergies.*

For more info on Nutrition, consult the SOC Young Athletes Nutrition Guide

session 4


FUNdamentals

Athletics - Throwing



Nutrition:
Water, Water, and More Water

Throwing – Session 4

Objectives

- Introduce competition for fun.
- Continue to work on throwing for accuracy.

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• does not 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• makes 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 ear• rotates hips so that the opposite shoulder is in line with the target• steps forward with the opposite foot to throwing arm• shifts weight from back to front• leads throw with elbow and follows throw down and across the body

Teaching Cues

Focuses eyes on the target

- **CUE:** Laser eyes

Bends and holds elbow back at shoulder height behind ear

- **CUE:** Point non-throwing arm at target so the arms make a J-shape

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

- **HINT:** Use markers on the floor for stepping pattern
- **CUE:** Throwing arm is Peanut Butter, opposite foot is Jelly - they come together
- **CUE:** Use coloured bands or tape on each limb so that the same two colours come together

Throwing – Session 4

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

- **CUE:** Tummy faces target. Pretend the tummy is a flashlight and point it at the target.

Shift weight from back to front foot; practice rocking motion.

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

Point toes at target.

Provide objects that are easy to grip.

Items required for Session 4

- Floor markers
- Bean bags or balls
- Cones and hurdle poles
- Hoops
- Tape
- Nutrition Session: Provide healthy drinks (100% juice boxes, small chocolate milk, water), and a nutritious snack.

Activity Plan 4 – Athletics – Throwing

Time Frame	Activity
7 MINUTES	Welcome and Introductions
10 MINUTES	Free Play
5 MINUTES (AWARENESS)	Warm-Up: Have athletes do stretches such as touch your toes, touch the ceiling, wiggle arms and legs, and move neck and ankles.
5 MINUTES (LOCOMOTION)	Rabbits and Roosters: <ul style="list-style-type: none">• Two teams face each other, about 3 to 4 metres apart (an athlete should be at least 2 metres from the nearest ‘safety’ wall.) One team is the Rabbits and the other is the Roosters.• Call one team’s name. The team then sprints/chases the other team to their wall. Those who are tagged before they reach their safety wall join the other team.
10 MINUTES (RUNNING/JUMPING)	Obstacle Course Relay: <ul style="list-style-type: none">• Set up cones and short hurdles in a 15 to 20 metre course that gets them to use hopping, running, and jumping.• Change the course a few times in order to provide progression activities such as higher jumps, longer runs, and two jumps in a row.• Make the teams even-numbered and have caregivers participate to add to the fun.

Throwing – Session 4

8 MINUTES
(THROWING)

Throwing Competition:

- Have athletes line up about 5 metres from the throwing line, which is 3 to 5 metres from the wall. Tape hoops to wall.
- The athlete takes a throw, runs back to her team-mate, tags a hand, and the second athlete runs up to the throwing line, and so on. See which team is the first to get 10 bean bags into the hoop.
- Have a rematch or move throwing line further away or closer to the wall, depending on skill level.

5 MINUTES
(EDUCATION)

Nutrition Break: After activity, introduce nutritious snack choices. This also provides an opportunity to introduce a nutrition tip to caregivers.

5 MINUTES
(COOL DOWN)

Cool Down - Stretching:

Bird - Stand on one leg for balance then the other

Dog (downward) - can stretch leg up at fire hydrant

Cat - on hands and knees, arched back

Butterfly - sitting, feet together; flap wings (knees)

Frog (squat)

Tree - tall tree stretching up); bent tree, (bend left and right

Wilted flower - bend over with straight legs

Scratching back - one elbow up

3 MINUTES
(COOPERATION)

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

2 MINUTES

Good-Bye and See Everyone Next Session: Provide caregivers with information for next session's activities.

** If snacks are being provided, program leaders should ensure they have a list of all participants' allergies.*

Adaptation for Small Group: Have caregivers participate in Rabbits and Roosters and Throwing Competition Activities. Ensure plenty of rest and recover time in between drills. Use down time to demonstrate/reinforce 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 make in a 20 second span.

Throwing – Session 4

Water, Water, and More Water

Water is essential for a healthy body and keeps each of us alive. Water is also important for the development of children, especially before, during, and after play. Teaching the importance of proper hydration is vital.

- Activity:**
- a) Explain to the young athletes that drinking lots of water helps to keep them cool, play their best, get important vitamins, and to stay in a good mood.
 - b) Show examples of good things to drink - water, juice, and chocolate and white milk.
 - c) Provide a snack that includes a healthy drink such as a 100% juice box, chocolate milk, or water.

Tips for Caregivers:

- Water is essential and can be an inexpensive way to quench thirst. Milk and 100% juices are also nutritious fluid choices.
- Encourage young athletes to drink plenty of fluids throughout the day, especially water.
- Replenish fluids with plenty of water before, during, and after physical activity and when the weather is hot.
- Water is the best choice for most sports and play. Sport drinks are fine to help replenish fluids, energy, and electrolytes during longer tournaments or competitions.

For more info on Nutrition, consult the SOC Young Athletes Nutrition Guide

session 5


FUNdamentals

An Introduction to Soccer - Kicking



Nutrition:
Make Lunch a Team Effort

An Introduction to Soccer – Kicking – Session 5

Objectives

- Introduce kicking for a purpose.
- Introduce basic soccer-specific skills.

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 top of the foot• displays 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 non-kicking foot• bends body at waist, initiating kick from hip• bends kicking leg (knee over ball) to contact 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 stationary and move towards a moving object

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

- Stand behind the ball and slightly to the side
- Step forwards onto the marker with the non-kicking foot

Focus eyes on the ball

- **CUE:** Watch the ball

An Introduction to Soccer – Kicking – Session 5

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

- **HINT:** Use colours so that the two red limbs come forward and back at the same time
(Tie a string around the right hand and the right ankle.)

Items Required for Session 5

- Coloured beanbags or scarves
- Cones
- Nutrition Session: Provide bread or pita, cheese, and low fat/sodium sandwich meat.

Activity Plan 5 – Soccer – Kicking

Time Frame	Activity
6 MINUTES	Welcome and Introductions
10 MINUTES	Free Play
4 MINUTES (AWARENESS)	Warm Up: Have athletes do stretches such as touch your toes, touch the ceiling, wiggle arms and legs, and move neck and ankles.
4 MINUTES (LOCOMOTION)	Follow the Leader-Crazy Style: Have the athletes follow you around the space as you zigzag, move in circles, and go from straight to curved lines. <ul style="list-style-type: none">• Ensure that you are moving in a variety of styles of locomotion, including fast, slow, sideways, hopping, crawling, or any other movement techniques you can think of. If the athletes are interested, take turns as the leader.
4 MINUTES (INTRODUCTION)	Introduction to Soccer: Explain what the game of soccer is, that it is played inside and outside, and introduce a soccer ball.
6 MINUTES (DRIBBLING)	Dribbling: Explain that dribbling is controlling the ball with the feet and is the skill that allows you to move the ball around the field. <ul style="list-style-type: none">• Demonstrate moving the ball forward with one foot and have each athlete follow your movements.• Switch to two feet.• Set out 3 cones and have the athletes line up one behind the other and move around each pylon with their feet. Once they reach the end of the pylons, have them go to the back of the line.<ul style="list-style-type: none">- Try to have them keep the ball no further than 1 metre ahead of them. Try to discourage them from kicking the ball

An Introduction to Soccer – Kicking – Session 5

6 MINUTES
(PASSING)

Passing: Introduce the concept of passing and explain that it is important to pass in order for everyone to have fun and to play better as a team.

- Demonstrate with a volunteer how to pass, emphasizing using the inside of the foot.
- Pair athletes up about 2 to 3 metres apart and have them practice passing back and forth.
- Increase the distance for advanced athletes.

6 MINUTES
(SHOOTING)

Introduction to Shooting: Explain that goals are scored by shooting the ball into the net.

- Demonstrate a proper kick bringing the foot backwards, using the inside of the foot, and following through towards a target.
- Line up the athletes about 2 to 3 metres away from the wall and have each practice kicking a ball. If adjustments are required, provide further demonstrations.
 - If the athletes progress quickly, set up pylons in the shape of a net and have them target shots between pylons.

5 MINUTES
(EDUCATION)

Nutrition Break: After activity, introduce nutritious snack choices. This also provides an opportunity to introduce a nutrition tip to caregivers.

Nutrition - Make Lunch a Team Effort

4 MINUTES
(COOL DOWN)

Cool Down - Stretching:

Bird - Stand on one leg for balance then the other

Dog (downward) - can stretch leg up at fire hydrant

Cat - on hands and knees, arched back

Butterfly - sitting, feet together; flap wings (knees)

Frog (squat)

Tree - tall tree, stretching up; bent tree, bend left and right

Wilted flower - bend over with straight legs

Scratching back - one elbow up

3 MINUTES
(COOPERATION)

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

2 MINUTES

Good-Bye and See Everyone Next Session: Provide caregivers with information for next session's activities.

Adaptation for Small Group: Have caregivers participate in Passing Activity. Ensure plenty of rest and recover time in between drills. Use down time to demonstrate/reinforce proper technique.

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

An Introduction to Soccer – Kicking – Session 5

Make Lunch a Team Effort

Believe it or not, between grade 1 and grade 12, your child may eat up to 2,400 meals at school! Ensuring that lunches are healthy and tasty may be a challenge. However, by following the tips below, creating great lunches may not be so difficult. It is also important to get children involved in making their own lunches as most are far more inclined to eat a meal if they help make it.

- Activity:
- Provide small-sized pieces of bread or pita, cheese, and low-fat sandwich meat.
 - Lay out the pieces and provide them with the opportunity to make their own mini-sandwiches as a snack.
 - Try to make it fun and involve caregivers.

Tips for Caregivers:

Help young athletes develop meal planning skills by getting them involved. Have them help plan and prepare their own nutritious lunches.

- Give increasing responsibility for planning and preparing lunches over time.
- Ask them to make a list of nutritious foods they like to eat for lunch.
- Speed up preparation by organizing lunch supplies such as insulated containers, lunch bags or boxes, reusable drink boxes, and napkins and cutlery in one spot.
- Have fun creating and testing out new lunch ideas, including foods from the four food groups.

** If snacks are being provided, program leaders should ensure they have a list of all participants' allergies.*

For more info on Nutrition, consult the SOC Young Athletes Nutrition Guide

session 6


FUNdamentals

Soccer - Running



Nutrition:
Big Bones, Big Muscles

Soccer – Running – Session 6

Objectives

- Review basic soccer-specific skills.
- Progress skills to mini-games.

Items Required for Session 6

- Cones
- Soccer balls
- Nutrition Session: Provide a sponge, water, bucket, and a nutritious snack.

Activity Plan 6 – Soccer – Running

Time Frame	Activity
5 MINUTES	Welcome and Introductions
10 MINUTES	Free Play
4 MINUTES (AWARENESS)	Warm Up: Have athletes do stretches such as touch your toes, touch the ceiling, wiggle arms and legs, and move neck and ankles.
4 MINUTES (LOCOMOTION)	Ball Tag: Choose one athlete to be “It” and give him a soccer ball. <ul style="list-style-type: none">• When another athlete is touched by “It”, she is also given a soccer ball and must tag the remaining athletes.• Once everyone has been tagged, choose a new “It” and play again.
4 MINUTES (INTRODUCTION)	Recap from Last Session and Introduction: <ul style="list-style-type: none">• Explain the game again and go over dribbling, passing, and shooting.• Ask them to explain what they have learned.
5 MINUTES (DRIBBLING)	Around the World: Set out 4 or 5 cones with a coloured bean bag or ball placed on the top of each to form a large circle. Explain that each cone represents the colour on the top of the cone. <ul style="list-style-type: none">• Have the athletes dribble a soccer ball inside the circle until you shout out a colour. Each athlete then dribbles the ball to the colour you have indicated and dribbles around the cone before going back into the middle of the circle.<ul style="list-style-type: none">- To increase the difficulty, call out 2 colours at a time and have athletes dribble around two cones before going back into the middle of the circle.
5 MINUTES (PASSING)	Circle Passing: <ul style="list-style-type: none">• Set athletes up in a large circle.• Explain the importance of passing and using team members.

Soccer – Running – Session 6

5 MINUTES (CONTINUED)
(PASSING)

Circle Passing (cont):

- Have athletes pass a ball to other athletes in the circle.
 - To progress the activity, add another ball or place an athlete in the middle who tries to stop a pass from reaching a team member.
-

5 MINUTES
(SHOOTING)

Keep Your Side Clean:

- Divide the athletes into two groups and set up a dividing line in the middle of the gym.
 - Send each group to an opposite side of the dividing line.
 - Provide each athlete with a ball. If there are not enough balls, divide the balls evenly per side.
 - Instruct the athletes to kick their balls onto the other team's side while trying to keep their side clean of balls.
 - You then blow the whistle or yell 'stop'.
 - Count the balls on each side; the side with the fewest balls wins.
 - Play a few times to allow the athletes lots of opportunity to kick the soccer balls.
 - Remind athletes to use the inside of their feet to kick the ball properly.
-

5 MINUTES
(INTRO-COMPETITION)

Mini-Game:

- Explain that the basic idea of soccer is to kick the ball into the net of the opposing team.
 - Set up nets using pylons or cones.
 - Encourage the athletes to kick the ball towards the opposing net and to pass to their teammates.
 - Ensure that each athlete has a chance to kick and pass the ball.
 - Do not worry about goalies or have a volunteer play in the net.
-

4 MINUTES
(EDUCATION)

Nutrition Break: After activity, introduce nutritious snack choices. This also provides an opportunity to introduce a nutrition tip to caregivers.

Nutrition - Big Bones, Big Muscles

4 MINUTES
(COOL-DOWN)

Cool Down – Stretching:

Bird - Stand on one leg for balance then the other

Dog (downward) - can stretch leg up at fire hydrant

Cat - on hands and knees, arched back

Butterfly - sitting, feet together; flap wings (knees)

Frog (squat)

Tree - tall tree, stretching up; bent tree, bend left and right

Wilted flower - bend over with straight legs

Scratching back - one elbow up

Soccer – Running – Session 6

3 MINUTES
(COOPERATION)

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

2 MINUTES

Good-Bye and See Everyone Next Session: Provide caregivers with information for next session's activities.

Modification for Small Group: Have caregivers participate in Keep Your Side Clean and Mini-Game Activities. Ensure plenty of rest and recover time in between drills. Use down time to demonstrate/reinforce proper technique.

Supplemental Activity: Kick and Go: Have athletes form single file line in corner of gym with soccer ball at front of line. First athlete steps and kicks the ball as far as they can to the opposite side of the gym then immediately sprints to ball, picks it up and runs it back to the front of the line while the remainder of the athletes cheers. Next athlete in line repeats this process. Encourage athletes to continue working hard throughout activity in order to improve their endurance.

Big Bones, Big Muscles

Building strong bones is extremely important in the development of children and can have a dramatic impact on the body's ability to move, prevent injuries, and fight diseases. Bones link joints and muscle together and provide protection to vital organs including the heart, lungs, and kidneys.

- Activity:
- a) Bones are like dry sponges with tiny holes throughout that allow them to bend and be hard to break. In weak bones, the holes are much larger, like a sponge that has been filled with water. Use a dry sponge to demonstrate strong bones and add water to demonstrate weak bones.
 - b) Explain that exercising, eating foods from the “Making Healthy Choices” section and not smoking can keep bones strong.
 - c) Provide a nutritious snack.

Tips for Caregivers:

- Exercise can strengthen bones so be sure to provide young athletes with a daily opportunity for physical activity.
- Ensure they eat foods from each of the four food groups each day. Dairy and vegetables are high in calcium, which helps develop and strengthen bones.
- Do not smoke around your children. Cigarette, pipe, and cigar second-hand smoke has been linked to destroying healthy bones.
- Take a vitamin D or calcium supplement if necessary. Contact your family doctor before making any decisions surrounding supplements.

** If snacks are being provided, program leaders should ensure they have a list of all participants' allergies.*

For more info on Nutrition, consult the SOC Young Athletes Nutrition Guide

session 7


FUNDamentals

Advanced Soccer Running and Kicking



Nutrition:
Crazy Fruits and Vegetables

Advanced Soccer – Running and Kicking – Session 7

Objectives

- Further progress basic soccer skills.
- Continue to work on passing, kicking, and dribbling skills.

Items required for Session 7

- Soccer balls
- Cones - as many as possible
- Hockey or soccer net if available
- Nutrition Session: Provide 5 different types of fruits or vegetables and a nutritious snack including items from the fruits and vegetables described in “Crazy Fruits and Vegetables”.

Activity Plan 7 – Advanced Soccer

Time Frame	Activity
5 MINUTES	Welcome and Introductions
10 MINUTES	Free Play
4 MINUTES (AWARENESS)	Warm Up: Have athletes do stretches such as touch your toes, touch the ceiling, wiggle arms and legs, and move neck and ankles.
5 MINUTES (FITNESS)	I spy with my little eye: <ul style="list-style-type: none">• Place different coloured floor markers and bean bags all over the floor.• Pick an athlete and have her call out the name of an object that is visible. Then everyone races to the object by walking, running, or crawling.• Call out a general item and ask everyone to find it. Or call out a colour and ask everyone to find an item of that colour.
5 MINUTES (EDUCATION)	Recap from Last Session and Introduction: <ul style="list-style-type: none">• Explain the game again and go over dribbling to review what they have learned.• Ask them to explain what they have learned.

Advanced Soccer – Running and Kicking – Session 7

5 MINUTES

(DRIBBLING)

Dribbling Relay:

- Divide athletes into 2 teams, both standing in a line behind a cone.
 - Place another cone about 7 metres away from the 2 teams.
 - Explain that the object of the game is for each athlete to dribble the ball down to the cone and around it and then dribble back and pass it to the next athlete in the line.
 - Allow each athlete to first run the relay and then add the soccer ball.
 - After completing the relay, the athlete can sit down.
 - The team whose athletes complete the relay first wins.
 - To progress the activity, move the cone farther down the gym or add an additional cone that must also be dribbled around before an athlete can dribble the ball back to his next team mate.
-

5 MINUTES

(PASSING)

Passing to Score:

- Explain the importance of passing. Stress looking where they are passing.
 - The objective is to have the athletes pass the ball to each other until it reaches the athlete at the front who then shoots into a net or between two cones for a goal.
 - Set up a net at one end of the gym and set the athletes up in a zigzag formation.
 - Explain that each athlete must pass to the next athlete in front of him/her.
 - The ball then moves through each athlete and, after receiving the ball, the front athlete shoots it into the net.
 - The athlete who shoots the ball into the net then moves to the back and starts the process again with each athlete moving up a spot.
 - Continue until each athlete has had a chance to shoot into the net.
 - To progress the game, include an additional ball.
-

5 MINUTES

(SHOOTING)

Soccer Bowling:

- Set up a line of cones using as many as possible.
 - Provide each athlete with a soccer ball or divide them into teams of two.
 - Explain that the object of the game is to shoot the soccer ball and try to knock down the cones.
 - Have them take turns shooting at the cones until all have been knocked down.
 - To progress the activity, move the cones further away or have the athlete run into the ball and shoot it rather than standing still and shooting.
-

Advanced Soccer – Running and Kicking – Session 7

5 MINUTES
(AWARENESS/FITNESS)

Mini-Game:

- Explain that the basic idea of soccer is to kick the ball into the net of the opposing team.
- Set up nets using pylons or cones.
- Encourage athletes to kick the ball towards the opposing net and to pass to their teammates.
- Ensure that each athlete has a chance to kick and pass the ball. At this point do not worry about goalies or have a volunteer play in net.

5 MINUTES
(EDUCATION)

Nutrition Break: After activity, introduce nutritious snack choices. This also provides an opportunity to introduce a nutrition tip to caregivers.

Nutrition - Crazy Fruits and Vegetables

4 MINUTES
(COOL-DOWN)

Cool Down - Stretching:

Bird - Stand on one leg for balance then the other

Dog (downward) - can stretch leg up at fire hydrant

Cat - on hands and knees, arched back

Butterfly - sitting, feet together; flap wings (knees)

Frog (squat)

Tree - tall tree, stretching up; bent tree, bend left and right

Wilted flower - bend over with straight legs

Scratching back - one elbow up

3 MINUTES
(COOPERATION)

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

2 MINUTES

Good-Bye and See Everyone Next Session: Provide caregivers with information for next session's activities.

Modification for Small Group: Have caregivers participate in Dribbling Relay, Passing to Score and Mini Game Activities. Ensure plenty of rest and recover time in between drills. Use down time to demonstrate/reinforce proper technique.

Supplemental Activity: Large Scale Passing: Athletes form large circle (maximize as much space as you have available) and have one athlete in possession of the ball to start. Shout out the name of the athlete you would like the ball passed to. Repeat. After a series of completed passes, you can expand or contract the circle in order to practice varying passing distances.

Advanced Soccer – Running and Kicking – Session 7

Crazy Fruits and Vegetables

Eating healthy is a critical element in the development of children. Eating healthy can be done in a number of ways, but including fruits and vegetables in their meals ensures that important minerals and vitamins are consumed daily.

- Activity:
- a) Explain that eating fruits and vegetables is very important and they are tasty, crunchy, and low in fat.
 - b) Have 5 different fruits and vegetables on hand and ask the athletes to describe each, identifying type and colour.
 - c) Allow them to choose one of the fruits or vegetables to try as their snack. Ensure that other healthy snacks are available in case of allergies or if a child does not like these items.

Tips for Caregivers:

- Fruits and vegetables are an excellent source of vitamins that help fight heart disease and cancer and build strong bones.
- They are full of fibre, which contributes to healthy well-being.
- They take the place of less nutritious snacks that can lead to obesity.
- Fun Activities for Caregivers:
 - Challenge your young athlete to eat many different colours of fruits and vegetables.
 - Challenge her to try to eat the rainbow of fruits and vegetables each day.
 - Challenge her to eat many different types, including fresh, frozen, and cooked.

** If snacks are being provided, program leaders should ensure they have a list of all participants' allergies.*

For more info on Nutrition, consult the SOC Young Athletes Nutrition Guide

session 8


FUNdamentals

Introduction to Basketball - Catching



Nutrition:
Yummy, Yummy Breakfast

An Introduction to Basketball - Catching - Session 8

Objectives

- Introduce basketball equipment.
- Introduce basic basketball-specific skills.

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 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 that are light in weight and slow-moving for initial catching such as scarves, beach balls

Progress from large to smaller objects

Use brightly coloured objects that are distinguishable from the background

Use verbal cues: Ready; watch the ball; eyes on the ball

Have the athlete move directly into the path of the ball

CUE: Get behind the ball; make your tummy the target

Use a tethered ball or a suspended ball to start

An Introduction to Basketball – Catching – Session 8

Items required for Session 8

- Floor markers
- Basketballs
- Cones
- Hoops
- Nutrition Session: Provide items that make a healthy breakfast (fruit, bread, healthy cereal, milk, juice, and fruit) and a healthy snack.

Activity Plan 8 – Basketball – Catching

Time Frame	Activity
5 MINUTES	Welcome and Introductions
10 MINUTES	Free Play
4 MINUTES (AWARENESS)	Warm Up: Have athletes do stretches such as touch your toes, touch the ceiling, wiggle arms and legs, and move neck and ankles.
5 MINUTES (LOCOMOTION)	Rabbits and Roosters: <ul style="list-style-type: none">• 2 teams face each other, about 2 to 3 metres apart (an athlete should be no closer than 2 metres from the nearest ‘safety’ wall.) One team is the Rabbits and the other is the Roosters.• Call one team’s name. The athletes then sprint/chase the other team to their wall. Those who are tagged before they reach their safety wall join the other team.
6 MINUTES (INTRODUCTION)	Introduction to Basketball: <ul style="list-style-type: none">• Explain that basketball is a team sport played on a basketball court with 2 nets.• Explain that the objective of the game is to move the basketball from your end of the court to the opposing team’s end by passing to team mates or dribbling the ball.• A point is scored when the basketball is thrown into the opponent’s hoop. Be sure to show the athletes what the hoop is.• Explain that team work is essential and that the main components of basketball are dribbling, passing, and shooting. Explain that these three elements will be the focus of the next 2 sessions.
5 MINUTES (DRIBBLING/BOUNCING)	Bouncy Ball: Introduce the concept of bouncing or dribbling so that the athletes become familiar with a basketball and how it bounces. <ul style="list-style-type: none">• Each athlete has a basketball and practices dropping the ball and catching it with two hands after it has bounced off the floor.• Have athletes try bouncing and catching with 1 hand.• Have athletes try to bounce the ball off the ground twice in a dribbling manner before stopping.• See how many times athletes can bounce the ball before losing control.

An Introduction to Basketball – Catching – Session 8

5 MINUTES (PASSING)

Partner Passing: This activity is an introduction to passing the ball. Stress the importance of teamwork.

- Divide the athletes into partners. If there are not enough athletes, divide them into groups of three or have a volunteer partner with an athlete.
- Have the athletes stand facing each other 3 metres apart.
- Demonstrate a simple bounce pass. The ball can be thrown in any manner as long as it bounces to a partner.
- Have athletes practice both 1- and 2-handed passes.
- To progress the activity, move the athletes farther apart or place a pylon between them so they have to bounce the ball over the object to get it to the partner.

5 MINUTES (SHOOTING)

Shooting to Yourself: Shooting is a vital skill to learn in order to play basketball. The following is an introduction to shooting basics.

- Introduce shooting by explaining that it is the means by which a player scores. It is important to simply allow the athlete to have success throwing a basketball into the air and developing a feel for the motion of shooting.
- Provide each athlete with a basketball or divide into partners.
- Explain the two-hand shot first, which has the athlete holding the basketball at chest level, both hands behind and a bit underneath the ball, bending knees, and thrusting the ball forward or into the air.
 - Progress with the one-hand shot.
- Show the athletes the proper technique for a one- hand shot:
 - Bring the ball to a shooting position that includes holding the ball so that the shooting hand is behind the ball and a bit underneath with the non-shooting hand.
 - Bend knees and lift elbows.
 - Release the ball by snapping the shooting hand down and rolling the ball off the fingertips.
- A good animal analogy is to turn your hand into a gooseneck. As the fingers snap, the hand and arm form looks like a goose.
- Practice the technique of shooting into the air, at a partner, or at the wall.

5 MINUTES (EDUCATION)

Nutrition Break: After activity, introduce nutritious snack choices. This also provides an opportunity to introduce a nutrition tip to caregivers.

Nutrition - Yummy, Yummy Breakfast

5 MINUTES (COOL DOWN)

Cool Down – Stretching:

Bird - Stand on one leg for balance then the other

Dog (downward) - can stretch leg up at fire hydrant

Cat - on hands and knees, arched back

An Introduction to Basketball – Catching – Session 8

5 MINUTES (CONTINUED)
(COOL DOWN)

Butterfly - sitting, feet together; flap wings (knees)
Frog (squat) **Wilted flower** - bend over with straight legs
Tree - tall tree, stretching up; bent tree, bend left and right
Scratching back - one elbow up

3 MINUTES
(COOPERATIVE)

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

2 MINUTES

Good-Bye and See Everyone Next Session: Provide caregivers with information for next session's activities.

Modification for Small Group: Have caregivers participate in Rabbits and Roosters and Partner Passing. Ensure plenty of rest and recover time in between drills. Use down time to demonstrate/reinforce proper technique.

Supplemental Activity: Around the Circle: Have athletes form circle around you. Alternate delivering passes to athletes around the circle; they return the ball to you in the same style that you passed it to them (bounce pass or chest pass or lob pass).

Yummy, Yummy Breakfast

Breakfast has been often termed “the most important meal of the day” and with good reason. Eating in the morning replenishes essential energy the body has used up throughout the night and nutrients needed for healthy growth and development. Children who eat a healthy breakfast have shown a stronger ability to pay attention, learn at school, and participate in daily activities.

- Activity:**
- Teach the breakfast song: (Row, row, row your boat tune)
Eat, eat, eat your breakfast,
Each and every day.
Happily, happily, happily, happily,
Let's go out and play.
 - Show items that are included in a healthy breakfast – milk, juice, toast, fruit, and cereal
 - Provide a healthy snack.

Tips for Caregivers:

- Provide a balanced breakfast every day.
- Choose foods from at least 3 of the 4 food groups for a nutritious breakfast such as a bowl of cereal with fruit and milk, a whole grain bagel with peanut butter, or cheese and fruit juice.
- Plan ahead by setting the table the night before and wake up a little earlier if you find you run out of time for breakfast in the morning.

**If snacks are being provided, program leaders should ensure they have a list of all participants' allergies.*

For more info on Nutrition, consult the SOC Young Athletes Nutrition Guide

session 9


FUNDamentals

Basketball Skills



Nutrition Session:
Snacks Following Activity

Basketball Skills – Session 9

Objectives

- Continue to introduce basketball-specific skills.
- Focus on movement of a basketball.
- Progress locomotor skills in a sport context.

Items required for Session 9

- Floor markers
- Basketballs
- Cones
- Hoops
- Nutrition Session: Provide a variety of healthy snacks.

Activity Plan 9 – Basketball Skills

Phase	Activity
5 MINUTES	Welcome and Introductions
10 MINUTES	Free Play
4 MINUTES (AWARENESS)	Warm Up: Have athletes do stretches such as touch your toes, touch the ceiling, wiggle arms and legs, and move neck and ankles.
5 MINUTES (LOCOMOTION)	Butt Kicks, Knee Taps, and Karate Kicks: This follow-the-leader activity introduces the ABCs of athletics in a fun way that also warms up muscles used for basketball. <ul style="list-style-type: none">• Butt Kicks: have athletes walk around the gym at varying speeds trying to kick their own butt with the back of their foot.• Knee Taps: walk around the gym at varying speeds bringing the athletes' knees as close to the chest as possible as each leg raises.• Karate Kicks: walk around the gym at varying speeds and, with each step, have the athletes kick their legs out in a karate kick fashion.<ul style="list-style-type: none">- Have fun with this activity and be sure to move at different speeds and perhaps make some noise.
3 MINUTES (EDUCATION)	Recap: Quickly review the concept of basketball and the skills of dribbling, passing, and shooting from the previous session's activities.
5 MINUTES (DRIBBLING)	Obstacle Dribbling: The idea is to introduce movement and dribbling accuracy. <ul style="list-style-type: none">• Start by having the athletes bounce a ball with two hands off the ground then move to one hand. Encourage them to bounce the ball as many times as possible without stopping or losing control of the ball.

Basketball Skills – Session 9

5 MINUTES (CONTINUED) **(DRIBBLING)**

- Have the athletes try walking in a straight line while bouncing the ball. Set up cones on either side in order to create a lane.
 - Move the cones to create an obstacle course so the athletes are required to dribble or bounce the ball around the cones. Play follow the leader or “Simon Says” while dribbling.
 - To progress the activity, add more cones or other items to be dribbled around or have the athletes dribble in a circle around the last cone.
 - Always encourage the athletes to dribble on their side rather than in front of them to avoid hitting their shoes.
-

4 MINUTES **(PASSING)**

Wall Ball: The idea is to teach athletes about the movement of a basketball when bounced; it also helps with receiving.

- Provide each athlete with a basketball or, if there are not enough basketballs, divide the athletes into groups.
 - Have them stand about 5 metres from the wall.
 - Demonstrate how to pass the ball by bouncing it on the ground, letting it hit the wall, and then catching it as it bounces back.
 - To progress the activity, move farther back from the wall or add tricks such as bounce the ball then clap your hands, then catch the ball or spin around and catch the ball.
 - If there are not enough basketballs, have one athlete pass the ball and another receive it. Reverse the order a few times throughout the activity.
 - Encourage the athletes to have fingers spread apart but hands together when catching and to always keep their eyes on the bouncing ball.
-

5 MINUTES **(SHOOTING)**

Going for the Big Hoop: Athletes practice what they learned from the previous shooting session, but incorporate a large Hula Hoop as the basket in order to work on shooting for accuracy.

- Review the shooting tips from the previous session that look at holding the ball in a shooting position, bending knees, extending hands, and, if possible, making the goose neck.
- Take the activity one step further by asking athletes to keep their heads facing the target, in this case a volunteer holding a Hula Hoop.
- Demonstrate shooting the ball through the Hula Hoop and encourage the volunteers to try to lower and raise the hoop to ensure that the athlete shoots the ball through the hoop.
- Always give athletes high fives and encouragement after missing or hitting the shots.
- To progress the activity, try shooting from a farther distance or raising the height that the volunteer is holding the hoop.
- If there is a basketball net that can be lowered, try using it after the first activity is complete.

Basketball Skills – Session 9

5 MINUTES
(FUN GAME)

Fun Game: For athletes to conceptualize how the skills work in a game environment, play a very simple game using volunteers with Hula Hoops as nets or lowered basketball nets.

- Set volunteers 8 to 10 metres apart to form a basketball court
- Divide the athletes into 2 teams.
- Explain that the idea is to dribble or pass the basketball to the opposing team's net and try to shoot the ball into the hoops for points.
- Do not focus too much on rules, but more on fun and working as a team.
 - Provide lots of encouragement and ensure that all athletes have the opportunity to play with the basketball during the game.

5 MINUTES
(EDUCATION)

Nutrition Break: After activity, introduce nutritious snack choices. This also provides an opportunity to introduce a nutrition tip to caregivers.

Nutrition - Snacks Following Activity

4 MINUTES
(COOL DOWN)

Cool Down – Stretching:

Bird - Stand on one leg for balance then the other

Dog (downward) - can stretch leg up at fire hydrant

Cat - on hands and knees, arched back

Butterfly - sitting, feet together; flap wings (knees)

Frog (squat)

Tree - tall tree, stretching up; bent tree, bend left and right

Wilted flower - bend over with straight legs

Scratching back - one elbow up

3 MINUTES
(COOPERATIVE)

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

2 MINUTES

Good-Bye and See Everyone Next Session: Provide caregivers with information for next session's activities.

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

Supplemental Activity: Dribbling Snake: Give each athlete a ball and have them line up single file behind you with enough personal space to dribble. Begin to dribble around the gym as the athletes follow behind. Make many twists and turns and switches from left handed dribble to right handed dribble. If a piece (athlete) of the snake breaks off to collect a lost ball, have them retrieve ball then join back at the end of the (snake) line.

Basketball Skills – Session 9

Snacks Following Activity

Snacking can be a great way to include daily nutritional requirements in the diet of young athletes. Providing a snack after physical activity is important and, if done properly, can benefit physical development and replenish necessary nutrients that have been used through exercise.

Activity:

- a) Ask athletes what their favorite snack is after playing.
- b) Explain which are healthy.
- c) Allow them to choose from a variety of snacks.

Caregiver Tips:

- Give young athletes a variety of nutritious snacks from the 4 food groups.
- Keep nutritious snacks close at hand. For example, put a bowl of fruit on the kitchen counter, have cut up vegetables and yogurt in the refrigerator, or pack a cereal bar in the lunch box.
- Snacks that are high in fat, sugar, or salt like candy, chocolate bars, potato chips, soft drinks, fruit drinks, and fruit punches are less healthy food choices or are "sometimes" foods. These should be limited but can be enjoyed at times.
- Healthy snacks also include fruit cups, granola bars, raisins and other dried fruits, unsweetened cereals, and crackers.

** If snacks are being provided, program leaders should ensure they have a list of all participants' allergies.*

For more info on Nutrition, consult the SOC Young Athletes Nutrition Guide

session 10


FUNDamentals

An Introduction to
Softball - Striking



Nutrition:
A Little Can Be A Lot

An Introduction to Softball - Striking - Session 10

Objectives

- Introduce the skill of striking.
- Focus on keeping eyes on the ball/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 trunk in the direction of ball• does not rotate the trunk• does not transfer body weight
INTERMEDIATE	<ul style="list-style-type: none">• turns trunk with limited hip rotation• makes 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 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

PROGRESSION: off a tee, to a suspended hanging ball or balloon, to a slow moving large ball, to a small ball

CUE: Eyes on the target

Use large objects to start

- Beach ball on a tee and then work down to a baseball size

Emphasize making a big swing to get the elbows away from the body

CUE: Big back swing and follow through

- Elbows extended at contact and follow through

An Introduction to Softball - Striking - Session 10

Adjust the hand position according to left- or right-handed abilities

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

Items required for Session 10

- Floor markers
- Bean bags
- Cones
- Scarves
- Balls
- Nutrition Session: Provide a variety of measuring cups and healthy popcorn or crackers.

Activity Plan 10 - Softball - Striking

Time Frame	Activity
4 MINUTES	Welcome and Introductions
10 MINUTES	Free Play
4 MINUTES (AWARENESS)	Warm-Up: Have athletes do stretches such as touch your toes, touch the ceiling, wiggle arms and legs, and move neck and ankles.
4 MINUTES (FITNESS)	Simon Says: You are Simon and have athletes follow your instructions. Keep things moving by asking them to hop on 1 leg, 2 legs, run, walk, crawl forwards or backwards, and swing arms. Be creative and let someone else be Simon to make the activity more fun.
6 MINUTES (INTRODUCTION)	Introduction to Softball: <ul style="list-style-type: none">• Explain that softball is a team sport where innings are played and teams play both on the “field” (defense) and “at bat” (offense).• Explain the various skills that include catching, hitting, throwing, and running, which will be practiced over the next 2 sessions. Explain the equipment used in softball, including the ball, bat, and, if available, a baseball glove. Note: gloves will not be used in the 2 sessions.• Softball is a fairly complex sport so try to use very basic language. There is no need to introduce winning and losing.
6 MINUTES (RUNNING)	Running the Bases: Explain that running fast and to a base in softball is important. The concept is to have athletes become accustomed to running the bases in the appropriate order. <ul style="list-style-type: none">• Start by running around the gym once slowly and then a bit faster a second time.

An Introduction to Softball - Striking - Session 10

- Set up a baseball diamond by placing mats (bases) numbered 1 to 4, with 4 being home plate.
- Line up the athletes and explain that each time you blow the whistle, the front athlete runs to first base. When the whistle blows the second time, the athlete on first runs to second base and the next athlete in line runs to first base. If you have enough volunteers, place one on each base to ensure the athletes run to the correct base and do not take off too early.
- The activity continues until each athlete has had a chance to run to all four bases.
- The activity can be progressed by speeding up the whistle blows.
 - Ensure that when an athlete crosses the 4 bases - everyone cheers to acknowledge he has made it home and scored a run.

6 MINUTES (THROWING)

Hit the Target: Athletes try to hit a target in order to work on throwing accuracy.

- Provide each athlete with a ball that can easily be thrown with 1 hand. Beanbags can also be used.
- Set up athletes in a horizontal line about 2 metres apart.
- About 3 to 4 metres in front of the line, set up as many objects as you can. Try to use items that can fall over when hit.
- Explain that the concept of the game is to knock down all of the objects by throwing their balls at them.
- To ensure safety, start at the beginning of the line and have each athlete throw one at a time.
- Once everyone has thrown a ball, have them run and collect the balls in order to play again.
- To progress the activity, move the athletes farther back from the objects and ask them to throw the balls in a number of ways such as underhand and overhand.
 - Tips for teaching throwing for accuracy include standing with the non-throwing shoulder facing the target; and ensuring that the athletes throw the ball over the foot on their non-throwing side and try to look at the target while throwing.

6 MINUTES (HITTING)

Introduction to Hitting: Explain the concept of hitting and that it is important because it allows a team to score. Demonstrate swinging a bat.

- Line up athletes 3 metres away from the batting stand.
 - Start by setting a larger ball on the stand and demonstrate hitting it off.
 - Allow each athlete to swing at the ball on the stand until they hit it. (For safety reasons, always ensure that athletes not batting are at least 3 metres away.)
-

An Introduction to Softball - Striking - Session 10

6 MINUTES (CONTINUED) (HITTING)

- Keep the activity moving by having enough balls on hand so that time is not taken running after the balls that have been hit.
- Once everyone has had an opportunity to hit, ask them to run and bring the balls back.
- Run through the activity a few times.
 - Tips: two hands on the bat, right hand over left, feet shoulder-width apart, knees bent, and feet facing the direction of the field
- Keep the activity moving by having enough balls on hand so that time is not taken running after the balls that have been hit.
- Once everyone has had an opportunity to hit, ask them to run and bring the balls back.
- Run through the activity a few times.
 - Tips: two hands on the bat, right hand over left, feet shoulder-width apart, knees bent, and feet facing the direction of the field.
- The activity can be adapted by using a larger or smaller ball on the stand and using a paddle to start the activity to ensure each athlete can hit the ball. Then move on to the foam bat.

5 MINUTES (EDUCATION)

Nutrition Break: After activity, introduce nutritious snack choices. This also provides an opportunity to introduce a nutrition tip to caregivers.

Nutrition - Portion Size

4 MINUTES (COOL DOWN)

Cool Down – Stretching:

Bird - Stand on one leg for balance then the other

Dog (downward) - can stretch leg up at fire hydrant

Cat - on hands and knees, arched back

Butterfly - sitting, feet together; flap wings (knees)

Frog (squat)

Tree - tall tree, stretching up; bent tree, bend left and right

Wilted flower - bend over with straight legs

Scratching back - one elbow up

3 MINUTES (COOPERATIVE)

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

2 MINUTES

Good-Bye and See Everyone Next Session: Provide caregivers with information for next session's activities.

An Introduction to Softball – Striking – Session 10

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

Supplemental Activity: Soft Toss: Have athlete take proper batting stance. Position yourself at a 45 degree angle (to the front and side) roughly 5-7 feet from the athlete. Place pile of balls at your side. Take first ball and slowly lob it underhand towards the athlete's front knee (through the hitting zone). Athlete should swing and make contact with ball "out front" of their body (this will ensure proper point of contact as well as keep the ball from hitting you off of their bat). Repeat for a series of 10 swings.

Portion Size

Most people understand that children are not getting enough exercise. However, they are also eating too much and too often, which are leading contributors to obesity. It is important for caregivers and young athletes to understand that food portion control is important and can lead to much healthier and happier lives.

- Activity:**
- Bring a large measuring cup to the lesson, enough small measuring cups for each athlete, and healthy popcorn or crackers.
 - Demonstrate a too-large portion using the large measuring cup.
 - Provide each athlete with an appropriate portion of popcorn or crackers in the small measuring cups.
 - Explain why it is important to eat smaller portions rather than large portions, which are less healthy and can lead to obesity.

Caregiver Tips:

Other tips to help get portion sizes under better control, both at home and when eating out, include:

- Buy only single serving or 'bite size' snacks.
- Review the label and re-package foods into single serving sizes. If a bag of cookies says that a single serving is 3 cookies, put 3 cookies in a baggie or on a plate.
- Avoid providing a bag of snacks or carton of ice cream since the athlete will likely eat much more than one serving.
- Choose child portions, small orders, or half orders when eating out.

** If snacks are being provided, program leaders should ensure they have a list of all participants' allergies.*

For more info on Nutrition, consult the SOC Young Athletes Nutrition Guide

session 11

FUNDamentals

Softball Skills Continued



Nutrition:
Eating Together Means Fun

Softball Skills Continued - Session 11

Objectives

- Further progress basic softball skills.
- Introduce a combination of the skills of hitting and running.

Items required for Session 11

- Floor markers
- Large balls
- Nutrition Session: Provide a variety of healthy snacks

Activity Plan 11 - Softball Skills

Time Frame	Activity
5 MINUTES	Welcome and Introductions
10 MINUTES	Free Play
4 MINUTES (AWARENESS)	Warm Up: Have athletes do stretches such as touch your toes, touch the ceiling, wiggle arms and legs, and move neck and ankles.
5 MINUTES (FITNESS)	I spy with my little eye: <ul style="list-style-type: none">• Place different coloured floor markers and bean bags all over the floor.• Pick an athlete and have her call out the name of an object that is visible. Then everyone races to the object by walking, running, or crawling.<ul style="list-style-type: none">- Call out an item and everyone finds the item or call out a colour and everyone finds an item of that colour.
4 MINUTES (EDUCATION)	Recap: Review the skills that were practiced the session before and ask the athletes what they remember. <ul style="list-style-type: none">• Quickly go over running, throwing, and hitting.• Introduce catching.
6 MINUTES (THROWING/CATCHING)	Coach Ball: This activity allows athletes to practice their throwing and basic catching skills at the same time. <ul style="list-style-type: none">• Form a large circle with everyone.• Stand in the middle of the group with a ball or bean bag.• Say an athlete's name and throw the ball underhand to the athlete.• The athlete then turns around and throws the ball back to you.• This process continues until each athlete has caught and thrown the ball twice.• Be sure to work on proper throwing technique while looking at the target. Throws can be underhand or overhand depending on the athlete's ability.

Softball Skills Continued - Session 11

6 MINUTES (CONTINUED) **(THROWING/CATCHING)**

- For receiving the ball, work on extending arms as the ball approaches, use both hands, close hands as the ball is received, and bring the ball towards the body after it has been caught.
 - To progress the activity, add another ball or work on throwing the ball higher into the air or closer to the ground.
-

6 MINUTES **(HITTING/RUNNING)**

Hit and Run: This activity allows athletes to work on hitting the ball and incorporating running to the base after making contact with the ball.

- First review the hitting tips from the previous hitting session and start by simply taking turns hitting off a tee.
 - Set up the baseball diamond again and, if possible, place a volunteer at each base.
 - After each athlete has the chance to hit the ball off a tee, incorporate hitting the ball and running to first base.
 - As soon as the next athlete hits the ball off the tee the athlete on first base then runs to second base and the hitter runs to first.
 - Continue this until each athlete has had the opportunity to hit at least twice.
 - Progress the activity by slowly pitching to athletes with the ability to hit a moving object. A large ball can also be used to make hitting a moving object easier.
-

6 MINUTES **(FUN)**

Softball Relay: The relay should incorporate each of the learned softball skills - running, catching, throwing, and hitting.

- Divide the group into two teams.
 - Set up the space in the shape of a baseball field with bases 1 to 4.
 - The first station begins at home base. Each athlete hits a ball off the tee and then runs to pick it up and bring it back to the tee for the next athlete. The athlete then runs to first base.
 - When an athlete reaches first base, he throws a ball through a hoop 3 times. The hoop is held by a volunteer who can move the hoop closer or higher in order to help the athlete throw the ball through the hoop successfully. Once the athlete throws the ball through the hoop three times, he runs to second base.
 - Upon arrival at second base, an athlete must catch a ball lobbed into the air two times before running to the next base. A volunteer can stand as close or as far away as required and throw the ball to a height that matches the athlete's ability. After catching the ball twice the athlete then runs to third base.
 - When he reaches third base, he walks across the balance beam and jumps a set-up hurdle. Both the hurdle and balance beam are included in the Fundamentals Tool Kit. The balance beam can help with throwing and hitting.
-

Softball Skills Continued – Session 11

- As soon as he completes the balance beam and jump stations, he runs as fast as he can to home plate. Ensure that as each athlete reaches home plate, there are lots of cheers.
 - The softball relay can be completed as many times as required and each activity can be adapted to meet the skill level of each athlete.

5 MINUTES
(EDUCATION)

Nutrition Break: After activity, introduce nutritious snack choices. This also provides an opportunity to introduce a nutrition tip to caregivers.

Nutrition – Eating Together Means Fun

4 MINUTES
(COOL-DOWN)

Cool Down – Stretching:

Bird - Stand on one leg for balance then the other

Dog (downward) - can stretch leg up at fire hydrant

Cat - on hands and knees, arched back

Butterfly - sitting, feet together; flap wings (knees)

Frog (squat)

Tree - tall tree, stretching up; bent tree, bend left and right

Wilted flower - bend over with straight legs

Scratching back - one elbow up

3 MINUTES
(COOPERATIVE)

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

2 MINUTES

Good-Bye and See Everyone Next Session: Provide caregivers with information for next session's activities. Pass out caregiver evaluation forms and ask that they be returned at the final session. Explain the forms and answer any questions.

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

Supplemental Activity: Running Bases: Athletes line up in single file behind home plate; call the first athlete up to the plate. Shout out either “Single”, “Double”, “Triple” or “Home-Run” and have athlete run corresponding bases before returning to end of line. Have a staff member time the athletes and encourage them to better their time on their next attempt.

Softball Skills Continued - Session 11

Eating Together Means Fun

Eating with your young athlete is extremely important and provides an opportunity to teach the basics of healthy eating, explore new foods, and may help to develop cooking skills.

- Activity:**
- a) Divide athletes and caregivers into groups.
 - b) Provide snacks and have the athletes explain to their caregiver what they will be eating.
 - c) Enjoy their snack.

Caregiver Tips:

- Sit down for family meals together as often as possible.
- Add variety by encouraging athletes to try new foods.
- Teach basic cooking skills by preparing family meals together and trying different recipes.

** If snacks are being provided, program leaders should ensure they have a list of all participants' allergies.*

For more info on Nutrition, consult the SOC Young Athletes Nutrition Guide

session 12


FUNDamentals

Fun Day



Fun Day - Session 12

The purpose of FUNdamentals is to assist in the development of basic motor and sport skills for young athletes with an intellectual disability between the ages of 7 and 12. Fun Day is an opportunity for them 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 of the activities and to instill a sense of accomplishment.

During this session, program leaders encourage the athletes to take part in a number of events that are structured to introduce competition in a fun and positive way. There will be no winners or losers - simply terrific achievers!

At the end of the events, the athletes are called by name to receive their achievement ribbons in an awards-style

Objectives

- Review and practice all skills learned through FUNdamentals.
- Have FUN!

Items required for Session 12

- Floor markers
- Large balls
- Beanbags
- Rope/tape or balance beam
- Ribbons
- Cones
- Hula Hoops
- Nutrition Session: Provide a variety of healthy snacks.

Activity Plan 12 - Fun Day

Movement Skill	Activity
5 MINUTES	Welcome and Introductions
10 MINUTES	Free Play
4 MINUTES	Warm Up: Have athletes do stretches such as touch your toes, touch the ceiling, wiggle arms and legs, and move neck and ankles.
3 MINUTES	Fun Day: Explain that the purpose of Fun Day is to promote participation, not competition. At the end of the session, athletes are awarded ribbons. The ‘ceremony’ mimics a competition presentation, but everyone receives the same ribbon. Ensure that the athletes are cheered on during the events. Each event can be done one-at-a-time or all at the same time in a station-style format if space permits.

Fun Day - Session 12

5 MINUTES **(TRACK AND FIELD)**

Event 1 - Track and Field Bonanza: Athletes utilize the skills learned in the first 4 sessions in a mini track event.

- Divide athletes into two groups.
 - Using the full length of your space, set up cones to divide the space in two. In each section, design an obstacle course that requires athletes to sprint, jump, and throw. Have them sprint for 10 metres, jump over 2 hurdles, and then throw a ball into a garbage can from a variety of distances.
 - As soon as the first athlete in line finishes, the next athlete starts.
- Continue until all of the athletes have finished.
- The first team with everyone finished and sitting down wins.
 - Perform as many times as possible.
 - Remember to stress finishing not winning, and ensure applause after each athlete and each team completes the course.
-

5 MINUTES **(SOCCER)**

Event 2 - Mini Soccer: The game takes place in a small space that allows each athlete an opportunity to dribble and shoot the ball using the skills developed in the soccer sessions.

- Set up a mini soccer field by creating 2 nets with cones.
 - Divide the athletes into two groups. Use volunteers if space permits.
 - Play soccer, always encouraging the athletes to dribble and pass the ball as much as possible.
 - Do not keep score but cheer for goals.
-

5 MINUTES **(BASKETBALL)**

Event 3 - Mini Basketball- Fun Game: For athletes to conceptualize how all the skills work in a game environment, play a very simple game of basketball with Hula Hoops as nets or lowered basketball nets.

- Place caregivers 8 to 10 metres apart to form a basketball court.
 - Divide the athletes into two teams and have any additional caregivers join in.
 - Explain that the idea is to dribble or pass the basketball to the opposing team's net and try to shoot the ball into the hoops for points.
 - Focus more on fun and working as a team than on rules.
 - Provide lots of encouragement and ensure that all athletes have the opportunity to play with the basketball during the game.
-

5 MINUTES **(SOFTBALL)**

Event 4 - Home Run Derby: This fun and exciting game allows athletes to show off their softball skill and gives them the chance to hit, run, and throw.

- Set the space up in the design of a baseball diamond.
 - Explain that everyone except for the hitter plays the "field" and tries to throw the ball after it has been hit to home plate and before the runner can run around all of the bases.
-

Fun Day - Session 12

- The ball can be hit off a stand or a caregiver can slowly pitch the ball, depending on the athlete's ability.
 - Allow each athlete to have a chance at hitting and running the bases.
 - Place a caregiver to catch the ball as it is thrown to home plate.
 - If an athlete does not make it all around the bases after hitting a home run, she can stop at a base and run when the next hitter has hit the ball.
 - Remember to encourage athletes to run as fast as they can and to throw the ball towards home plate as soon as they pick it up.
 - Always cheer as each athlete hits the ball and arrives at home plate.
-

5 MINUTES
(EDUCATION)

Nutrition Break: After activity, introduce nutritious snack choices. This also provides an opportunity to introduce a nutrition tip to caregivers.

10 MINUTES
(AWARDS / THANK YOU)

Awards Ceremony: Have athletes sit down with caregivers and hand each an achievement ribbon. Explain to each athlete that the award is being presented for the session's activities and for his or her contributions throughout the program. Call each athlete by name and encourage everyone to cheer as each ribbon is handed out.

- Remember to thank athletes and volunteers for doing such a great job throughout the sessions as well as caregivers for being supportive.
-

3 MINUTES

Good-Bye: Good-bye and provide next's year's start date. Be sure to collect the caregiver evaluation forms.

** If snacks are being provided, program leaders should ensure they have a list of all participants' allergies.*

For more info on Nutrition, consult the SOC Young Athletes Nutrition Guide

FUNdamentals Tool Kit

Each registered FUNdamentals program will have access to a FUNdamentals Tool Kit through its Provincial/Territorial Chapter, which will include many items that will assist with activity plans or different activities that you may create.

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



Each Tool Kit will include:

- Coated Foam Baseball
- Flyweight Baseballs
- Plastic Paddle
- 1 Set- Numbered Floor Spots 0-9
- Ball Bag
- Youth Soccer Balls
- Youth Basketballs
- Giant Steeple Bricks
- Long Bar
- Short Bar
- Small and Large Flat Hoop
- Small Cones
- Bean Bags
- Baseball Tee
- Foam Baseball Bat
- And Many More Great Items

Additional equipment can be purchased through your Provincial/Territorial Chapter. Please contact your Special Olympics Chapter for information on how to place an order.

Evaluation Rationale

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

The FUNdamentals 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 and can provide valuable insight into how to better meet an individual athlete's needs or help improve the program for everyone. The caregiver evaluation form should be completed at the end of the program. However, it is important to continually speak with caregivers, asking for feedback and thoughts on how well the program is meeting expectations. Always encourage caregivers to share their ideas and become involved.

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

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.

[illegible]

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

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

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.

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

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.

[illegible]

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

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

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

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

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

- | | |
|--|---------------------------------------|
| <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 young athlete was answering this question, how do you think he or she would rate the experiences in FUNdamentals?

- | | | | | |
|--------------------------------------|------------------------------|-------------------------------|---------------------------------|--------------------------------------|
| <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 FUNdamentals?

.....

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

.....

.....

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

	Strongly Agree	Agree	Disagree	Don't Know
<i>FUNdamentals 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 (turn taking, 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 sport skills that he or she uses to play with children outside FUNdamentals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Caregiver Evaluation Form

7. Are there other ways in which your young athlete benefited from FUNdamentals?

.....

.....

.....

.....

.....

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

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

Please share any other thoughts you have about the quality of the program leader:

.....

.....

.....

.....

.....

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

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

Comments:

.....

.....

.....

.....

10. Are you planning to involve your young athlete in FUNdamentals next year?

☐ Yes ☐ No ☐ Undecided

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

.....

.....

.....

.....

Caregiver Evaluation Form

11. Are you interested in Youth/Traditional sport programs that offer further sport opportunities for young athletes?

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

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

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

Thank You

for completing the FUNdamentals Evaluation Form.

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

Program Evaluation Form

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 lesson?	<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 young 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/ability levels?	<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 session?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Did the activities/games accommodate the skill level of each athlete?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Did the games/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"/>

Starting a Program

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

Next Steps

Prior to:

1. **BOOK A VENUE:** A school gym is the best fit for FUNdamentals. However, other spaces such as church gyms and community centres can also work.
2. **RECRUIT VOLUNTEERS:** For any program to be successful, committed volunteers are a must. A few excellent locations to find volunteers include
 - Your current Special Olympics base
 - Parents or caregivers
 - Universities/Colleges/High Schools (Faculties of Kinesiology, Education, and Nursing in particular) where many students need volunteer hours to complete their studies.
 - Church groups
 - Recreation Departments
 - Retired professionals in your community who are eager to get involved in sport and volunteer opportunities.

Decide on a day and time based on volunteer and participant availability. A weekend morning or a weekday evening may be the best fit for your locale. Decide collectively.

3. **PROVIDE YOUR VOLUNTEERS WITH RESPONSIBILITIES:** Most volunteers want a specific role so provide them with a role that is of interest to keep them excited about their volunteer experience. If a volunteer is strong with administration tasks, assign her to look after registration and keep a database. Always hold a short meeting to discuss the program and the specifics of Special Olympics before starting.
4. **TELL YOUR COMMUNITY:** Publicize the fact that FUNdamentals is for young athletes with an intellectual disability. Contact your local newspaper and radio station with the details (time, place, contact number), design posters to post at schools, libraries, and community boards, your local Child Development Centre, and your Society for Community Living. Your Local Special Olympics Committee can help with media releases, but they need to know the specifics so feel free to connect.
5. **DESIGN A PLAN FOR SESSION 1:** Ensure that your volunteers know exactly what their role is on the first day of the program. Also, ensure that you have an activity plan and all necessary equipment packed and ready to go.

Starting a Program

The Day of:

1. **GREET YOUR GUESTS:** When the young athletes and caregivers arrive for the first session, make sure they are warmly greeted by a volunteer and provided with a caregiver kit that contains information on what they need to bring, including medical information, attire, and emergency contact information.
2. **REGISTRATION:** For athletes and volunteers to participate in a sanctioned Special Olympics Program, a registration form must be filled out. The forms are available through the Local Special Olympics Committee. One copy should remain with the program leader and a second copy sent to the Local Committee. The registration process is VERY important for insurance purposes and any participant not completing a registration form is not covered by the Special Olympics Canada Insurance Policy.
3. **INTRODUCTIONS:** Introduce yourself and your volunteer team. Having the caregivers and young athletes introduce themselves helps everyone to get to know each other.
4. **4. REVIEW YOUR ACTIVITY PLANS:** When reviewing your activity plans, keep in mind the principles that are introduced in the Guide. Flow is important and a well-designed activity plan helps to ensure constant and appropriate activity, including warm-up/get-to-know, and cool-down/wind-down activities..
5. **HAVE FUN:** Always remember that FUNdamentals is based on the concept that if young athletes have fun, they will respond to what is being taught and will be excited about attending each session.

Year End

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

Conclusion

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

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

Special Olympics can offer athletes a number of amazing sport opportunities that range from local competitions to representing Canada at the Special Olympics World Games. The possibilities are endless and FUNDamentals may be the first contact with new athletes and caregivers. Remember - you are one of the most influential and important members of the Special Olympics organization.

The Youth/Traditional Special Olympics Sport Programs

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

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

Glossary of Terms

Active Start: programs with a target population of ages 2-6, introducing key elements as describe in the LTAD stage of the same name.

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

Program Leader: the agreed upon name of the instructor who is in charge of each session.

FUNDamentals: programs with a target population of ages 7-12, introducing key elements as describe in the LTAD stage of the same name.

SOC Special Olympics Canada, the governing national sport organization for all Provincial/Territorial Special Olympics Chapters.

Youth Sport Programs: programs with a target population of ages 9-18, introducing key elements as described in the LTAD stage Learning to Train. Sometimes referred to as “sport sampler” programs, where athletes are in the transition period between being too old for FUNDamentals programs and too young for sport specific programs. These programs would introduce the young athlete to all SO core sports, teach fundamental sport skills and tactics and generally help to ease an athlete’s transition from participating with age peers to participating with athletes of all ages and sizes

FUNdamentals Songs

Warm Up

Follow Me, Follow Me - Shari and Jerry Tallon

Let's Freeze - Karen Rupprecht & Pam Minor

Wiggle my Body - Ron Brown

Put your hands up in the air - Hap Palmer great for warm up

Kids like to boogie too - Skip West

Let's Move - Laszlo Slomovits

Monkey with a Coconut - Geof Johnson

Get Ready to Wiggle - The Wiggles

Muscle Hustle - Ronno

Basic Movements

I can do that - Jack Hartmann

Move Fast Move Slow - Jack Hartmann Good for fitness

Don't Forget to Exercise - Bobby Susser

Sports Dance - Jack Hartmann

That's how you play the Game - Jan Nigro

Getting Strong - The Wiggles

Do the Dragon - Ronno

Marching / Skipping / Walking / Running

Marching Band Parade - Debbie Clement

Skip to my Lou - Dan Zanes

I got a new way to walk - Destiny's Child

Run Run Everybody Run - Joe Raposo

Throwing / Catching

Bean Bag Bop - Jack Hartmann

Catch the Moon - Lisa Loeb and Elizabeth Mitchell

Jumping

Now Jump! - Wendy Rollin

Everybody Jump - Skip West

Jump Up - Jay Cleveland

The Jumping Exercise - Bobby Susser

Doo Wop Hop - Kermit the Frog

Softball

Baseball Baseball - Bobby Susser

Soccer

Soccer Rock'n'Roll - Dave Dafy

FUNdamentals Songs

Cool Down

Cool Cat's Cool Down - Jack Hartmann

Rest Awhile - Bobby Susser

Stretch your arms way out - Bobby Susser

Appendix 1

Jumping – Taken from Active Start 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• take 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.

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.

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.

Jumping: 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	<p>Do You See What I See?</p> <p>Do You See What I See?</p> <p>Program leader: “Do you see what I see?”</p> <p>Athletes: “What do you see?” (all together and loudly)</p> <p>Program leader: “I see ...” Children act out the movements without sound, just bodies moving.</p> <ul style="list-style-type: none"> • popcorn popping • crouching giants • snowmen melting • lions leaping • monkeys swinging • 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	Jumping High: Encourage them to jump over a rope or marker. Then have them jump up to retrieve an object being held above their

Appendix 1

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.

Items required for Session

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

Throwing – Taken from Active Start 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 rward 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

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.

Appendix 2

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.

Overhand Throwing and Catching: 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

Appendix 2

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

Items required for Session

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

Appendix 3

Resources

For additional resources please see;

Coaching Association of Canada's Fundamental Movement Skills (FMS) Coaching Course

Flaghouse.ca - global supplier of adapted equipment

PHE Canada Fundamental Movements Skills Resource Guides 1A and 1B

Special Olympics Canada's Active Start Program Leaders Guide

Special Olympics young athletes activity guide

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.

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.

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 4

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.

References

- American Psychiatric Association. *Diagnostic and statistical manual of mental disorders : DSM-IV-TR*. Washington, DC: American Psychiatric Association; 2000.
- Athletics Canada (2001). *Run Jump Throw*. Alberta Learning: Edmonton, Alberta.
- Block ME. Motor Development in children with Down Syndrome: A review of the literature. *Adapted Physical Activity Quarterly*. 1991;8:179.
- Chapman RS, Hesketh LJ. Behavioral phenotype of individuals with Down Syndrome. *Mental Retardation and Developmental Disabilities*. 2000;6:84.
- Connor PD, Sampson PD, Streissguth AP, Bookstein FL, Barr HM. Effects of prenatal alcohol exposure on fine motor coordination and balance: A study of two adult samples. *Neuropsychologia*. 2006;44(5):744-751.
- Dameron LE. Development of intelligence of infants with mongolism. *Child Development*. 1963;34:733.
- 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.
- Henderson SE. Some aspects of the motor development. In: Wade MG, Whiting HTA, eds. *Themes in motor development*. Boston: Martinus Nijhoff; 1986:69.
- Jobling A, Virji-Babul N. *Down Syndrome: Play, Move and Grow*. Burnaby, Canada: Down Syndrome Research Foundation; 2004.
- Lloyd M, Burghardt A, Ulrich DA, Angulo-Barroso R. Physical activity and walking onset in infants with Down syndrome. *Adapted Physical Activity Quarterly*. 2010;27(1):1-16.
- Kellogs Canada Inc. (2007). Mission Nutrition - www.missionnutrition.ca: Mississauga, Ontario.
- MacTavish, Jennifer B., Wanlin, Connie M. (1997). PeeWee Program Guide.
- Menear K. Parents' perceptions of health and physical activity needs of children with Down syndrome. *Downs Syndr Res Pract*. Jul 2007;12(1):60-68.
- Palisano RJ, Walter SD, Russell DJ, et al. Gross motor function of children with down syndrome: creation of motor growth curves. *Arch Phys Med Rehabil*. Apr 2001;82(4):494-500.
- Pitetti K, Baynard T, Agiovlasitis S. Children and adolescents with Down syndrome, physical fitness and physical activity. *Journal of Sport and Health Science*. 2012:1-11.
- Public Health Agency of Canada. (2006). What We Have Learned: Key Canadian FASD Awareness Campaigns, www.phac-aspc.gc.ca/publicat/fasd-ac-etcaf-es/pdf/fasd-ac-etcaf-es_e.pdf

References

Reid, G., O'Connor, J., & Lloyd, M. (2003). The autism spectrum disorders: Physical activity instruction - part III. *Palaestra*, 19(2), 20-28.

Riley EP, Infante MA, Warren KR. Fetal alcohol spectrum disorders: an overview. *Neuropsychology review*. Jun 2011;21(2):73-80.

Salvador-Carulla L, Reed GM, Vaez-Azizi LM, et al. Intellectual developmental disorders: towards a new name, definition and framework for "mental retardation/intellectual disability" in ICD-11. *World psychiatry : official journal of the World Psychiatric Association*. Oct 2011;10(3):175-180.

Special Olympics. Special Olympics young athletes Guide.

Special Olympics. (2008). www.specialolympics.org

Special Olympics Canada (2006). Competition Sport; Reference Guide. Coaching Association of Canada.: Toronto, Canada.

Statistics Canada, (2005) The Canadian Community Health Survey: Obesity among Adults and Children, www.statcan.ca/Daily/English/050706/d050706a.htm

Target, C. and Cathelineau, J. (1990). *Pédagogie sportive*. Vigot. Collection Sport et enseignement.

Temple, Vivienne., O'Conner, Justin, P. (2007). Healthy Opportunities for Pre-Schoolers. Vancouver, British Columbia, Canada. www.educ.uvic.ca/faculty/temple/vtstd/HOP/Frameset.htm

Ulrich DA, Ulrich BD, Angulo-Kinzler RM, Yun J. Treadmill training in infants with Down syndrome: Evidence-based developmental outcomes. *Pediatrics*. 2001;108(5):84-90.

Credits

EDITOR: Sheila Robertson, Robertson Communications
GRAPHIC DESIGN: Paul Gyorgy Visual Communications
PHOTO CREDITS: Clay Charters, Kent Patterson
PRINTED: January 2010



For further information please contact Special Olympics Canada
or your Provincial/Territorial Chapter;

Special Olympics Canada
21 St. Clair Avenue East, Suite 600, Toronto, ON M4T 1L9

www.specialolympics.ca
www.facebook.com/specialcanada
www.twitter.com/specialcanada

We would like to acknowledge financial support from the follow organizations:



Public Health
Agency of Canada

Agence de la santé
publique du Canada



RBC Foundation
RBC Fondation



Samuel Family
Foundation

Canada

We acknowledge the financial support of the Government of Canada
through the Department of Canadian Heritage.

All rights reserved. No part of this guide may be reproduced in any manner without the
express written consent from Special Olympics Canada, and its Provincial/Territorial Chapters.