

# SPORT START

## *Athletics*



*An athletics program designed for young athletes with  
intellectual disabilities.*

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**2009**

**1<sup>st</sup> Edition**

# TABLE OF CONTENTS

<b>SPECIAL OLYMPICS .....</b>	<b>4</b>
HISTORY OF SPECIAL OLYMPICS .....	4
SPECIAL OLYMPICS BC .....	5
<b>SPORT START .....</b>	<b>7</b>
INTRODUCTION .....	8
<i>Rationale</i> .....	8
<i>Overview</i> .....	8
CHOOSING THE RIGHT PROGRAM .....	9
SKILL DEVELOPMENT .....	10
<i>Basic Motor Skills</i> .....	10
<i>Sport Motor/Movement Skills</i> .....	10
<i>Social/Cognitive Skills</i> .....	11
<i>Developmental Perspective</i> .....	11
<b>STARTING A PROGRAM .....</b>	<b>15</b>
PLANNING FOR A PROGRAM .....	16
LAUNCHING A PROGRAM .....	16
LESSON PLANNING .....	18
<i>Tips for a Successful Training Session</i> .....	19
<i>Attendance Sheet</i> .....	20
LESSON PLAN DESIGN .....	21
<i>Lesson Modifications and Adaptations</i> .....	22
<b>SAFETY .....</b>	<b>22</b>
EMERGENCY ACTION PLAN .....	25
<i>Sample Emergency Action Plan</i> .....	26
<i>Special Olympics BC Medical Incident Report Form</i> .....	27
<i>Special Olympics BC Behavioural Incident Report Form</i> .....	28
<b>ATHLETICS .....</b>	<b>22</b>
<i>History of Athletics</i> .....	30
<i>Overview of the Sport</i> .....	31
<i>Athletics Glossary</i> .....	34
ATHLETICS MOTOR/SPORT SKILLS .....	36
STRETCHING GUIDE .....	43
LESSONS .....	47
<b>ATHLETE EVALUATION .....</b>	<b>139</b>
ATHLETE EVALUATION CARDS .....	141
GOAL SETTING .....	143
<b>RESOURCES .....</b>	<b>145</b>
CONTACT INFORMATION .....	148
MEDIA RESOURCES .....	148
<b>CONCLUSIONCONCLUSION .....</b>	<b>149</b>
<i>What's Next?</i> .....	150
FEEDBACK .....	152
<i>Athlete Feedback Form</i> .....	153
<i>Leader Feedback Form</i> .....	157
<b>REFERENCES .....</b>	<b>160</b>

# **SPECIAL OLYMPICS**

## **History of Special Olympics**

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

### **The Birth of Special Olympics in Canada**

In the early sixties, children with intellectual disabilities were tested for physical fitness levels with the results revealing that these individuals were half as physically fit as their non-disabled peers. It was assumed that the low fitness levels were a direct result of their disability. However, troubled by this assumption a Toronto researcher, Dr. Frank Hayden, began to conduct his own research on the subject and discovered that given the opportunity, people with an intellectual disability could become physically fit, and acquire the physical skills necessary to participate in sport. Inspired by his discoveries and seeing the need for new kinds of sport opportunities, Dr. Hayden sought ways to develop a national sports program designed specifically for people with an intellectual disability. His work came to the attention of the Kennedy Foundation in Washington, D.C. and led to the creation of Special Olympics.

The first sports competition organized under the Special Olympics banner was held at Soldier's Field in Chicago in 1968. To ensure that Canada was well represented at the competition, Dr. Hayden called on renowned broadcaster, successful businessman and humanitarian, Harry "Red" Foster. Upon returning to Canada, after accompanying a Canadian floor-hockey team to these first games, Red set about laying the foundation for the Special Olympics movement in Canada as a way to enhance the lives of Canadians with an intellectual disability. The following summer, 1969, the first Special Olympics Canada event was held in Toronto.

Today, over 31,000 athletes with intellectual disabilities participate in Special Olympics programs across the country. Around the world, Special Olympics has grown to service over three million athletes in more than 160 countries.

## **Special Olympics BC**

Since 1980, Special Olympics British Columbia (SOBC), a registered charitable organization, has provided high-quality sports programs and competitions to meet the needs and interests of individuals with intellectual disabilities, enriching lives and celebrating personal achievement through positive sports experiences. Today, over 3,500 athletes participate in Special Olympics BC sports programs in 55 communities across British Columbia. Special Olympics BC offers year-round programs in 18 sports, as well as local, provincial, national and international competitive opportunities. These sports opportunities provide athletes with far more than the physical benefits of improved health and athletic ability. Participation in sports provides opportunities for athletes to develop social skills, cultivate friendships, strive for and achieve goals and increase their self-esteem – enabling athletes to win in sport, and in life.

**SOBC Mission** - To provide individuals with intellectual disabilities the opportunity to enrich their lives and celebrate personal achievement through positive sports experiences.

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Sport Start

# INTRODUCTION

Welcome to Special Olympics BC and the Sport Start program. You are about to become involved in a very important program within the organization and through your participation will have the opportunity to change the lives of young athletes in a positive and exciting way.

## **Rationale**

The Sport Start Program relies on the premise that youth with intellectual disabilities are more than capable of participating in fitness and sport programs. We believe that if provided with early instruction in the areas of basic motor and sport skill there is an excellent opportunity for improvement in physical, social and cognitive abilities.

## **Overview**

The Special Olympics BC Sport Start Program is the first of its kind in BC. It provides specific training and educational opportunities for youth between the ages of 12 and 18 years with mild to profound intellectual disabilities (Ministry of Education categories: C, K, and possibly G), many of whom may lack opportunities and/or access to traditional structured physical fitness programs. The Sport Start Program has been designed as a continuation for those participants who have graduated from the FUNdamentals program as well as an introduction for individuals new to Special Olympics who are looking to develop more specific sport-related.

The program is geared towards youth aged 12-18 years olds with an intellectual disability. However, it is important to keep in mind that Leaders consider not only the age of the athlete but their level of development and ability before beginning the program.

The Sport Start leader's Guide was developed to provide Program Leaders with the tools necessary to ensure positive and safe sport experiences for participants. The Sport Start Leader's Guide also educates Program Leaders in the areas of positive movement skills, sport development, and healthy living.

The Guide will assist Leaders in explaining the benefits of positive movement experiences and the importance of healthy nutrition, as well as providing sport specific lesson plans that can be taught to young athletes who want to improve their basic motor and sport skills. The Sport Start Guide also emphasizes the role of physical activity in the development of athlete self-esteem, confidence and ability to socialize with peers and in group settings.

Thank you for your involvement and helping to build a Sport Start program!



## CHOOSING THE RIGHT PROGRAM

No matter the age or level of ability, Special Olympics BC has a program for everyone with an intellectual disability.

### **ACTIVE START**

ActiveStart is a program that provides specific physical activity information relating to young athletes with an intellectual disability between the ages of 2 and 6 years. It introduces the values of positive movement experiences during childhood development, and describes activities aimed at improving basic motor skills.

### **FUNDAMENTALS**

FUNDamentals is a program for children aged 7 to 11 years with intellectual disabilities that focuses on acquiring fundamental movement skills in a fun environment. The goal of the program is to teach children basic sport and physical activity skills so they can participate in sport and live healthy active lifestyles at any age. The FUNDamentals Leaders Program Guide was also developed to educate Program Leaders in the areas of positive movement skills, nutrition, sport introduction, and the importance of caregiver involvement in the lives of children with an intellectual disability.

### **SPORT START**

Sport Start is the next step in Special Olympics BC's youth development program. It builds on an athlete's existing *basic* motor skills and teaches *sport* specific motor and movement skills. The program is designed for youth between the ages of 12 and 18 years with intellectual disabilities. The program helps to translate basic motor abilities into sport specific skill development by introducing the youth to specific sport skills and game play and providing them with the opportunity to learn and practice the sport skills needed to participate in an organized sport program, like our traditional Special Olympics programs.

It is important to keep when determining the best program for an athlete that not only the age of the athlete is considered but also their level of development, ability and size before beginning the program, within reason. For example, in some track events, it *may* not be a good idea for 12-year-old to compete against or with an 18-year-old athlete because of the potential size difference between the athletes and the safety risks associated with that difference. Additionally, we recommend that athletes wishing to participate in the Sport Start program be capable of performing the following motor skills: walking, running, striking, catching, balancing and jumping. These abilities need not be completely developed but a basic competency is crucial to the program.

# SKILL DEVELOPMENT

## **Basic Motor Skills**

Basic motor/movement skills are the building blocks on which all movement is based. They are divided into three main areas; manipulation, transport and balance.

### **Transport Skills**

These skills enable a person to move from one point to another. Transport skills include:

- Walking
- Running
- Jumping
- Skipping

### **Manipulation Skills**

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

- Bouncing
- Catching
- Overhand Throwing
- Kicking

### **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).

(Pee-Wee Program Guide, Special Olympics Manitoba, 1997)

## **Sport Motor/Movement Skills**

Typically, motor/movement skills begin to develop in the first years of life, however persons with intellectual disabilities are often delayed in their development of such skills. They may lack the balance, dexterity, coordination and motor/movement skills necessary for performing daily activities. Fortunately acquisition of these skills is ongoing and continues through adulthood. The best way to develop basic motor/movement skills is through early intervention, practice and working at the individual's ability level. The more movement experiences to which an individual can be exposed and the more practice they have, the better their skills will become. However, it is important to recognize that it is not only the quantity of practice time but also the quality of that time which makes the difference.

Sport programs are an excellent way for youth with an intellectual disability to learn, practice and fine tune their basic and sport motor-skills. By participating in sport programs like Sport Start, designed specifically for youth with intellectual disabilities, young athletes can build on their basic motor skills and acquire the movement abilities

necessary to compete in sport and those required for the activities of daily life. They can improve their flexibility, strength, balance and mobility which can lead to greater personal independence, as well as the ability to be physically active and participate in sport in safe and fun ways.

### **Social/Cognitive Skills**

Additionally, increased physical ability and competence has been positively linked to higher levels of cognitive and social development. For example increased confidence, levels of enjoyment, and self-esteem are frequently associated with participation by individuals with intellectual disabilities in physical activity and Sport programs.

### **Developmental Perspective**

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

- 1) Development is qualitative: Movement patterns will increase in mechanical efficiency. As a child acquires skills, the quality of their performance increases.
- 2) Development is individual: All individuals progress through the same sequence but they will go at their own rate. To have generalized expectations of what each child should be able to do in your program is not realistic because youth will be at different stages and development is dependent upon experience.
- 3) Development is sequential: Progress from simple to more complex actions in a somewhat predetermined sequence (i.e. Crawling happens before walking; catch a large ball before catching a smaller one). By understanding the sequence of development, leaders can plan progress.
- 4) Development is cumulative: Previously learned skills are the building blocks for skills that develop later.
- 5) Development is directional, not static. It progresses forward toward a goal or regresses due to lack of the right 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.

## NUTRITION

Equally important to participation in sport is total body wellness. Healthy behaviors, like proper nutrition, are crucial components of physical fitness and health.

Eating good food is an important part of every single day. Nutrition is what keeps the body going whether while walking to practice, playing basketball and even during sleep! The right kind of food allows young athletes to function at their best, making them feel good and helping them to become better athletes.

Additionally, proper nutrition is one way to improve the secondary conditions that may accompany an intellectual disability. For example proper nutrition can improve symptoms of fatigue, constipation, diarrhea and help to control weight problems. Eating a good balance of healthy foods can also help individuals with intellectual disabilities reduce the risk of chronic disease and live longer, healthier lives.

The Sport Start program incorporates nutrition education into different sections in the Guide. The nutrition sections provide basic nutrition information about the 4 food groups, calorie intake and hydration. Nutrition tips, facts and activities are also included at the end of each of the 12 lesson plans because healthy eating fuels young athletes.

*\*Please note that some individuals may require special diets for proper and adequate nutrition. Contact your physician or registered dietician if your young athlete has difficulty eating or drinking, has food allergies, or secondary conditions like diabetes or drug side effects for information about therapeutic diet options.*

## WATER

- Dehydration can cause fatigue, headache, irritability, dizziness and even impaired physical performance
- People need more fluids when they are physically active
- Sports drinks have a significant number of calories. Drink water to stay hydrated

### Competition and Hydration

In addition to daily fluid intake, hydration is important before during and after sport. Follow this 3-step plan for optimal hydration around sport.

#### **STEP 1 - Pre-hydration Primer**

Drink at least 1-2 cups (250-500ml) of fluid approximately 1-2 hours before practice or competition.

#### **STEP 2 - During Sport Drinking**

Encourage athletes to drink at least 2-3 large gulps of fluid every 15-20 minutes.

#### **STEP 3 - Post Sport Refill**

Replacing fluids should be top priority, aim for a minimum of 1-2 cups (250-500mls) of water, chocolate milk or diluted fruit juice right away and in the hours following exercise.

## CALORIES

Females 9-13yrs:	Active=1600-2400	Non-Active= 1600-1750
Females 14-18yrs:	Active=2000-2750	Non-Active= 1800-2000
Males 9-13yrs:	Active=1800-2850	Non-Active= 1800-2000
Males 14-18yrs:	Active=2400-3800	Non-Active= 2200-2500

## FOOD GROUPS

### **Average Youth 9-13 years needs: (servings/day)**

- Vegetables/fruit: 6
- Grain products: 6
- Milk and alternatives: 3-4
- Meat and alternatives: 1-2

### **Average Youth 14-18 years needs: (servings/day)**

- Vegetables/fruit: 7-8
- Grain products: 6-7
- Milk and alternatives: 3-4
- Meat and alternatives: 2-3



*\*People who are at a healthy weight but need more food because they are very active may need to eat extra servings but should monitor their intake of fat, sugar and salt.*

## HEALTHY SHOPPING LIST

<b>Vegetables:</b> Lettuce Asparagus Green beans Cauliflower Tomatoes Potatoes Spinach Onions Broccoli Corn Carrots Peppers (red, green, yellow or orange) Celery	<b>Fruits:</b> Oranges Apples Bananas Strawberries Blueberries Raspberries Blackberries Mangoes Pineapples Nectarines Cherries Lemon/limes Applesauce	<b>Milk and Alternatives:</b> Cheddar cheese Cream cheese Cottage cheese Low-fat yogurt Low-fat frozen yogurt or ice cream Eggs Skim or 1% milk Soy, rice or almond milk (ensure that it is calcium fortified)
<b>Tips:</b> <ul style="list-style-type: none"> <li>• Don't get stuck in rut, eat different types and colours everyday!</li> <li>• Choose portable fruits and vegetables as snacks at school and after sport</li> <li>• Use low-fat versions of cheese with less than 20% milk fat (MF) on the label</li> </ul>		
<b>Grain Products:</b> Whole wheat bread Whole wheat english muffins Whole wheat bagels Whole wheat tortillas High fibre cereal and crackers Pancake mix Brown rice Whole wheat pasta	<b>Meat &amp; Alternatives:</b> Fish fillets Chicken breasts Lean beef for stir fry Lean ground beef Hummus Eggs Frozen shrimp Tuna (canned in water) Beans (any type) Fat free deli meats Tofu Unsalted nuts	<b>Condiments:</b> Olive oil Mustard Peanut butter Jam (fruit jam). Maple Syrup Honey  <b>Drinks:</b> Water 100% fruit and/or vegetable juice Milk
<b>Tips:</b> <ul style="list-style-type: none"> <li>• Look for "High Fibre" Cereal with more than 3g fibre per serving</li> <li>• Look for "low fat" granola bars, crackers (less than 3g fat per serving)</li> <li>• Choose low fat lunch meats such as turkey breast instead of salami and bologna.</li> <li>• Avoid high fat meats like frankfurters, other sausages, and bacon</li> </ul>		

**Visit the Virtual Grocery Store - a virtual shopping tour on-line.** Learn how you can use the nutrition information on the label of packaged foods to make healthy choices for you and your family.

([www.dietitians.ca/public/content/eat\\_well\\_live\\_well/english/index.asp](http://www.dietitians.ca/public/content/eat_well_live_well/english/index.asp))

# Starting A Program

# STARTING A PROGRAM

## **Planning for a Program**

### **1. Book a Venue**

A playing field is the best fit for our program however other indoor spaces can also work, including indoor soccer facilities or even gymnasiums.

### **2. Recruit Volunteers**

For any program to be successful the need for committed volunteers is 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
- Recreation Departments
- Retired professionals in your community who are eager to get involved in sport and volunteer opportunities

*\*Please note that all coaches are required to receive their coaching certification within one year of the program start date. This will be provided at no cost to the volunteer.*

### **3. Work with Volunteers**

- Decide on a day and time based on volunteer and participant availability.  
*\*It may be that a weekend morning or weekday evening is the best fit for your Local. Decide collectively.*
- Provide your volunteers with responsibilities  
*\*It helps to have volunteers fill a specific role in the program, so try to provide each with a role of interest to keep them excited about their volunteer experience.*
- Ensure that you hold a short meeting to discuss the program and the specifics about Special Olympics before starting.

### **4. Tell the Community**

Be sure to publicize your program.

- Contact your local newspaper/radio with the program details (time, place, contact number)
- Design posters to put up at schools, libraries or community boards, your local Child Development Centre, and your Society for Community Living

*\*Special Olympics BC can help with media releases but need to know the specifics, so touch base with us at your convenience.*



## **Program Launch**

### **1. Be Organized and Prepared**

Ensure that you have all of the equipment needed for the day including:

- Lesson Plan
- Sport Equipment
- Registration Forms (athlete and leader)
- Injury/Incident Forms

Try to have as much of the lesson set-up in place before the lessons begin and ensure that volunteers are aware of their roles and duties.

### **2. Greet your Guests**

When your children and parents arrive to the first session make sure they are warmly greeted by a volunteer and informed about what the child needs to bring including medical information, attire, and emergency contact information.

### **3. Registration\*\***

In order for any athlete or volunteer to participate in a sanctioned Special Olympics Program a registration form must be filled out. One copy should remain with the Leader of the program and a second copy sent to the Local Special Olympics Committee. The registration process is *very* important for insurance purposes and any participant who has not completed a registration form is not covered by the Special Olympics BC Insurance Policy.

Additionally, all athletes are required to complete a medical history form prior to participating in a Special Olympics.

*\*Registration and medical forms are available through your Special Olympics Local chapter or SOBC.*

### **4. Introductions**

Introduce yourself and the rest of your volunteer team. It is also very helpful to have the parents and children introduce themselves in order for everyone to get to know everyone else.

### **5. Work Through the Lesson**

Begin to work through your lesson plan, always keeping in mind the principles of positive sport experiences and safety.

### **6. Have Fun!**

Remember that the entire program is based around the concept participants are more likely to respond to what is being taught and will be excited about attending each week if they are having fun.

## **Lesson Planning**

- Adjust lesson plans to suit the facilities available and the athletes' levels of ability
  - \*Drills and activities don't necessarily need to be altered for every athlete but your expectations of performance and outcome may need to be adjusted on an individual basis*
- Provide activities that are short and active
- Move quickly from one activity to the next
- Make the activities in each lesson fun
- Change activities before athletes lose interest
- The two most important elements you can bring to a practice are a high level of enthusiasm and a willingness to be flexible
- Have brief water breaks throughout the training session
- Encourage athletes to imitate your technique
- Summarize the session and make announcements about the next session at the end of training

## **Tips for a Successful Training Session**

There are simple ways to create a training environment that brings out the best in each Special Olympics athlete.

### **Be Organized**

- Visit the training facility before lessons begin to familiarize yourself with the amenities available (ie. Space available for training, goalposts, baskets, etc.).
- Familiarize yourself with the equipment and how to use it.
- Be fully equipped to run the session (cones, balls, scrimmage vests, watch, etc.).
- When possible, have all equipment and stations prepared before the athletes arrive.
- Have enough help (coaches, parents or helpers) to keep the practice on schedule.

*\*Special Olympic programs require there to be 1 coach for every 4 athletes.*

### **Establish Team Etiquette**

Athletes should understand the value of team rules. For example:

- Arrive on time.
- Come properly dressed.
- Listen to coaching instructions.
- Give 100% at all times.
- Support and encourage teammates.
- Encourage player responsibility

*\*Consider giving individual players tasks or responsibilities during a training session. (eg. Collecting/distributing pinnies or cones)*

## **Attendance Sheet**

**Facilitator Name:** \_\_\_\_\_

**Week:** \_\_\_\_\_

**Date:** \_\_\_\_\_

<b>ATHLETE NAME</b>	<b>IN ATTENDANCE</b>	<b>ABSENT</b>

*\*\*Photocopy this sheet and take one to each training session to keep track of participant attendance.*

## **Lesson Plan Design**

At the beginning of each lesson plan is a list of the equipment needed and the basic motor and sport skills that will be focused on in that lesson.

### **WARM UP**

The warm up is an important component of a lesson plan. If implemented properly, this step can help prevent injuries. The warm up gets participants moving and ready for the activities that follow in the lesson plan. Warm up activities can be fun and accomplished by playing different games; just be sure to keep in mind that the warm up should target the muscles, ligaments and joints that will be used during the lesson. Stretching should take place only after the muscles are warm.

### **MOTOR & SPORT SKILL DEVELOPMENT**

In these sections of the lesson plan the motor and sport skills specific to each sport are broken down into simple steps that will help the athlete learn and practice the skills necessary to play their chosen sport. Each skill is introduced, demonstrated and practiced in a drill by the athletes before it is incorporated into an activity that focuses on that skill set.

### **FITNESS**

This phase of the lesson is centred around activities specific to the fitness needs of the particular sport being taught. Athletes will work on cardio, muscle strength, endurance and flexibility in continual work and break scenarios. The fitness component is an important part of any sport program as it helps prepare the body for physical learning and for the rigorous sport matches and competitions.

### **SKILL GAMES**

Just like quality practice and repetition in a controlled setting are essential for improving basic motor/sport skills, incorporating skills into game-like situations is a great way for athletes to further develop their skills. The aim of this section is to introduce athletes to structured game/competition situations and provide them with the opportunity to use the skills they have learned in the lesson or prior lessons in competition meaningful ways. The games/competitions are meant to be fun and can be adapted to the level of ability of the athletes.

### **COOL DOWN/ NUTRITION BREAK**

The cool down is a crucial component of any lesson plan. This is the time for athletes to slowly cool their bodies down and stretch out their muscles and joints. Taking time to cool down properly helps prevent injuries and speed up recovery time. It is also an opportunity to talk about other aspect of healthy living, like nutrition. As a major goal of the Sport Start program is to promote healthy nutrition and food choices, leaders should use this time to talk about proper nutrition with the athletes. At the end of each lesson there is an activity or information section about proper nutrition. Topics like healthy food choices and hydration are included.

## **Lesson Modifications and Adaptations**

The lessons outlined in this manual provide a general guideline for teaching basketball motor and sport skills. While each lesson has been developed to accommodate the needs of athletes with intellectual disabilities, additional modifications or adaptations may need to be made by the leader to tailor the program to individual athletes. Try to create a lesson plan that allows each athlete to meet an 80 % success rate to help them build confidence and feelings of competence.

Listed below are some things to think about when planning a practice or training session and some adjustments that can be made to the suggested lesson plans.

### **Age**

- Adjust timelines
- Work/rest ratios
  - \*The ideal work/rest ratio should be 2:1 regardless of age, although the lengths of time for fitness and recovery can be adapted*
- Use the appropriate NUTRITION activity
  - \*Some lessons have two different approaches to the discussion of nutrition. Choose #1 for younger or lower functioning athletes and #2 for older or higher functioning athletes.*

### **Number of Participants**

- Group size
- Grid size
  - \*Increase or decrease the size of grids or groups depending on the number of participants at the training session*

### **Level of Ability**

- ***Adjust expectations***
  - \*If athletes are having difficulty with a skill, consider focusing on key skill points rather than the entire skill breakdown*
- Adjust timelines
- Work/rest ratios
  - \*The ideal work/rest ratio should be 2:1 regardless of age, although the lengths of time for fitness and recovery can be adapted*
- Consider partner vs. solo work (or vice versa)
- Distances
  - \*Increase or decrease the distances depending on the ability of the participants*
- Adjust heights
  - \*Lower or raise the high jump bar according to level of ability*

### **Practice Location**

- Track vs. Grid

# SAFETY

The safety of all participants is paramount to the Sport Start program and is the responsibility of all Program Leaders. Below is a list of guidelines that will ensure that participation in any Sport Start program is conducted in a safe and positive environment.

## **Lesson Plans**

- Try to develop lesson plans that keep athletes moving. Long waits can lead to loss of interest, cooling down and acting out in dangerous behavior.

## **Equipment**

- The equipment used for Sport Start should accommodate the athletes' ability, age and physical development.
- Always take time before each practice to examine the equipment that is being used and ensure that it is not showing any signs of deterioration or damage that could cause an injury to a participant.
- Ensure that you are fully aware of the specific safety standards related to the equipment used in your activity.
- Any equipment that has been modified to meet the needs of participants should be tested before use in a training session.
- Equipment should always be kept in a secure location when it is not being used.
- Carry a first aid kit at all times.

## **Environmental Risks**

- Always ensure that factors related to weather have been taken into consideration including water on playing surface, heat/cold of practice location, humidity etc.

## **Facilities**

- Always conduct a check of the facilities and practice area before the start of any practice to ensure there are no hazards that could injure participants or volunteers. Include the restroom facilities in the pre-activity check.
- Ensure that any facility chosen for your Sport Start program meets the needs of your participants. For example, if your program has 20 participants then find a location that can accommodate a large group.
- The chosen facility should not include dangerous equipment that is accessible to athlete participants. (Swimming Pool, Ladders, etc)

## **Human Risk Factors**

- Activities should always take into consideration the participants first. No lesson plan should include activities that put a participant at risk. Consider an athlete's height, weight, ability and strength.
- Be aware of any potential behaviors problems within the group like: difficulty working with others, tendencies to act out aggressively, concentration abilities and overall attitude toward physical fitness activities.
- Consider a volunteer's training, experience and supervision abilities when assigning responsibilities.
- Inform the parents and the participants of the risks inherent to the activities.
- Properly explain the safety procedures and instructions related to all activities, and check that the participants understand them.
- When giving explanations for an activity during a practice highlight potential risks. For Example, if participants are required to cross paths, ask them to keep their heads up and to be alert to where others are as they are moving around.
- Ensure that the number of participants involved is not so high as to compromise adequate supervision and safety. Sport. Start programs require a minimum of 1 adult leader for every 4 athletes.
- Keep in mind that participants need to be constantly supervised. Stop all activities if you have to leave the site for any reason, or delegate responsibility for the group to a competent person.
- Look for signs of fatigue and aggression in participants and, if necessary, stop the activity.

## **Registration**

- All participants, whether volunteers or athletes, must have filled out a SOBC registration form before taking part in a Special Olympics program.
  - \*Keep one copy for yourself and forward the original to the Local.
- Always ensure that you have medical information and emergency contact information on hand for all participants and volunteers.
- Before any SOBC program can begin the leader must have been granted approval from the Local SOBC Committee and the SOBC Provincial Office.



## **Emergency Action Plan**

\*Always have an Emergency Action Plan (EAP) on hand and ensure that all volunteers are familiar with the information on it.

An EAP is a plan that is created by program Leaders to assist them when responding to emergency situations. The EAP will enable them to respond quickly and efficiently in the case of an emergency.

*\*Always remember that in an emergency calling 911 should be your first step.*

The EAP should be designed with the facility that your program regularly uses in mind. It should include the following:

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

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

-Is not breathing	-Is having difficulty staying conscious
-Does not have a pulse	-Has an injury to the back, neck or head
-Is bleeding excessively	-Has visible trauma to a limb

### ***Emergency Action Plan Checklist:***

- Cell Phone or Change Available for Public Phone
- Accurate Directions to Venue
- Participant Information (Contact Numbers and Medical Profile)
- Personnel Information - Who is in Charge? Who makes the call? Who supervises the other athletes?
- First Aid Kit

## Sample Emergency Action Plan

### **Charge Person**

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

### **Call Person**

1. Call for emergency help.
2. Provide all necessary information to dispatch (e.g. facility location, nature of injury, any first aid has been done).
3. Clear any traffic from the entrance/access road before ambulance arrives.
4. Wait by the driveway entrance to the facility to direct the ambulance when it arrives.
5. Call the emergency contact person listed on the injured person's medical profile.

**Special Olympics BC 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:** \_\_\_\_\_

**Special Olympics BC Behavioural Incident Report Form**

**NAME:** \_\_\_\_\_

**DATE OF INCIDENT:** \_\_\_\_\_

**LOCATION OF INCIDENT:** \_\_\_\_\_

**DESCRIPTION OF INCIDENT:** \_\_\_\_\_

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**ACTION TAKEN:** \_\_\_\_\_

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\_\_\_\_\_

**FOLLOW UP ACTION NEEDED:** \_\_\_\_\_

\_\_\_\_\_

**DATE:** \_\_\_\_\_

**SIGNATURE:** \_\_\_\_\_

**POSITION:** \_\_\_\_\_

# LESSONS

## **History of Athletics**

The origins of organized competitive athletic races are Greek. The first Olympic Games were held in 776 BC and running races were among the primary events in these ancient Games. The marathon was a later edition and was introduced as an Olympic event in 1896. Women were initially banned from competing in early games, but women's track and field events did become part of the spectacle in 1928.

Throwing sports are also part of the modern Olympic athletic events but have a slightly different history than short, medium and long distance running competitions. Various stone- or weight-throwing events date back more than 2000 years in the British Isles. The first known events resembling the modern shot put likely occurred in the Middle Ages when soldiers held competitions in which they hurled cannon balls. Shot put competitions were recorded in early 19th Century Scotland and were a part of the British Amateur Championships beginning in 1866.

Perhaps the most famous athletics competitor was a Native American named Jim Thorpe. Born in the USA in 1887, Thorpe was selected as a first team All-American athlete in 1910 and set track records that would stand for decades. In 1912 he won Olympic gold medals in the pentathlon and decathlon in 1912 and was declared by King Gustav V to be "... the greatest athlete in the world"

### ***Player Profiles***

#### **Dylan Armstrong (01/15/81)**

Canadian National Team athlete (shot put)  
Holds Canadian Shot put record (21.04 meters)  
4<sup>th</sup> Place Olympic Finish in 2008

#### **Dean Bergeron (02/12/69)**

Canadian National Paralympic Team athlete (sprinting)  
3 Gold medals, 1 Silver medal, 5 Bronze medals  
World-record holder for the wheelchair 200 meters and 400 meters

#### **Angela Chalmers (09/06/63)**

Former National Team athlete (Long Distance Running)  
First woman in history to win both the 1,500 metre and 3,000-metre races  
Broke the Canadian and Commonwealth records for 3,000m in 2000

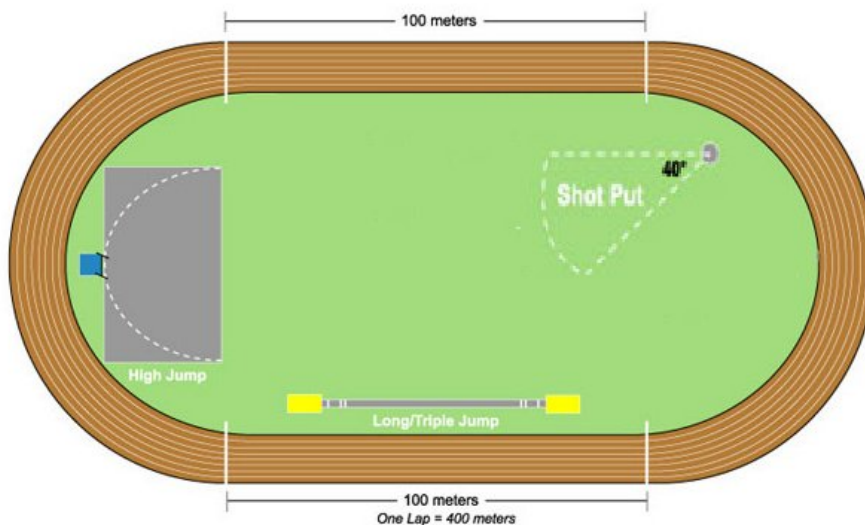
## Overview of the Sport

Track and field athletics are a collection of sports events that involve running, throwing, jumping and walking. They form the backbone of the modern Summer Olympics. Modern athletic events are usually organized around a 400 metre running track on which most of the running events take place. Field events (vaulting, jumping, and throwing) often take place on the infield, inside the track.

The accommodating nature of track and field makes it an excellent activity for young people. It enables kids to develop the basic motor skills of running, jumping and throwing the skills upon many other sports are based. The large range of activities also permits individuals of differing abilities to achieve success in several athletic events.

## **Athletics Facility**

Below is a diagram of an athletics facility (track and field area). However, a training session can be conducted on any flat, open surface, though preferably the space should be large enough to accommodate a 50m x 50m grid.



## **Athletics Equipment**

Below is a list of equipment that coaches and players will need for a competition and/or training session.

- Whistle – a visual signal (like a flag) is also a good idea
- Pinnies – at least two different colours
- Cones/pylons – for making grids, use as obstacles, etc.
- Timing device
- Relay baton
- Shot puts – softballs or tennis balls can be substituted for use by lower functioning or smaller athletes
- Bean bags
- Sand pit
- Rake
- High jump standards and adjustable cross bar – string or sewing elastic will work as well
- Crash mat
- Flexible and breathable clothing

## **Athletics Attire**

Athletes, coaches and volunteers will wear appropriate competitive and/or ceremonial uniforms when attending any competition or training program when representing Special Olympics, using Special Olympics funds or using the Special Olympics name.

All athletes, coaches and program volunteers can wear the following articles of clothing:

### ***TRAINING***

- T-shirts/Sweatshirts
- Shorts/Athletic Pants
- Runners

### ***COMPETITION***

- T-shirt/Singlet (tank top)
- Shorts (running shorts, lycra, briefs)
- Running shoes/Cleats

*\*If you know of an athlete who would like to take part in the program who is unable to obtain proper equipment, please contact your local SO organization.*



## **Athletics Rules**

### **TRACK EVENTS**

#### ***Running***

- An athlete with two false starts in the same race will be disqualified from that race.
- In races run 400m or shorter, runners must stay in their lane from start to finish.
- In races over 800m runners can 'cut in' to the inside lane at the start of the first curve.
- Starter commands for races 400m and shorter: "Set" and then gun start.
- Starter commands for races 800m or longer: "On your marks", "Set" and then gun start.
- Sprints are started from a crouch or block start.
- Middle and long distance races begin from a standing start.

#### ***Relay***

- Runners must pass the baton within the exchange zone.
- Baton cannot be thrown to make a pass.
- Runners must remain in their lanes throughout the 4x100 meter relay race.
- In the 4x400M race runners race the first and part of the second leg are run in their lane.

### **FIELD EVENTS**

#### **Measurements:**

- In the long jump, standing long jump and shot put each athlete shall be allowed three non-consecutive attempts. All three attempts shall be measured and recorded, but the longest of the three attempts shall be used for scoring.
- Distance will be measured from the closest impression on the landing area made by any part of the body or limbs to the take-off line for all jumps.

#### ***Long jump (Running and Standing)***

- All jumps must be made before the takeoff line.
- Exit the pit from the sides or rear.
- In running long jump, the minimum is 1 metre from takeoff board to the pit.
- In standing long jump athletes must use both feet for takeoff. Athletes can rock back and forth lifting heels and toes alternately, but neither foot completely off the ground.

#### ***High Jump***

- In high jump the competitor must take off from one foot and cannot dive forward.
- The minimum opening height for all high jump competitions shall be 1.00 meter.
- Approaches can be restarted if the standards/bar/mat are untouched and time remains.
- Exit the mat from the sides or the rear

#### ***Shot Put***

- Shots may be steel, brass or synthetic-covered but the weight must be the same for each.
- It is a foul to touch the inside of the stop-board or the iron band.
- The shot shall be put from the shoulder with one hand only.
- Enter and exit the back of the throwing ring/circle or area.

*\*For a complete list of sport and event rules please visit the Special Olympics International athletics rules website at [www.specialolympics.org/uploadedFiles/athletics.pdf](http://www.specialolympics.org/uploadedFiles/athletics.pdf)*

## Athletics Glossary

**Anchor:** The athlete who runs the last leg in a relay race.

**Approach:** The run-up made by an athlete before performing the actual skill, i.e. long jumping, high jumping.

**Baton:** Tubular object carried by and passed between members of a relay team.

**Bend:** The curved parts of the running track.

**DNF:** Did not finish.

**DNS:** Did not start.

**DQ:** Disqualified from an event.

**Endurance:** Period of time that intensity can be held for.

**Exchange Zone:** The 20M-long zone in which the baton must be passed from the incoming runner to the outgoing runner during a relay race.

**False start:** Results when an athlete begins a race before the starting gun is fired. If an athlete makes two false starts in a race they are disqualified from the competition.

**Field event:** An athletic event which takes place on the field, inside the track. All jumping and throwing events are classified as field events.

**Fosbury flop:** A method of twisting backwards over the high jump bar with the athlete landing on the mat on their back, named after former high jumper Dick Fosbury.

**Foul:** A move in an event which classifies the attempt as a fail. A foul is most commonly committed in field events when an athlete steps over the take-off line in a jumping event or outside the marked circle in a throwing event.

**Heat** A preliminary race to determine which runners advance to the final race.

**High jump:** A field event which requires athletes to jump over a horizontal cross-bar without knocking it down, with the height of the bar increasing as the competition progresses.

**Jump-off:** The final stage of a high jump if there is a draw between two athletes. In a jump-off, the final athletes get one attempt to jump specified heights and the first to knock the bar off is eliminated from the competition, leaving the other athlete the winner.

**Landing Area or Pit:** The area an athlete lands in after making a jump. The landing area is either a sandpit in the case of the long jump or a mattress in the case of the high jump.

**Lane:** The designated section of a track which an athlete must start and run in.

**Lap:** The distance of one circuit around a 400m track.

**Leg:** The section of a relay race run by a singular athlete.

**Long Jump:** A field event in which athletes compete to jump the longest distance from a specified take-off point.

**Relay:** A race made up of four legs. The race requires a team of athletes to take a leg each to cover a specified distance.

**Repetition:** Number of intervals in a set

**Shot put:** A field event which requires athletes to compete to throw a shot as far as possible across a given area.

**Spikes:** A special type of running shoes with spikes in the soles used to improve grip during races.

**Sprint:** A race of 400 m or less requiring the athlete to begin well and maintain consistent power throughout the race.

**Stamina:** The combination of speed and endurance.

**Standards:** The vertical poles which hold the cross bar in place in the high jump.

**Starter's gun:** The instrument used by the starter of the race which fires blanks into the air signaling the beginning of the race.

**Starting blocks:** A pair of supports for the feet to rest on during a crouch start, adding extra power to a runner's take off.

**Stride** Distance covered by an athlete's leg cycle while running.

**Take-off board:** The point at which an athlete is required to jump, marked by a board on the runway in the long jump and triple jump.

**Track:** Measured oval where races of varying distances are contested; usually measure 400 meters around.

**Wind Sprint:** Short, practice sprint for conditioning.

## Athletics Motor/Sport Skills

### **Running – Jogging**

- Posture is tall with trunk and head directly above hips, let arms hang loosely at sides
- Close hands loosely, thumbs out
- Lean forward slightly and bend ankles placing body weight on toes and balls of feet
- Bend elbows forming a 90 degree angle between lower and upper arms
- Keep head in neutral position looking forward, with facial muscles relaxed
- Lift one heel and push off with ball of foot
- Bend that knee and raising the leg off the ground, drive knee forward
- Extend take-off leg (still on the ground)
- Bring raised foot forward under the knee and strike the ground with the ball and back of foot directly under the body
- The foot then rolls forward onto ball of foot and pushes off while shifting weight onto front foot and beginning the sequence with the other leg
- Swing your arms back and forth, not across the body (opposite arm to leg movement) with no help from shoulder muscles
- Stop hands at midline of the torso at the top and at the back of the hips at the bottom
- The athlete controls his/her speed by how much force is applied with each foot strike
  - Leg turnover and stride length determine the speed at which an athlete runs

### **KEY POINTS**

- Posture is tall with trunk and head directly above hips with body leaning forward slightly placing body weight on toes and balls of feet
- Bend elbows forming a 90 degree angle between lower and upper arms
- Swing your arms back and forth, not across the body (opposite arm to leg movement) with no help from shoulder muscles
- The athlete controls his/her speed by how much force is applied with each foot strike.

### **Running – Middle Distance**

- From a stand start, push off with rear foot and front foot simultaneously while stepping forward with rear foot.
- Arms are bent at 90 degrees and swing at a relaxed pace
- Power body forward by lifting the heel and pushing off with toes.
- Run forward, swinging arms in opposition to legs across the chest, shoulders relaxed
- The foot strikes the ground less on the ball of the foot and more to the back of the foot, the foot rolls onto the ball and pushes off.
- Hold hands so the fingers are bent, yet relaxed and loose.
- Run with the head looking forward and the torso erect and centered over the hips.
- Swing arms from shoulders; elbows are bent at approximately a 90-degree angle but can straighten a little more on the down swing. Arms and shoulders should be relaxed.

### **KEY POINTS**

- Posture is tall with trunk and head directly above hips with body leaning forward slightly placing body weight on toes and balls of feet
- Bend elbows forming a 90 degree angle between lower and upper arms
- Swing your arms back and forth, not across the body (opposite arm to leg movement) with no help from shoulder muscles
- The athlete controls his/her speed by how much force is applied with each foot strike.

## **Sprinting**

- Posture is tall with trunk and head directly above hips facing forward, let arms hang loosely at sides
- Close hands loosely, thumbs out
- Lean forward slightly and bend ankles placing body weight on toes and balls of feet
- Bend elbows forming a 90 degree angle between lower and upper arm
- Keep head in neutral position looking forwards, with facial muscles relaxed
- Keeping the body low, lift one heel and push off hard with ball of foot and toes
- Bend that knee and raising the leg off the ground, drive knee forward and fully straighten leg
- Bring raised foot forward under the knee and strike the ground with the ball of foot under the center of the body and ankle flexed, while shifting weight onto the front foot
- Landing foot moves backward under body upon landing
- Landing should be a fluid motion, not pounding, slapping or jarring
- Repeat the with the other leg, beginning the sequence as the first foot re-contacts the ground
- Back heel should be back and high as your drive foot leaves the ground
- Pump arms with every stride (opposite arm to leg movement)
- Drive knees up
- Use the arms vigorously, bringing loosely-closed hands to chest line during upswing and stopping them at back side of hips on downswing
- Use short, quick steps at the beginning, allowing stride to increase in length as velocity increases, gradually standing up
- Increasing stride length or stride rate will increase speed

### **KEY POINTS**

- Posture is tall with trunk and head directly above hips with body leaning forward slightly placing body weight on toes and balls of feet
- Landing should be a fluid motion, not pounding, slapping or jarring
- Back heel should be back and high as your drive foot leaves the ground
- Use the arms vigorously, bringing loosely-closed hands to chest line during upswing and stopping them at back side of hips on downswing.-drive knees up
- Use short, quick steps at the beginning, allowing stride to increase in length as velocity increases, gradually standing up

**\*Starts (crouching)**

- Crouch down with non-dominant foot forward at start line and the other foot comfortably back
- Place thumbs and index fingers just behind the start line about shoulder width apart
- Raise seat upward and forward with front knee bent at 90 degrees
- Position shoulders just beyond hands
- Drive forward with back leg and opposite arm
- Keep head up, looking ahead
- Use short quick steps off start line but allow strides to increase as speed increases
- Gradually transition to a more upright running position

**\*Starts (standing)**

- Lean forward slightly at hips and bend front knee slightly, placing weight on front leg and place non-starting foot one step back
- Hold arm opposite to lead leg flexed in front of the body and the other arm slightly bent and back past the hip
- On 'Go' drive back leg forward by lifting heel, pushing off with ball of foot and toes and swinging bent back leg in front of body leading with knee and landing on heel
- At same time stay low and swing opposite bent arm back forcefully and other bent arm to the front of body
  - Arms are used to drive body forward
- Keep head up, looking ahead
- Steps are slightly wider when leaving start line to avoid overlapping snowshoes
- Use short quick steps off start line but allow strides to increase as speed increases
- Gradually transition to a more upright running position

**\*Passing Baton (Down-Sweep Exchange)**

- Grasp one end of baton with fingers wrapped around the baton and thumb lying on top
- While running, extend passing arm forward, ensuring a firm but not tight grip around the baton
- Straighten and lower arm slightly so that the baton contacts partner's open palm
- Upon contact loosen finger and thumb grip and allow partner to take the baton

### **Receiving Baton**

- Catch is made while sprinting forward
- Keeping body weight slightly forward, extend catching arm straight back behind the body almost parallel with the track, palm facing up
- Thumb and index finger form a 'V', fingers point outward and thumb faces down
- Turn head to look over left shoulder to see incoming runner
- Hold receiving arm steady
- Once contact is made, close hand wrapping fingers around baton and thumb over the top
- Turn to look forward while bending receiving arm then swinging it forward using the momentum to drive next step

### **Jumping**

- Chin up, head straight, arms extended in front of body
- Bend knees and ankles, lean forward while strongly swinging arms back
- Forcefully swing arms forward and low past knee reaching for target (up for height, out for distance), push off with the balls of feet and drive legs up by straightening at the knee, with toes leaving the ground last
- Arms are used to drive body upwards into the air
- When landing, balls of feet should contact the earth first
- Bend knees on impact and allow arms to swing back behind the body

### **Jumping – Standing Long Jump**

- Stand behind take off board with feet shoulder width apart
- Chin up, head straight, arms extended in front of body
- Bend knees and ankles and lean forward while strongly swinging arms back
- Forcefully swing arms forward while pushing off with the balls of both feet and driving legs up
- In flight, extend body with slight arch in back, raise arms above head, tuck legs under buttocks, then bring them forward again
- Land in the sand and let momentum carry the body forward
- Bend knees to absorb impact

### **KEY POINTS**

- Chin up, head straight, arms extended in front of body
- Bend knees and ankles and lean forward while strongly swinging arms back
- Forcefully swing arms forward while pushing off with the balls of both feet
- In flight, extend body with slight arch in back, raise arms above head, tuck legs under buttocks, then bring them forward again
- Land in the sand and let momentum carry the body forward



**\*Leaping (split leg forward motion jump over an obstacle)**

- Drive lead leg up and extend knee
- Push off with the ball of foot of the leg on the ground, using the calf and quadriceps for power
- Reach with the elbow and lower arm opposite the extended leg for balance
- Bring trail leg up
- Land by lowering lead leg onto the ball of foot and rotate trail leg inward from the hip back to a neutral position
- Trail leg should then strike the ground on ball of foot
- Trail leg should then strike the ground on ball of foot

**High Jump (Fosbury Flop style)**

- Jump is preceded by a curved/angled 3, 5, 7, or 9 step approach
- On last step of running approach plant foot farthest from mat, bend knee and swing other bent leg up towards the opposite shoulder
- Roll off of ball of foot and drive body up into the air
- At the same time swing both arms from below the hips to above the shoulders in front of the body
- Take off should be off one foot
- In the air arch back and raise hips and legs up and over the bar
- Once bar is cleared, drop shoulders, look over shoulder at mat and pull knees toward chest as you land on mat

**\*Shot Put (standing technique)**

**The Hold**

- Hold shot with dominant hand
- Support shot between fingers and thumb only
- Form a triangle with the elbow, wrist and neck
- Flex wrist at about 90 degrees to forearm
- Place shot under shin and against neck

**The Stance**

- Stand 90 degrees to direction of the throw (sideways)
- Place feet shoulder width apart and non-dominant foot forward
- Turn upper body away from direction of throw
- Bend knees and lower seat

**The Put**

- Straighten legs and open hips
- Rotate upper body
- Open chest square to direction of throw
- Push shot up and away at about a 45 degree angle keeping hand in front of the forearm and elbow
- Punch forward with free hand to assist with rotation
- Drive hips forward through shot
- Finish facing direction of throw

### **Shot Put (sliding technique)**

- Hold shot put with both hands
- Place shot put in throwing hand and spread fingers around shot, thumb and little finger are wide apart for balance and support
  - \*Do not rest shot in palm of hand. Most of weight is on fingers.
- Raise shot put above head with wrist flexed backward
- Bend arm with elbow pointing away from the body and place shot against neck just below ear with palm turned out
- Stands legs apart near middle of ring non-dominant foot facing forward
  - \*Shoulders are parallel to direction of throw
- Lower upper body and bend back leg farthest from ring to be in a quarter squat position
- Lift front foot and step forward, sliding body to front of circle
- Back leg remains flexed and body is perpendicular to direction of throw
- Rotate back leg so it points forward while extending body upward to force hips around in the direction of the put
- Thrust chest forward, straighten both legs and transfer weight to front leg
- Straighten throwing arm and push shot with fingers to release shot
- Extend throwing arm in direction of the put
- Do not watch the shot after release

### **KEY POINTS**

- Place shot put in throwing hand and spread fingers around shot, thumb and little finger are wide apart for balance and support, but majority of weight is on other fingers
- Place shot against neck just below ear with palm turned out
- Stands legs apart near middle of ring non-dominant foot facing forward
- Lower upper body and bend back leg farthest from ring to be in a quarter squat position
- Lift front foot and step forward, sliding body to front of circle
- Rotate back leg so it points forward while extending body upward to force hips around in the direction of the put
- Thrust chest forward, straighten both legs and transfer weight to front leg while straightening throwing arm to push the shot
- Land on balls of feet, bending knees to absorb impact

*\*Content noted has been generously provided by Premier Sport Awards Program.*

# STRETCHING GUIDE

## When stretching *remember to*:

- Relax into a stretch: no pulling, pushing or forcing a stretch
- Hold every position for 30-60 seconds
- Keep breathing. Don't hold breath
- There should be a *gentle* stretch in the muscle. **STOP** if sharp pain occurs!

### \*Neck Side Stretch

- Stretch ear toward one shoulder
- Extend opposite arm slightly out from the body and down
- Hold stretch
- Repeat on opposite side



→ Avoid complete neck circles.

### Shoulder Circles

- Let arms hang loose at side of body
- Rotate each shoulder forward and then backward, in a slow and controlled manner keeping the body still
- Circle the shoulders together and one at a time
- Repeat forward and backward rotations 5 times



### Shoulder Stretch

- Bring one straight arm across the body
- Use your other arm to pull the arm towards the chest
- Hold and repeat with other arm



### \*Upper Back Stretch

- Stand with legs hip width apart, knees loose
- Extend both arms forward
- Clasp hand together with thumbs up then rotate hand to point thumbs down
- Lower head to look at ground
- Round shoulders
- Hold stretch and repeat



### Tricep Stretch

- Raise one arm straight up above head and bend arm at the elbow reaching hand down back
- Place the palm of other hand on the elbow and gently push the elbow down
- Hold and switch arms



### \*Chest Stretch

- Stand with legs shoulder width apart, knees loose
- Extend both arms wide to the side
- Gently squeeze shoulder blades together and stretch arms beyond the shoulders while holding chest tall and strong
- Extend finger tips
- Hold and repeat



→Keep arms below shoulder level.

### Mid-Back Stretch

- Kneel on the ground with knees slight hip width apart
- Sit on back of heels
- Lean forward and place your forehead on the ground
- Swing arms forward reaching overhead then bring your arms around and to your sides, palms facing upward



### \*Side Trunk Stretch

- Stand with legs shoulder width apart, knees loose
- Extend one arm straight up overhead and lean slightly to the opposite side
- Support weight with opposite arm on leg
- Hold and repeat on opposite side



→Avoid hunching and over arching back

### Hamstring Stretch

- Sit tall on the ground legs slightly apart in front of body
- Bend one leg placing heel on the inside of the other leg
- Keeping back straight, lower chest towards ground
- Reach with both arms down the straight leg
- Hold and repeat with other leg



### **\*Hip and Quadriceps Stretch**

- Step forward and bend knee at 90 degrees
- Align front knee with front heel
- Back knee gently rests on ground
- Support weight on front leg
- Keep chest tall
- Hold and repeat with opposite leg



### **Quadriceps Stretch**

- Lie on side, legs straight and together
- Use forearm and hand or elbow to support upper body and help balance
- Bend top leg
- Reach back with top arm and grab ankle and pull it towards seat until a slight stretch is felt



→Keep bent leg in line with body. Do not pull it wide or back behind body.

→Avoid pulling on foot or toes.

### **\*Calf Stretch**

- Place hands on hips and stand with one foot ahead of the other
- Keep both heels flat on the ground
- Slowly bend front knee until a gentle stretch is felt in the back lower leg and heel of both legs
- Hold and repeat with the other leg



### **\*Ankle rotations**

- Stand and rotate one ankle on the ball of the foot
- Circle one way ten times then the other
- Repeat with opposite foot



→Consider using balance aids.

*\*Content noted has been generously provided by Premier Sport Awards Program.*



# LESSON 1

## Skills:

- Jogging
- Middle Distance Running

## Equipment:

- Proper footwear and clothing
- Cones
- Whistle or flag (optional)
- Coloured pinnies

*\*Please note that while a time frame has been provided for a 1.5 hour training session, this is meant only as a guideline. Timelines can be shortened or lengthened to suit your training schedule. Additionally, if an activity takes more or less time to run, feel free to adjust the lesson as time permits.*

## Warm-Up (10 minutes)

### 1. Warm-Up (7 minutes)

#### Follow the Leader Tasks on Command

- Athletes line up one behind the other a meter apart
- On 'Go' start jogging in any direction around the training area
- The first athlete will call out tasks to be complete by all the athletes
- Complete the task and return to jogging

- Tasks:
  - Left Up (reach up towards the sky with left hand)
  - Right Up (reach up towards the sky with right hand)
  - Left Down (reach down and touch ground with left hand)
  - Right Down (reach down and touch ground with right hand)
  - Up (jump straight up)
  - Freeze (stop)

### 2. Stretching (3 minutes)

\*See Stretching Guide p.43

## Motor Skills (15 minutes)

### 1. Jogging

**Introduction:** Explain jogging technique.

- From a stand start, push off with rear foot and front foot simultaneously while stepping forward with rear foot.
- Arms are bent at 90 degrees and swing at a relaxed pace
- Power body forward by lifting the heel and pushing off with toes.
- Jog forward, swinging arms in opposition to legs across the chest, shoulders relaxed
- The heel of the lead foot should touch the ground just before the toe of the trailing foot leaves the ground, in heel-toe movement.
- Hold hands so the fingers are bent, yet relaxed and loose.
- Jog with the head looking forward and the torso erect and centered over the hips.
- Let toe and calf muscle push body forward with feet landing in a straight line
- Note that the hip of the swinging leg reaches its lowest point, and the other hip reaches its highest point, as the feet pass each other.
- Roll up onto and off the toes of the back foot to increase drive; note that the back foot becomes nearly vertical at high speeds.

**Demonstration:** Demonstrate or have an athlete demonstrate proper technique.

**Practice:** Have athletes practice the skill.

-On 'Go' jog around the training area

-Repeat until the athletes are comfortable performing the skill

→*Teaching tip: Recognize that each athlete will have their own style of running.*

#### Coaching Point

Outline the aim of each activity  
and the key elements

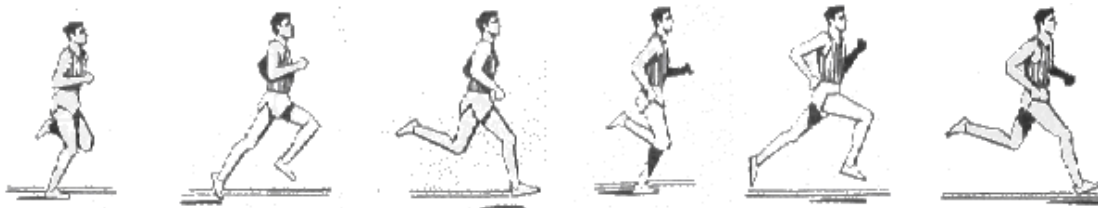
(Farres, 2009)



## 2. Middle Distance Running – 800m-1500m

**Introduction:** Explain middle distance running

- From a stand start, push off with rear foot and front foot simultaneously while stepping forward with rear foot.
- Arms are bent at 90 degrees and swing at a relaxed pace
- Power body forward by lifting the heel and pushing off with toes.
- Run forward, swinging arms in opposition to legs across the chest, shoulders relaxed
- The foot strikes the ground less on the ball of the foot and more to the back of the foot, the foot rolls onto the ball and pushes off.
- Hold hands so the fingers are bent, yet relaxed and loose.
- Run with the head looking forward and the torso erect and centered over the hips.
- Swing arms from shoulders; elbows are bent at approximately a 90-degree angle but can straighten a little more on the down swing. Arms and shoulders should be relaxed.



**Demonstration:** Demonstrate or have an athlete demonstrate proper technique.

**Practice:** Have athletes practice the skill.

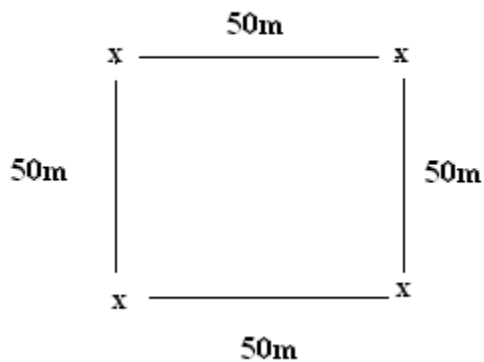
- Use 200m of the track or a 50m x 50m cone grid (200 meter perimeter)
- Run from start line to 200m or outside of the grid until athletes feel comfortable performing the skill

→ *Teaching tip: Hands are held in a very relaxed “fist” with thumbs resting on the forefinger. Emphasize that the fist should not be clenched.*

**Activity:**

**Jogging Swedish Mile**

-On the track or using a 50m x 50m cone grid (800m activity)



-Athletes stand in a line behind start line or first cone

-Begin jogging around the track or grid

-The person at the back passes the others on the outside and runs faster (not a sprint) to the front of the line and is now the leader

-Repeat until athletes have run 800m

\*If the group is large, divide them into equal groups and have them spread out along the start line or start on different cones (to avoid collisions).

**Sport Skills (20 minutes)**

**1. Standing Starts and Middle Distance Running**

**Introduction:** Explain standing start and middle distance running technique.

- Stand on both feet, lead forward
- Lean forward slightly at hips and bend front knee slightly, placing weight on front leg
- Hold arm opposite to lead leg flexed in front of the body
- Hold other arm slightly bent and back past the hip

- On 'Go' drive back leg forward by lifting heel, pushing off with ball of foot and toes and swinging bent back leg in front of body leading with knee and landing on heel
- At same time stay low and swing opposite bent arm back forcefully and other bent arm to the front of body
- Arm swings should be vigorous
- Use short quick steps off start line but allow strides to increase as speed increases
- Gradually transition to an upright running position and establish running pace

**Demonstration:**        **Demonstrate or have an athlete demonstrate proper technique.**

**Practice:**                **Have athletes practice the skill.**

- Use track or mark a start and end line 100m apart with cones
- Athletes line up along a start line
- Assume standing start position
- On 'Go' run at a medium pace 100m then turn and jog back to the start
- Repeat this sequence until athletes are comfortable performing the skill

→ *Teaching tip: Keep hips forward and engage stomach muscles.*

**Activity:**

**Starters**

- Use 50m on the track or mark a start and end line 50m apart using cones with another cone at the 25m mark
- Spread out along start line in a standing start position
- On 'Go' lean forward until gravity forces the athletes to step forward then sprint 25m
- Slowly decrease speed and stop at the 50m mark, then turn and repeat this sequence

## Fitness (12 minutes)

**Timed Runs**

- Jog around the track or in training area at 25% of maximum speed for 2 minutes
- When leader calls out '50' increase the pace to 50% of maximum speed for 2 minutes
- When leader calls out 75% increase speed to 75% of maximum speed for 2 minutes
- The 25% runs are the athletes' rest period
- Continue runs based on fitness levels of the athletes. The goal is to increase fitness levels, but not to injure or exhaust the athletes.

## Games (15 minutes)

### 800m Race

- Use the track or a 50m x 50m cone grid
- All athletes start at start line or on the same cone
- On 'Go' athletes use race start technique and begin to race for 800m
- The first to complete all four laps is the winner!
- Race for 15 minutes, with breaks between races

\*If the group is too large, divide the group into different heats.

→ *Teaching tip: Emphasize running at pace that is fast enough to be competitive, but also one that can be sustained for 800 metres or more.*

### Inclusion Note

Make it clear to athletes and caregivers that you expect everyone to be treated respectfully regardless of differences in gender, race, religion, sexuality, etc.

(CAAWS, 2009)

## Cool Down (10 minutes)

### 1. Cool-Down (5 minutes)

#### Jogging

- Slowly jog around the training area
- Take long slow strides, breathing deeply

#### Shake it Out

- Stand feet shoulder width apart and shake each body part from head to toe in that order

### 2. Stretching (5 minutes)

\*See Stretching Guide p.43

## Modifications

Modify drills so that all athletes can compete. This may mean:

- Decreasing running distances
- Using a visual cue as a start command (eg. Hand signal, waving a pinnie, etc.)
- Spreading cones further apart
- Partnering athletes who are having difficulty with those who are better able to perform the skill or drill
- Using brightly coloured equipment

## Nutrition (10 minutes)

### 1. Why is it important to eat the right foods before and after exercising?

**Answer:** The right foods will give you energy and the wrong ones will leave you tired and unable to exercise to your best ability.

### What foods should you eat before exercising?

**Answer:** Healthy foods with lots of nutrients, not too much sugar or fat.

-Good Foods to eat before a workout:

- \*low fat yogurt and fruit smoothie
- \*low fat cottage cheese with pineapple or apple chunks
- \*hard boiled eggs and whole wheat toast

-Try to eat 1-3 hours before exercising so that your body has time to digest the food and release its energy.

### What kind of foods should you eat after a training session in order to replenish the body's nutrients and energy supply?

**Answer:** Try to eat a mixed meal containing food from each food group, but avoid eating overly fatty foods.

Good foods for after exercise:

- \*poached eggs with toast and fruit
- \*stir-fried chicken and vegetables with brown rice
- \*whole-wheat pasta with chicken and broccoli
- \*whole grain cereal with milk and a banana

**2. What are the right kinds of food to eat before exercising and why? What are some examples?**

**Answer:** Try eating complex carbohydrates before you exercise as these foods are rich in nutrients and will break down slower in the body to make sure you have energy throughout your exercise.

-Avoid eating sugary food and sweets because these foods will release all their energy too soon and won't last through your activity.

-Avoid eating high fat foods as these can be slow to digest and will remain in the stomach longer, taking more of your energy to digest while you exercise.

-The right foods will fuel your body and help you compete at your best and the wrong ones will leave you flat.

-Good Foods to eat before a workout:

- \*low fat yogurt and fruit smoothie

- \*low fat cottage cheese with pineapple or apple chunks

- \*hard boiled eggs

**How long should you eat before exercising and why?**

**Answer:** Try to eat 1-3 hours before exercising so that your body has had time to digest your meal which will give you energy and will make sure that your body isn't devoting energy to digestion during your activity.

**What are the right kinds of food to eat before exercising and why? What are some examples?**

**Answer:** Try to eat a mixed meal containing food from each food group, but avoid eating overly fatty foods.

-It's important to eat smart after a good workout to replenish used nutrients and restore your energy levels.

Good foods for after exercise:

- \*poached eggs with toast and fruit

- \*stir-fried chicken and vegetables with brown rice

- \*whole-wheat pasta with chicken and broccoli

- \*whole grain cereal with milk and a banana

## NOTES

After the lesson, please use this section to make notes about the training session. For example you could indicate what worked or did not work, drill modifications, ideas for new drills, and/or comments about the skills that need further attention, etc.

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## LESSON 2

### Skills:

- Jogging
- Long Distance Running

### Equipment:

- Proper footwear and clothing
- Cones
- Whistle or flag (optional)
- Coloured pinnies
- Timing Device

*\*Please note that while a time frame has been provided for a 1.5 hour training session, this is meant only as a guideline. Timelines can be shortened or lengthened to suit your training schedule. Additionally, if an activity takes more or less time to run, feel free to adjust the lesson as time permits.*

## Warm-Up (10 minutes)

### 1. Warm-Up (7 minutes)

#### Toe Touch High Fives

- Divide the group into pairs
- Partners stand 1m apart facing each other
- Bend down and touch toes
- Stand back up and jump while reaching across body to give partner a high five
- Repeat using the other arm
- Give 5 high 5's on each side

#### Leg Swings

- Using a partner or wall for support, lift the outside knee to waist height and point the toe upwards from the ground
- Slowly extend the knee so that the leg is raised straight in front of the body at waist height and the toes point down toward the knee
- Return to the bent knee position with the toes pointing to the ground
- Bend and stretch the leg 10 times on each side

### 2. Stretching (3 minutes)

\*See Stretching Guide p.43



## Motor Skills (15 minutes)

### 1. Long Distance Running 3000m – 10,000m

**Introduction:** Introduce long distance running technique.

- Posture is tall with trunk and head directly above hips, let arms hang loosely at sides
- Close hands loosely, thumbs out
- Lean forward slightly and bend ankles placing body weight on toes and balls of feet
- Bend elbows forming a 90 degree angle between lower and upper arms
- Keep head in neutral position looking forward, with facial muscles relaxed
- Lift one heel and push off with ball of foot
- Bend that knee and raising the leg off the ground, drive knee forward
- Extend take-off leg (still on the ground)
- Bring raised foot forward under the knee and strike the ground with the ball and back of foot directly under the body
- The foot then rolls forward onto ball of foot and pushes off while shifting weight onto front foot and beginning the sequence with the other leg
- Swing your arms back and forth, not across the body (opposite arm to leg movement) with no help from shoulder muscles
- Stop hands at midline of the torso at the top and at the back of the hips at the bottom
- The athlete controls his/her speed by how much force is applied with each foot strike

-The quicker the foot strikes the ground, the faster the athlete runs.  
-Leg turnover and stride length help determine the speed at which an athlete runs, along with rate of arm swing and knee drive).

**Demonstration:** Demonstrate or have an athlete demonstrate proper technique.

**Practice:** Have athletes practice the skill.

- Using track or 50m x 50m cone grid
- On 'Go' jog 400m changing pace every 50m (faster or slower)
- Repeat until the athletes are comfortable performing the skill

→Teaching tip: It is important to have a comfortable stride and rhythm and to not over-stride.

## Activity:

### Timed Laps

- Using track or 50m x 50m cone grid
- Athletes spread out along start line or on first cone
- On 'Go' run 800m
- Leaders time this first run
- Rest after the first run, then repeat 2 more times trying to match the first 800m

\*Leaders can tell runners if they can slow down or need to speed up the pace.

## Sport Skills (20 minutes)

### 1. Standing Starts and Long Distance Running

**Introduction:** Review standing start and middle distance running key points.

- Lean forward slightly at hips and bend front knee slightly, placing weight on front leg and place non-starting foot one step back
- Hold arm opposite to lead leg flexed in front of the body and the other arm slightly bent and back past the hip
- On 'Go' drive back leg forward
- At same time stay low and swing opposite bent arm back forcefully and other bent arm to the front of body
- Use short quick steps off start line but allow strides to increase as speed increases
- Gradually transition to a more upright running position

**Demonstration:** Demonstrate or have an athlete demonstrate proper technique.

**Practice:** Have athletes practice the skill.

- Use track or mark a start with cones
- Athletes spread out along start line
- On 'Go' from a standing start jog 5m then stop and begin again
- Repeat this sequence until the athletes are comfortable performing the skill

→ *Teaching tip: The arm and leg movements should be synchronized. Move the right arm forward as the left leg goes forward.*

### Coaching Point

Praise effort and the process of the task, not the outcome

(Farres, 2009)

#### **Activity:**

##### **10 starts**

- Using the track or a 40m x 40m cone grid, place a cone every 40m
- Athlete spread out along start line, or at different cones of the grid
- On 'Go' from a standing start jog towards the first cone and come to a slow stop at the cone
- At the next cone assume the standing start position again and on 'Go' jog to the next cone
- Repeat this sequence until athletes have run 800m

### **Fitness (12 minutes)**

#### **STSC**

##### **(Sit-Throw-Stand-Catch)**

- Each player needs a bean bag
- Sit holding bean bag in hands
- Throw the ball straight up in the air
- Get up without using hands and catch the bean bag before it lands on the ground
- Repeat 10 times then rest

#### **Squats**

- Athletes spread out in practice area
- Feet are shoulder width apart
- Squat down, bending legs to 90 degrees, keeping chest high and back straight
- Stand back up straight and repeat
- Repeat this exercise 4 times

\*To keep this interesting see how many squats the athletes can complete in 30 seconds after they have done a couple rounds successfully without competition. Ensure athletes are not sacrificing technique for speed.

### **Partner Sits**

- Match athletes based on size and strength
- Stand back to back, one step apart
- On 'Go' lean against each others backs and bend knees, like sitting in a chair
- Hold the squat for 15 seconds, then using your partners back for support push up into a standing position again
- Repeat this exercise 4 times and rest

## **Games (15 minutes)**

### **800m All start**

- Using the track or a 100m x 100m cone grid, mark every 100 metres with a cone
- Divide the group into equal teams no larger than 4 people giving each a different coloured pinnie
- The first athlete on each team begins the race at a different cone (100m apart) in the inside lane
- Teammates stand inside the track or grid waiting for their turn
- On 'Go' every lead person completes two laps of the track and returns to their cone
- After completing 2 laps of the track, tag partner and sit down on the inside of the track or grid
- Each person races once and the first team with every person sitting wins!
- Repeat as time permits, but run in the opposite direction

### **Inclusion Note**

**Avoid creating an environment that promote hyper-masculinity, over aggression, and places *too much* emphasis on competition as these can be intimidating to some youth.**

(Deakin & Fraser. 2005)

## Cool Down (10 minutes)

### 1. Cool Down (5 minutes)

#### Jogging

- Slowly jog around the practice area for 2 minutes
- Take long slow strides, breathing deeply

#### Body Circles

- Move the ball slowly around the body in circles

#### Wake-up Stretch

- Stand feet shoulder width apart, arms at sides
- Inhale and crouch down half way and cross arms across the body, hands going past opposite elbow
- Exhale and stand up while uncrossing arms and reach arms to the side up over head
- Interlock fingers and turn palms up
- Straighten elbows and look at hands
- Rise onto toes and stretch whole body upward. Breathe slowly and deeply holding for 5-10 seconds
- Exhale, lower heels, and repeat sequence 3 times

### 2. Stretching (5 minutes)

\*See Stretching Guide p.43

## Modifications

Modify drills so that all athletes can compete. This may mean:

- Decreasing running distances
- Using a visual cue as a start command (eg. Hand signal, waving a pinnie, etc.)
- Spreading cones further apart
- Partnering athletes who are having difficulty with those who are better able to perform the skill or drill
- Using brightly coloured equipment

## Nutrition (10 *minutes*)

### **1. On a day when you will be exercising, when is the right time to drink water?**

**Answer:** Before, during and after exercise.

Make sure that you:

- Fill your water bottle before practice
- Drink between drills
- Do not drink your whole bottle at once during practice
- Try to drink one bottle of water during the hour after practice

**\*\*Do not drink pop after activities...** Water is the best way to rehydrate. If you do need something sugary after exercising try a piece of fruit or an exercise drink as they have less calories.

### **2. What is the best drink to hydrate your body for an exercise session (Gatorade/Powerade, Juice, Pop or Water)?**

**Answer:** Water. Water should be drunk before, during and after exercise.

#### **What is a good way to stay hydrated during exercise?**

**Answer:**

- Fill your water bottle before practice
- Drink between drills
- Do not drink your whole bottle at once
- Try to drink one bottle of water during the hour after practice

-If you do need something sugary after exercising try a piece of fruit or an exercise drink as they have less calories.

## NOTES

After the lesson, please use this section to make notes about the training session. For example you could indicate what worked or did not work, drill modifications, ideas for new drills, and/or comments about the skills that need further attention, etc.

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## LESSON 3

### Skills:

- Jogging
- Sprinting

### Equipment:

- Proper footwear and clothing
- Cones
- Whistle or flag (optional)
- Coloured pinnies
- Timing device

*\*Please note that while a time frame has been provided for a 1.5 hour training session, this is meant only as a guideline. Timelines can be shortened or lengthened to suit your training schedule. Additionally, if an activity takes more or less time to run, feel free to adjust the lesson as time permits.*

## Warm-Up (10 minutes)

### 1. Warm-Up (7 minutes)

#### Marching In-Place

-Stand feet shoulder width apart and march on the spot, lifting knees to 90 degrees and swinging unlocked straight arms for 30 seconds

#### Jogging In-Place

-Jog in place for 20 seconds, feet come slightly off the ground, arms bent at 90 degrees and swing in time with opposite leg

-Bring knees to their chest while jogging for 15 seconds – speed of jog will increase

-Return to jogging for another 20 seconds

-Rest and repeat the sequence again

#### Toe Touch → Arm Raises

-Stand feet shoulder width apart, arms relaxed at sides

-Crouch down reaching in front with arms to touch toes

-Stand back up quickly and reach arms overhead

-Repeat sequence 15 times

#### Arm Circles

-Hold arms out to side at shoulder height; make 15 small circles rotating arms forward

-Rest, repeat arm circles by rotating arms backward 15 times

### 2. Stretching (3 minutes)

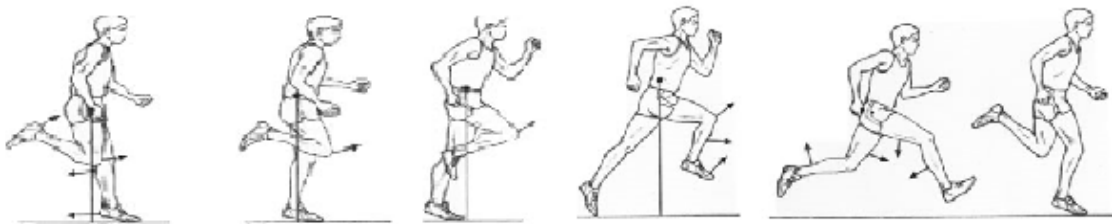


## Motor Skills (15 minutes)

### 1. Sprinting

**Introduction:** Explain sprinting technique.

- Posture is tall with trunk and head directly above hips facing forward, let arms hand loosely at sides
- Close hands loosely, thumbs out
- Lean forward slightly and bend ankles placing body weight on toes and balls of feet
- Bend elbows forming a 90 degree angle between lower and upper arms
- Keep head in neutral position looking forwards, with facial muscles relaxed
- Keeping the body low, lift one heel and push off hard with ball of foot and toes
- Bend that knee and raising the leg off the ground, drive knee forward and fully straighten leg
- Bring raised foot forward under the knee and strike the ground with the ball of foot under the center of the body and ankle flexed, while shifting weight onto the front foot
- Landing foot moves backward under body upon landing
- Landing should be a fluid motion, not pounding, slapping or jarring
- Repeat the with the other leg, beginning the sequence as the first foot re-contacts the ground
- Back heel should be back and high as your drive foot leaves the ground
- Pump arms with every stride (opposite arm to leg movement)
- Drive knees up
- Use the arms vigorously, bringing loosely-closed hands to chest line during upswing and stopping them at back side of hips on downswing.
- Use short, quick steps at the beginning, allowing stride to increase in length as velocity increases, gradually standing up.
- Increasing stride length or stride rate will increase speed



**Demonstration:**                **Demonstrate or have an athlete demonstrate proper technique.**

**Practice:**                        **Have athletes practice the skill.**

- Use the track or a start line and end line 50m apart marked by a cones
- Athletes line up along start line
- On 'Go' sprint 50m, then turn and jog back to the start
- Repeat until the athletes are comfortable performing the skill

→*Teaching tip: Encourage the athletes to run through end lines and slow down gradually.*

*Coaching Point*

Use key words that athletes can focus on when describing a skill to help in execution/process

(Farres, 2009)

**Activity:**

**Pinnie Sprints**

- Spread a large amount of pinnies of different colours around training area
- Athletes begin by jogging around training area
- When leader calls out a colour of a pinnie, sprint to the closest pinnie of that colour and then return to jogging

\*Leaders can call out 1, 2, or 3 colours at once so that athletes need to sprint to several pinnies.

**Sport Skills (20 minutes)**

**1. Crouch Starting and Sprinting**

**Introduction:**                **Explain crouch starting and sprinting technique.**

- Crouch down with non-dominant foot forward at start line and the other foot comfortably back

- Place thumbs and index fingers just behind the start line about shoulder width apart
- Raise seat upward and forward with front knee bent at 90 degrees
- Position shoulders just beyond hands
- Drive forward with back leg and opposite arm
- Keep head up, looking ahead
- Use short quick steps off start line but allow strides to increase as speed increases
- Gradually transition to a more upright sprinting position

**Demonstration:**                    **Demonstrate or have an athlete demonstrate proper technique.**

**Practice:**                            **Have athletes practice the skill.**

- Mark a start line on the track or in training area
- Athletes line up along start line
- On 'Go' from a crouch start position sprint 5 yards
- Then stop and restart using the crouch start technique
- Repeat this sequence until the athletes are comfortable performing the skill

→ *Teaching tip: To find the dominant foot, have athletes stand feet shoulder width apart and push them gently from behind. The foot they step forward with is most likely the dominant foot.*

**Activity:**

### **Relay Shuttle Race**

- Use the track or the training area and mark a start and end line 50m apart using cones
- Divide group into even teams, with half the group lined up behind both the start and end line
- On 'Go' the first person in line (at the start line) sprint to the end line and tags the first person in line, then they sprint back to the start line
- After your turn go to the back of the line
- When your whole team has gone, shout 'Done'!
- The first team done wins
- Repeat as time permits

→ *Teaching tip: The first 3 steps of a takeoff are crucial as they set the pace of the sprint and allow athletes to gain momentum.*

## **Fitness (12 minutes)**

### **Wind Sprints**

Use the track or start and end line marked by cones

- Sprint 50m then walk back to start to recover ... x4
- Sprint 100m then walk back to start to recover ... x2
- Sprint 200m then walk back to recover

## **Games (15 minutes)**

### **100m Race**

- Using cones mark a start and end line 100m apart
- Athletes line up across the start line... toes behind the line
- On 'Go' sprint to the end line and rest
- Repeat running in opposite directions
- Repeat 3 times

\*Encourage athletes to lean forward at the finish line as the athlete whose torso crosses the finish line first is scored higher. Teach them to lean forward just enough to gain an advantage but not so far as to lose balance or lose forward speed.

### **Inclusion Note**

**Use inclusive language: Don't assume that everyone on the team is heterosexual.**

(CAAWS, 2009)

## Cool Down (10 *minutes*)

### 1. Cool Down (5 *minutes*)

#### Jog/Walk

- Jog around the practice area for 2 minutes
- Take long slow strides, breathing deeply
- Slow down and walk for 1 minute

### 2. Stretching (5 *minutes*)

\*See Stretching Guide p.43

## Modifications

Modify drills so that all athletes can compete. This may mean:

- Decreasing running distances
- Using a visual cue as a start command (eg. Hand signal, waving a pinnie, etc.)
- Spreading cones further apart
- Partnering athletes who are having difficulty with those who are better able to perform the skill or drill
- Using brightly coloured equipment

## Nutrition (10 *minutes*)

**What kind of information can you find on a food label? Why is this information important?**

**Answer:** Labels provide lots of information about the contents of food, including how much fat, sugar and sodium a food has.

-Reading the health labels on food is an important step to making healthy eating choices.

-Try going shopping with your caregiver or asking him/her to check and compare the labels of the food they buy. Help them to pick foods with lower fat, calorie and sodium content.

## NOTES

After the lesson, please use this section to make notes about the training session. For example you could indicate what worked or did not work, drill modifications, ideas for new drills, and/or comments about the skills that need further attention, etc.

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## LESSON 4

### Skills:

- Knee Clapping
- Bum Kickers
- Marching
- Sprinting

### Equipment:

- Proper footwear and clothing
- Cones
- Whistle or flag (optional)
- Coloured pinnies
- Timing device

*\*Please note that while a time frame has been provided for a 1.5 hour training session, this is meant only as a guideline. Timelines can be shortened or lengthened to suit your training schedule. Additionally, if an activity takes more or less time to run, feel free to adjust the lesson as time permits.*

### Warm-Up (10 minutes)

#### 1. Warm-Up (7 minutes)

##### Body part pinnies

- Spread pinnies around the training area
- On 'Go' jog around the pinnies
- Leader calls out body parts that the athletes must touch to the pinnies and then resume jogging

Eg. Arms, nose, elbow, knee, etc.

#### 2. Stretching (3 minutes)

\*See Stretching Guide p.43

## Motor Skills (15 minutes)

### 1. Bum Kickers

\*Helps to develop quick foot turnover.

**Introduction:** Explain bum kicker technique.

- Stand tall, hips forward
- Bend knee and bring heel to buttocks
- While straightening leg and bend the other leg and bringing heel to buttock
- Land on ball of foot
- Move bent arms in opposition to leg movements

\*This skill can be done standing in place or moving forward.

**Demonstration:** Demonstrate or have an athlete demonstrate proper technique.

**Practice:** Have athletes practice the skill.

- Spread out in training area or along track
- Standing in place, practice bum kicks
- Do bum kicks for 20m then turn and go back 20m the other direction
- Vary the speed of kicks
- Repeat until athletes are comfortable performing the skill

#### Coaching Point

Acknowledge & celebrate athlete achievements and reached goals.

(Storm, 2002)

### 2. Marching (A's)

\*Helps to establish good strike patterns.

**Introduction:** Explain marching technique.

- Drive thigh of the lead leg up to 90 degrees
- Rise up onto the ball of the supporting foot (foot on the ground)
- Lower lead leg, landing on ball of foot while driving other leg up

**Demonstration:** Demonstrate or have an athlete demonstrate proper technique.



**Practice:**                    **Have athletes practice the skill.**

- Spread out in training area or along track
- Standing in place, practice marching
- Then march 20m then turn and march back 20m
- Start with low knee lifts then progress to higher knee lifts
- Repeat until athletes are comfortable performing the skill

→*Teaching tip: Stay on toes.*

### **3. Knee Clapping (High A's)**

\*Used to develop proper body balance and straight forward running position.

**Introduction:**                **Explain knee clap running.**

- Standing up tall, hands raised chest high, palms down, elbows bent and out to the side
- Drive knee to palm with very quick leg action as you move forward
- Alternate legs

**Demonstration:**            **Demonstrate or have an athlete demonstrate proper technique.**

**Practice:**                    **Have athletes practice the skill.**

- Spread out in training area or along track
- Standing in place, practice knee claps
- Then knee clap for 20m and turn and knee clap back 20m
- Repeat until athletes are comfortable with the skill

→*Teaching tip: Keep back straight with slight forward lean.*

### **4. Kick-Outs (B's)**

\*Used to help develop quick leg action and consistency in proper foot strike.

**Introduction:**                **Explain kick-out technique.**

- Stand up tall
- Take one step forward, then bend and drive back leg up and extend it from the knee

- Drive leg down, landing on the ball of foot
- Alternate legs with every step

**Demonstration:**                **Demonstrate or have an athlete demonstrate proper technique.**

**Practice:**                        **Have athletes practice the skill.**

- Spread out in training area or along track
- Standing in place, practice kick-outs
- Then kickout for 20m and turn and kickout back 20m
- Repeat until athletes are comfortable with the skill

**Activity:**

### **KMB Shuttle**

- Using cones mark a start and end line 30m apart (one for each group)
- Divide the group into equal teams (no smaller than 3 per team)
- Half the team begins behind the start line the other half behind the end line
- On 'Go' the first person in line knee claps to the other line and tags first person in line so that they can start their leg of the race
- After each turn go to the back of the line
- Every person should complete the knee clap, then will repeat the race marching, then bum kicking
- The first team to have every person complete all three skills is the winner!

## **Sport Skills (20 minutes)**

### **1. Crouch Starting and Sprinting**

**Introduction:**                **Review crouch starting and sprinting key points.**

- Crouch down with non-dominant foot forward at start line and the other foot comfortably back
- Place thumbs and index fingers just behind the start line about shoulder width apart
- Raise seat upward and forward with front knee bent at 90 degrees
- Drive forward with back leg and opposite arm
- Use powerful, quick arm swings
- Use short quick steps off start line but allow strides to increase as speed increases
- Gradually transition to a more upright sprinting position

**Demonstration:**                    **Demonstrate or have an athlete demonstrate proper technique.**

**Practice:**                            **Have athletes practice the skill.**

- Mark a start line on the track or in training area, with athletes lining up along start line
- On 'Go' from a crouch start position sprint 25 metres
- Then gradually come to a stop and restart using the crouch start technique
- Repeat this sequence until the athletes are comfortable performing the skill

→ *Teaching tip: Body weight rests on finger pads not the palm.*

**Activity:**

### **Spinners**

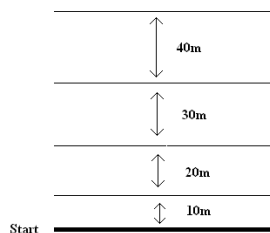
- Use the track or training area, mark a start and end line 20m apart
- All athletes start behind the start line lying on stomach facing away from the end line
- On 'Go' get up, turn 180 degrees and sprint to the end line
- Upon reaching the end line, lay back down on stomach facing away from the end line and wait for start signal
- Repeat as time permits

## **Fitness (12 minutes)**

### **Sprint Ladder**

- Using 5 cones in a straight line and place the other 4 cones at 10m, 20m, 30, and 40m intervals
- The first cone is the start line
- Athletes spread out across the start line
- On 'Go' sprint to the first cone touch down, then return to the start line
- Repeat this sequence, going to each cone, touching down and returning to the start line
- Rest and repeat 3x

\*To keep this drill interesting, make it a race after a couple successful rounds



## Games (15 minutes)

### 100m Race

\*Use the proper starting technique and commands to start the race: “On your marks”, “Set” and “Go”.

- Use the track or mark a start and end line 100m apart in training area
- Athletes line up across the start line in crouching start position
- On ‘Go’ sprint to the end line and rest
- Repeat running in opposite directions
- Repeat 3 times

→*Teaching tip: Encourage athletes to run through the finish line and lean forward as the athlete whose torso crosses the finish line first is scored higher. Teach them to lean forward just enough to gain an advantage but not so far as to lose balance or lose forward speed.*

### Inclusion Note

Avoid using gendered language. For example: Instead of man-to-man defense, use player-to-player.

(Storm, 2002)

## Cool Down (10 minutes)

### 1. Cool Down (5 minutes)

#### Jog/Walk

- Jog around the practice area for 2 minutes
- Take long slow strides, breathing deeply
- Slow down and walk for 1 minute

### 2. Stretching (5 minutes)

\*See Stretching Guide p.43

## Modifications

Modify drills so that all athletes can compete. This may mean:

- Decreasing running distances
- Using a visual cue as a start command (eg. Hand signal, waving a pinnie, etc.)
- Spreading cones further apart
- Partnering athletes who are having difficulty with those who are better able to perform the skill or drill
- Using brightly coloured equipment

## Nutrition (10 minutes)

### 1. Have athletes play a guessing game:

#### What am I?

-I provide important nutrients like iron, zinc, magnesium, B vitamins, fat and protein to the body.

-I am an important source of energy

-The body needs me to help build and repair tissue, like muscles tears or cuts

-The protein in me helps to build a strong immune system

-Eggs, beans, nuts and chicken can all be found in my food group.

**Answer:** Meat and meat alternatives

-Average Youth 9-13 years needs 1-2 servings/day

-Average Youth 14-18 years needs 2-3 servings/day

### 2. What are the benefits of meat and meat alternatives and how many servings should we eat a day?

#### Answer:

-Important nutrients like iron, zinc, magnesium, B vitamins, fat and protein to the body.

-Important source of energy

-Helps build and repair tissue, like muscles tears or cuts

-Helps to build a strong immune system

#### Information:

-Average Youth 9-13 years needs 1-2 servings/day

-Average Youth 14-18 years needs 2-3 servings/day

-Many meat alternatives provide the same benefits as meat like beans, eggs & nuts

\*Try adding hard cooked egg to a salad, try out new kinds of beans, or pack a handful of nuts in your bag/purse as a snack while you are out.

## NOTES

After the lesson, please use this section to make notes about the training session. For example you could indicate what worked or did not work, drill modifications, ideas for new drills, and/or comments about the skills that need further attention, etc.

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# LESSON 5

## Skills:

- Sprinting
- Relay Exchange

## Equipment:

- Proper footwear and clothing
- Cones
- Whistle or flag (optional)
- Coloured pinnies
- Baton

*\*Please note that while a time frame has been provided for a 1.5 hour training session, this is meant only as a guideline. Timelines can be shortened or lengthened to suit your training schedule. Additionally, if an activity takes more or less time to run, feel free to adjust the lesson as time permits.*

## Warm-Up (10 minutes)

### 1. Warm-Up (7 minutes)

#### Squat Tag

- Using cones make a square grid large enough for athletes to run around in
- One person is 'IT', they wear a pinnie
- On 'Go' run around square trying to avoid getting tagged
- If tagged squat down and raise your arm high above your head
- To get back into the game, a teammate must tag your hand
- Play until everyone is frozen or 5 minutes has elapsed

### 2. Stretching (3 minutes)

\*See Stretching Guide p.43

## Motor Skills (15 minutes)

### 1. Sprinting

**Introduction:**                    **Review sprinting key points.**

- Posture is tall with trunk and head directly above hips with body leaning forward slightly placing body weight on toes and balls of feet
- Landing should be a fluid motion, not pounding, slapping or jarring
- Back heel should be back and high as your drive foot leaves the ground
- Use the arms vigorously, bringing loosely-closed hands to chest line during upswing and stopping them at back side of hips on downswing.- drive knees up
- Use short, quick steps at the beginning, allowing stride to increase in length as velocity increases, gradually standing up

**Demonstration:**                    **Demonstrate or have an athlete demonstrate proper technique.**

**Practice:**                            **Have athletes practice the skill.**

- Using cones mark a start and end line 20m apart
- Line up behind start line
- On 'Go' sprint to the end line and jog back to the start
- Repeat the sequence until athletes are comfortable with the skill

→ *Teaching tip: Increasing stride length or stride rate will increase speed.*

**Activity:**

#### **Rats and Rabbits**

- Divide group into pairs, each person tucks a pinnie into their waist band or pocket (like a tail)
- Place two cones 25 metres apart, one set of cones per each pair
- Athlete pairs line up along an imaginary centre line in the middle of the two cones,
- Partners are facing each other with back to the cone
- Name one partner 'Rat' and the other 'Rabbit'
- Leader will shout either 'Rat' or 'Rabbit'
- The person whose animal was called will turn around and run to the cone behind them while their partner chases them and tries pull free their partner's pinnie ("tagging" them)
- If the partner makes it to the cone, the other person does 5 squats
- If the person is "tagged", they must do 5 squats
- Repeat the sequence 8 times



## 2. Passing Baton

**Introduction:** Explain baton passing technique.

- Grasp one end of baton with fingers wrapped around the baton and thumb lying on top
- While running, extend passing arm forward, ensuring a firm but not tight grip around the baton
- Straighten and lower arm slightly so that the baton contacts partner's open palm
- Upon contact loosen finger and thumb grip and allow partner to take the baton

**Demonstration:** Demonstrate or have an athlete demonstrate proper technique.

**Practice:** Have athletes practice the skill.

- Each athlete needs a baton
- Using the proper technique pass baton from right hand to extended left hand
- Repeat the sequence until athletes are comfortable with the skill

## 3. Receiving Baton

**Introduction:** Review receiving baton key points.

- Catch is made while sprinting forward
- Keeping body weight slightly forward, extend catching arm straight back behind the body almost parallel with the track, palm facing up
- Thumb and index finger form a 'V', fingers point outward and thumb faces down
- Turn head to look over left shoulder to see incoming runner
- Hold receiving arm steady
- Once contact is made, close hand wrapping fingers around baton and thumb over the top
- Turn to look forward while bending receiving arm then swinging it forward using the momentum to drive next step

**Demonstration:** Demonstrate or have an athlete demonstrate proper technique.

**Practice:** Have athletes practice the skill.

- Divide the group into pairs, one baton per pair
- Stand 1m apart, facing the same direction

- Person in the back passes the baton to the person in the front
- After the exchange, turn around and switch roles
- Repeat until athletes are comfortable performing the skill

## Sport Skills (20 minutes)

### 1. Relay Exchange

**Introduction:** Explain how the exchange works in a relay race

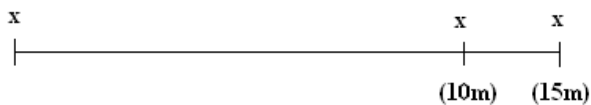
- Passer (athletes running current leg of race) approaches exchange area
- Receiver stands in a couple of metres into exchange area looking over shoulder to see Passer
- As Passer enters exchange area, Receiver extends left arm back and runs forward awaiting the baton
- After Passer makes the tag, Receiver sprints out of exchange area
- Passer slows run and comes to a stop

\*The tag must occur in the exchange zone.

**Demonstration:** Demonstrate or have an athlete demonstrate proper technique.

**Practice:** Have athletes practice the skill.

- Using 3 cones mark a start and end line 15m apart and one cone 5m from the endline
- Divide the group into pairs, with one person on the start line the other on the second cone facing away from Passer
- On 'Go' the athlete on start line sprints toward partner, Receiver watches over shoulder and when Passer comes near begins to run towards last cone holding out hand for the tag
- Once tag is made Passer stops and Receiver sprints 2 or 3 metres past the last cone
- Switch roles and repeat until the athletes feel comfortable performing skill



#### Coaching Point

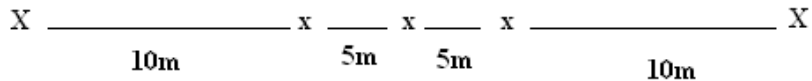
Don't make assumptions about an athlete's knowledge of game.  
Inform players of all necessary game info

(Special Olympics International)

## Activity:

### Tag Exchange

- With 5 cones, set up a relay exchange area on track or in training area
- Place one cone as the start line for baton carriers, put the next cone 10 metres forward, then another after 5 metres, one more 5 metres from that cone and the last cone 10 metres in front of the 4th cone



- All but one athlete line up at start line, these are the passers
- Receiver stands at 3<sup>rd</sup> cone
- Passer walks towards receiver
- When passer gets to 2<sup>nd</sup> cone, Receiver begins to walk towards 4th cone, looking back over shoulder at passer
- Passer yells 'Hand' when s/he is ready to make the tag
- Receiver extends left arm behind the back, ready to receive the tag
- Once the exchange is made Passer stops (pass must be made between 2<sup>nd</sup> and 4<sup>th</sup> cone) and Receiver walks to end line
- Passer now becomes the Receiver and former Receiver returns to start line and goes to the back of the line, passing the baton to the next person in line.

\*As the athletes become comfortable with the skill, have them try the drill at a jog and then sprint.

## Fitness (12 minutes)

### Four Corners

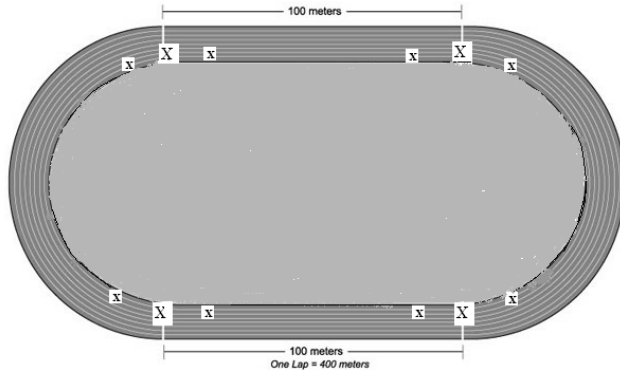
- Using cones set up a grid with 4 equal sides of 25m, numbering each cone 1,2,3,4
- Divide the group and have the same amount of people at each corner of the grid
- On 'Go' everyone at cone 1 sprints to cone 2 and tags the waiting athlete (Receiver) and slowly comes to a stop after the tag
- The Passer then stays at that cone while the passer sprints to cone 3
- Continue the sequence until the starting group arrives back at cone 1, then rest
- Repeat activity as many times as possible in 12 minutes

\*Reverse the direction of running for variety.

## Games (15 minutes)

### 4x 100 metre race

- Use the whole track or a 100m x 100m cone grid, mark cones
- Mark each 100m points and place 2 cones 5m either side of each 100m cone (exchange zone)



- Divide the athletes into groups of 4, with 1 athlete on each 100m cone
- On 'Go' the first person at the start cone sprints 100m
- The 2<sup>nd</sup> runner begins running as the 1<sup>st</sup> runner enters the exchange zone
- After the tag, the 2<sup>nd</sup> runner sprints 100m to the next runner
- Repeat this sequence until the 4<sup>th</sup> runner finishes his/her leg of the race, then rest
- Repeat 5 times

\*Gauge timelines based on fitness levels of the athletes and goals of training.

### *Inclusion Note*

Adolescent girls are more likely to play sports when: Their efforts are supported and encouraged, performances aren't criticized and realistic expectations are placed on their abilities.

(Storm, 2002)

## Cool Down (10 *minutes*)

### 1. Cool Down (5 *minutes*)

#### **Jogging**

- Slowly jog around the practice area for 1 minute
- Take long slow strides, breathing deeply

#### **Arm Circles**

- Hold arms out to side at shoulder height; make 15 small circles rotating arms forward
- Rest, repeat arm circles by rotating arms backward 15 times

#### **Shake it Out**

- Stand feet shoulder width apart and shake each body part from head to toe in that order

### 2. Stretching (5 *minutes*)

\*See Stretching Guide p.43

## Modifications

Modify drills so that all athletes can compete. This may mean:

- Decreasing running distances
- Using a visual cue as a start command (eg. Hand signal, waving a pinnie, etc.)
- Using a pinnie or bean bag instead of a baton or have the athletes tag hands instead of passing the baton
- Spreading cones further apart
- Partnering athletes who are having difficulty with those who are better able to perform the skill or drill
- Using brightly coloured equipment

## Nutrition (10 minutes)

**What food group should you eat the most servings of everyday and why?**

**Answer:** Vegetables and fruit because:

- They contain important vitamins, minerals and fibre.
  - They are usually low in fat and calories.
  - They may reduce the occurrence of certain kinds of cancer.
- Try to eat at least one dark green and one orange vegetable each day. These vegetables are rich in folate and vitamin A, two essential nutrients for the body.

## NOTES

After the lesson, please use this section to make notes about the training session. For example you could indicate what worked or did not work, drill modifications, ideas for new drills, and/or comments about the skills that need further attention, etc.

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# LESSON 6

## Skills:

- Jogging
- Sprinting
- Bum kicks
- Knee Claps
- Kick Outs
- Relay Exchange

## Equipment:

- Proper footwear and clothing
- Cones
- Whistle or flag (optional)
- Coloured pinnies
- Baton

*\*Please note that while a time frame has been provided for a 1.5 hour training session, this is meant only as a guideline. Timelines can be shortened or lengthened to suit your training schedule. Additionally, if an activity takes more or less time to run, feel free to adjust the lesson as time permits.*

## Warm-Up (10 minutes)

### 1. Warm-Up (7 minutes)

#### Tasks on Command

- Set up a square grid using cones for the corners
- On 'Go' start jogging around the inside of the grid in any direction
- Leader will call out tasks to be complete by athletes.
- Complete the task and return to jogging

- Tasks:
  - Kickout (do 5 kick outs)
  - Knee clap (do 5 knee claps on each knee)
  - March (march 5 times)
  - Bum Kicks (do 5 bum kicks)

### 2. Stretching (3 minutes)

\*See Stretching Guide p.43

## Motor Skills (15 minutes)

### 1. Jogging

**Introduction:**                    **Review jogging key points.**

- Posture is tall with trunk and head directly above hips with body leaning forward slightly placing body weight on toes and balls of feet
- Bend elbows forming a 90 degree angle between lower and upper arms
- Swing your arms back and forth, not across the body (opposite arm to leg movement) with no help from shoulder muscles
- The athlete controls his/her speed by how much force and power is applied with each foot strike and by arm swing ratio.

**Demonstration:**                **Demonstrate or have an athlete demonstrate proper technique.**

**Practice:**                        **Have athletes practice the skill.**

- Use the track or a training area and mark a start and end line 50m apart with cones
- Jog between the start line to end line
- Repeat this sequence until the athletes are comfortable performing the skill

→*Teaching tip: It is important to have a comfortable stride and rhythm and not to over-stride.*

### 2. Sprinting

**Introduction:**                    **Review sprinting key points.**

- Posture is tall with trunk and head directly above hips with body leaning forward slightly placing body weight on toes and balls of feet
- Landing should be a fluid motion, not pounding, slapping or jarring
- Back heel should be back and high as your drive foot leaves the ground
- Use the arms vigorously, bringing loosely-closed hands to chest line during upswing and stopping them at back side of hips on downswing.
- Drive knees up
- Use short, quick steps at the beginning, allowing stride to increase in length as velocity increases, gradually standing up



**Demonstration:**            **Demonstrate or have an athlete demonstrate proper technique.**

**Practice:**                    **Have athletes practice the skill.**

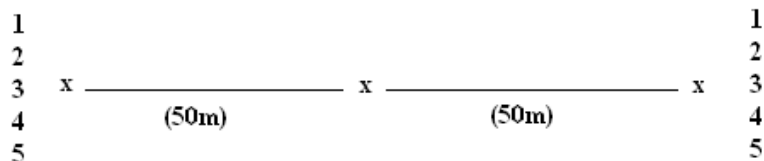
- Use the track or a training area and mark a start and end line 25m apart with cones
- Sprint to end line and jog back to the start line
- Repeat this sequence until the athletes are comfortable performing the skill

→ *Teaching tip: Increasing stride length and/or stride length will increase speed.*

**Activity:**

### **Number Races**

- In the training area, place two cones 100metres apart and a third in the middle (50m from either side)
- Divide the group into two groups and have each team line along one of the outside cones (facing the other team)
- Number each person, so that each team will have the same numbers (ie. Team A -1, 2, 3 & Team B – 1, 2, 3)
- Lie down on belly, head facing opposing team
- The leader will call out a number and those two people will race to the centre cone and back to their team line, then call out ‘Done!’
- Run activity for 15 minutes then rest



\*For variety, try calling several numbers or all the numbers.

## **Sport Skills (20 minutes)**

### **1. Standing Starts and Distance Running**

**Introduction:**            **Review stand starting and distance running key points.**

- Lean forward slightly at hips and bend front knee slightly, placing weight on front leg and place non-starting foot one step back

- Hold arm opposite to lead leg flexed in front of the body and the other arm slightly bent and back past the hip
- On 'Go' drive back leg forward
- At same time stay low and swing opposite bent arm back forcefully and other bent arm to the front of body
- Use short quick steps off start line but allow strides to increase as speed increases
- Gradually transition to a more upright running position

**Demonstration:**        **Demonstrate or have an athlete demonstrate proper technique.**

**Practice:**                **Have athletes practice the skill.**

- Using cones establish a start line in the training area or on the track
- Line up behind start line
- On 'Go' from a standing start position jog 5m then walk back to the start
- Repeat until the athletes are comfortable performing the skill

→*Teaching tip: Keep weight forward, on lead leg.*

**Activity:**

### **800m Race**

- Use the track or set up a 50m x 50m grid with cones (200 meter perimeter)
- Stand behind start line in standing race start position
- On 'Go' race for 800m

\*If the group is too large, divide the group into different heats.

→*Teaching tip: In the 800m race, runners begin in a staggered start and must stay in their respective lanes until the end of the first curve (115m) and then can cut in to the inside lane as long as they do not deliberately obstruct or contact another competitor.*

## **2. Crouching starts and Sprinting**

**Introduction:**                **Review crouch starting and sprinting key points.**

- Crouch down with non-dominant foot forward at start line and the other foot comfortably back
- Place thumbs and index fingers just behind the start line about shoulder width apart

- Raise seat upward and forward with front knee bent at 90 degrees
- Drive forward with back leg and opposite arm
- Use short quick steps off start line but allow strides to increase as speed increases
- Gradually transition to a more upright sprinting position

**Demonstration:**        **Demonstrate or have an athlete demonstrate proper technique.**

**Practice:**                **Have athletes practice the skill.**

- Use the track or the training area and mark a start and end line 25m apart with cones
- Start behind start line in crouching start position
- On 'Go' Sprint to the end line and jog back
- Repeat the sequence until athletes are comfortable performing the skill

→ *Teaching tip: The arm and leg movements should be synchronized. Move the right arm forward as the left leg goes forward.*

Coaching Point

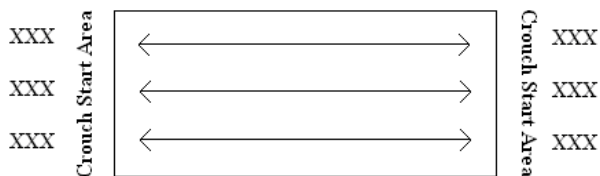
Use verbal direction and demonstration, as well as physical prompting or physical assistance when teaching a skill.

(Special Olympics International)

**Activity:**

**Shuttle races**

- Using training area mark a start and end line 50m apart using cones
- Divide the group into equal teams (of at least 3)
- Half the athletes stand behind the start line and the other half behind the end line
- All athletes will begin their leg of the race from the crouching start position
- On 'Go' the first person at the start line on each team will sprint towards the other line
- Upon crossing the line, go to the back of the line and the next athlete will begins
- The first team to have every person run twice wins!



### 3. Relay Exchanges

**Introduction:**                    **Review relay exchange key points.**

- Passer (athletes running current leg of race) approaches exchange area
- Receiver stands in a couple of metres into exchange area looking over shoulder to see Passer
- As Passer enters exchange area, Receiver extends left arm back and runs forward awaiting the baton
- After Passer makes the tag, Receiver sprints out of exchange area
- Passer slows run and comes to a stop

\*The tag must occur in the exchange zone.

**Demonstration:**            **Demonstrate or have an athlete demonstrate proper technique.**

**Practice:**                    **Have athletes practice the skill.**

-Using 3 cones mark a start and end line 15m apart, and place the last cone 5m in from the end line

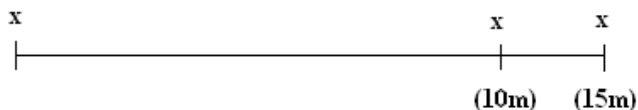
-Divide the group into pairs, with one person on the start line the other on the second cone facing away from Passer

-On 'Go' athlete on start line sprints toward partner, Receiver watches over shoulder and when Passer comes near begins to run towards last cone holding hand out for the tag

-Once tag is made Passer stops and Receiver sprints 2 or 3 metres past the last cone

-Switch roles and repeat

-Repeat until athletes feel comfortable performing skill



### **Fitness (12 minutes)**

#### **Pace Race**

-Using cones mark a start and end line 50 metres apart

-Have athletes line up across start line

-Leader will call out different paces that the athletes must run at until they reach the end line

-On 'Go' jog towards the end line

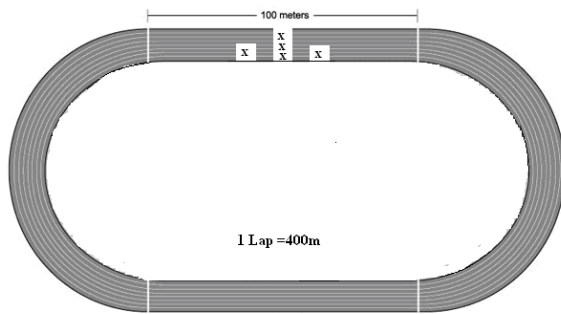
- Leaders will shout various paces to the athletes having them slow down or speed up until they reach the end line
- After reaching the end line jog back to the start line
- Repeat 3 times then rest
- Do 3 repetitions of the activity

Pace instructions:     → Sprint  
                               → Jog  
                               → Walk  
                               → Stop (gradually)

**Games (15 minutes)**

**4x 400 metre race**

- Use the whole track or a 100m x 100m cone grid, mark cones
- Mark an exchange zone at the start point



- Divide the athletes into groups of 4
- On 'Go' the first person at the start cone sprints 400m
- The 2<sup>nd</sup> runner steps on to the track once the first group of runners have cleared the 100m mark
- The 2nd runner will stand at the 400m mark and await the exchange
- After the tag, the 2<sup>nd</sup> runner sprints 400m and the pattern repeats until all 4 runners have completed their legs of the race

**Inclusion Note**

**Use person-first language. If you must use labels, place the emphasis on the person and not the disability. For example say: Athlete with an intellectual disability.**

(BC Soccer Association. 2004)

## Cool Down (10 *minutes*)

### 1. Cool Down (5 *minutes*)

#### Jogging

- Jog around the practice area for 4 minutes
- Take long slow strides, breathing deeply
- Slow down and walk for 1 minute

### 2. Stretching (5 *minutes*)

\*See Stretching Guide p.43

## Modifications

Modify drills so that all athletes can compete. This may mean:

- Decreasing running distances
- Using a visual cue as a start command (eg. Hand signal, waving a pinnie, etc.)
- Using a pinnie or bean bag instead of a baton or have the athletes tag hands instead of passing the baton
- Spreading cones further apart
- Partnering athletes who are having difficulty with those who are better able to perform the skill or drill
- Using brightly coloured equipment

## Nutrition (10 minutes)

**1. How do you feel when you skip breakfast in the morning?**

**Answer:** Waiting until you are really hungry to eat, or not eating even when you are hungry can cause: low energy, irritability, nausea and stomach-aches, trouble concentrating, headaches, lack of coordination, feeling shaky, feint and sleepy, and over-eating later.

**2. What are some consequences of skipping breakfast?**

**Answer:**

- Low energy
- Irritability
- Nausea
- Stomach-aches
- Trouble concentrating
- Headaches
- Lack of coordination
- Feeling shaky, feint and sleepy
- Over-eating later

**Why is being underweight unhealthy?**

**Answer:** Without the vitamins and nutrients that come from eating a balanced diet from all the food groups, you can become very sick. Your bones may become fragile, you may feel fatigued, achy and short of breath and you'll be more prone to getting colds and flus.

## NOTES

After the lesson, please use this section to make notes about the training session. For example you could indicate what worked or did not work, drill modifications, ideas for new drills, and/or comments about the skills that need further attention, etc.

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## LESSON 7

### Skills:

- Jumping
- Standing long jump

### Equipment:

- Proper footwear and clothing
- Cones
- Coloured pinnies
- Sand pit
- Measuring tape
- Rake

*\*Please note that while a time frame has been provided for a 1.5 hour training session, this is meant only as a guideline. Timelines can be shortened or lengthened to suit your training schedule. Additionally, if an activity takes more or less time to run, feel free to adjust the lesson as time permits.*

## Warm-Up (10 minutes)

### 1. Warm-Up (7 minutes)

#### Walking Tag

- Set up a rectangular shaped grid. Base the size of the grid on the number of athletes and their level of ability
- Designate one person to be 'it'. This person wears a coloured pinnie
- athletes line up on end line of grid, with the 'it' person in the middle
- On 'Go' the athletes try to walk or speed walk across the grid without being tagged the 'it' player
- Once they cross the end line without being tagged the athletes are safe and must wait for the others to cross
- After every untagged player has crossed the end line the game begins again
- If an athlete is tagged, s/he also becomes 'it', puts on a coloured pinnie and tries to tag the others

*\*Emphasize that this is a walking game and that tagging should be done below the neck and in a gentle manner.*

### 2. Stretching (3 minutes)

*\*See Stretching Guide p.43*



## Motor Skills (15 minutes)

### 1. Jumping

**Introduction:** Explain jumping technique.

- Chin up, head straight, arms extended in front of body
- Bend knees and ankles and lean forward while strongly swinging arms back
- Forcefully swing arms forward and low past knee reaching for target (up for height, out for distance), push off with the balls of feet and drive legs up by straightening at the knee
  - Toes should leave the ground last
- Arms are used to drive body upwards into the air
- When landing, balls of feet should contact the earth first
- Bend knees on impact and allow arms to swing back behind the body

**Demonstration:** Demonstrate or have an athlete demonstrate proper technique.

**Practice:** Have athletes practice the skill.

- Jump in place, reaching up as high as possible 10 times
- Jump on right foot only 10 times
- Jump on left foot 10 times

→*Teaching tip: Use arms to drive body upwards.*

**Activity:**

#### Jumping races

- In the training area, mark a start and end line 10m apart
- Divide the players into equal groups
- Stand behind start line
- On 'Go' the first person in each line two foot jumps to end line and back to the start line and tags the next person in line
- Go to the end of the line after each turn
- Repeat this sequence until everyone has raced
- The first team done wins!
- Repeat 3 times

## Sport Skills (20 minutes)

### 1. Standing Long Jump

**Introduction:** Explain standing long jump technique.

- Chin up, head straight, arms extended in front of body
- Bend knees and ankles and lean forward while strongly swinging arms back
- Forcefully swing arms forward and low past knee reaching for landing pit
- Exhale and push off with the balls of both feet and drive legs up by straightening at the knee
- In flight, extend body with slight arch in back, raise arms above head
- Tuck legs under buttocks, then bring them forward by bending 90 degrees at the waist
- Extend legs forward, leading with heels, and swings arms down past waist
- Keep feet parallel and slightly apart, extend heels for extra length
- Look ahead for landing point
- Bend knees to absorb impact

**Demonstration:** Demonstrate or have an athlete demonstrate proper technique.

**Practice:** Have athletes practice the skill.

- In front of sand pit, mark a take off line with a cone
- In turns stand at takeoff point and jump as far forward as possible using the standing long jump technique
- After each turn jog to the back of the line
- Repeat until athletes are comfortable performing the skill

→ *Teaching tip: Toes should leave the ground last.*

#### Coaching Point

When giving instruction make eye contact with the athletes speak simply and clearly.

(Special Olympics International)

## Activity:

### Jump tug of war

- Divide group into two teams
- Using cones mark a line 30m apart with a cone in the middle
- Each team starts at opposite ends
- Taking turns, one athlete from each team jumps toward the middle
- Each jump is marked by a cone
- The goal is to get the farthest over the centre line after every athlete on the team has jumped
- Repeat 3 times (best of 3 wins!)

## Fitness (12 minutes)

### Transition Runs

- Set up 4 cones with 10 metres between each, the first cone is the start line
- Race walk to first cone and back to start line, then jog to second cone and back to start line, then sprint to last cone and back to start line.
- Repeat 4 times, rest between each set

### Plank

- Lie face down on the ground, resting on forearms with palms flat on the ground
- Elbows should be directly below shoulder, hands below face
- Push off floor raising up onto toes and resting on elbows
- Keep back flat, forming a flat surface from head to heels
- Tilt pelvis and contract abdominal muscles to stop buttocks from sticking up
- Hold plank position for 45 seconds, then rest and repeat 2 more times

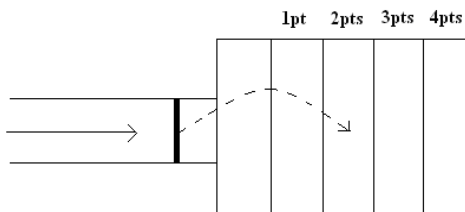
\*Adjust time based on the athletes' level of ability and fitness.



## Games (15 minutes)

### Points for Distance

- Using cones set up start line and a point grid. Each cone has a different point score
- Divide the group into even teams
- Stand behind start line, with no approach do a standing jump as far as possible, then return to the start line at the end of the line
- The leader will note the point value of each athlete's jump on a team and will total the score, then the next team will begin their turn
- The team with the highest points wins!



### Inclusion Note

Where possible, allow participants to choose their own clothing, as long as it is a safe choice for the activity and does not restrict movement.

(Fenton, Frisby & Luke, 1999)

## Cool Down (10 minutes)

### 1. Cool down (5 minutes)

#### Jogging

- Slowly jog around the practice area for 3 minute
- Take long slow strides, breathing deeply

#### Shake it Out

- Stand feet shoulder width apart and shake each body part from head to toe in that order

#### Wake-up Stretch

- Stand feet shoulder width apart, arms at sides

- Inhale and crouch down half way and cross arms across the body, hands going past opposite elbow
- Exhale and stand up while uncrossing arms and reach arms to the side up over head
- Interlock fingers and turn palms up while straightening elbows and look at hands
- Rise onto toes and stretch whole body upward. Breathe slow and deep for 5-10 seconds
- Exhale, lower heels, and repeat sequence 3 times

## 2. Stretching (5 minutes)

\*See Stretching Guide p.43

### Modifications

Modify drills so that all athletes can compete. This may mean:

- Using a visual cue as a start command (eg. Hand signal, waving a pinnie, etc.)
- Using a takeoff area vs. take off board
- Partnering athletes who are having difficulty with those who are better able to perform the skill or drill
- Using brightly coloured equipment

### Nutrition (10 minutes)

-Snacking is a good way to avoid feeling hungry between meals. BUT... it is important to avoid snacks that are high in calories, fat, sugar and/or salt. Unhealthy snacks like cookies, candies, buttered popcorn, chocolate bars and soft drinks add extra calories to your day and aren't very nutritious.

**Can you think of some ideas for healthy alternatives for:**

**-Sweet treats like cakes, cookies and ice creams?**

\*try fruit with yogurt, a baked apple with cinnamon and graham crackers, frozen yogurt

**-Salty snacks like potato chips, French fries and nachos**

\*try plain popcorn, baked sweet potato wedges, home made baked pitas

**-Sugary drinks like Sports drinks or soda pop**

\*try adding lemon, lime or cucumber to your water, milk or 100% juice

## NOTES

After the lesson, please use this section to make notes about the training session. For example you could indicate what worked or did not work, drill modifications, ideas for new drills, and/or comments about the skills that need further attention, etc.

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## LESSON 8

### Skills:

- Leaping
- Long jump

### Equipment:

- Proper footwear and clothing
- Cones
- Whistle or flag (optional)
- Coloured pinnies
- Measuring tape
- Sand pit
- Rake

*\*Please note that while a time frame has been provided for a 1.5 hour training session, this is meant only as a guideline. Timelines can be shortened or lengthened to suit your training schedule. Additionally, if an activity takes more or less time to run, feel free to adjust the lesson as time permits.*

### Warm-Up (10 minutes)

#### 1. Warm-Up (7 minutes)

##### Hop and Stop

- Using cones mark start and end line 20m apart
- Spread out along start line
- On 'Hop' begin jumping towards the end line
- When the leader shouts 'Stop', freeze
- Anyone who moves after 'Stop' must restart from the baseline
- The goal is to get to the endline

*\*Begin with two foot jumps for the first game and move to single foot jumps (right and/or left) for subsequent games.*

#### 2. Stretching (3 minutes)

*\*See Stretching Guide p.43*

## Motor Skills (15 minutes)

### 1. Leaping

**Introduction:** Explain Leaping technique.

- Drive lead leg up and extend knee
- Push off with the ball of foot of the leg on the ground, using the calf and quadriceps for power
- Reach with the elbow and lower arm opposite the extended leg for balance
- Bring trail leg up
- Land by lowering lead leg onto the ball of foot and rotate trail leg inward from the hip back to a neutral position
- Trail leg should then strike the ground on ball of foot

**Demonstration:** Demonstrate or have an athlete demonstrate proper technique.

**Practice:** Have athletes practice the skill.

- On the track or in the training area, mark a start and end line 20m apart
- Leap from start line to end line and back again
- Repeat until athletes are comfortable with the skill

→ *Teaching tip: It is more of a running step than a two foot jump.*

#### Coaching Point

Always ask permission before you touch an athlete.

(SOBC)

**Activity:**

#### **Cone Hurdle Relay**

- Divide the athletes into equal groups
- Use 7 cones per team and leaping distance apart
- The first cone is the start line, athletes line up behind this cone
- On 'Go' the first person in each line leaps over each cone then sprints back to the start line to tag the next person in line
- This sequence continues until each athlete has run the race twice.
- The first team done wins!



## **Sport Skills (20 minutes)**

### **1. Running Long Jump**

**Introduction:** Explain long jump technique.

#### **The Approach**

- Approximately 17 strides is recommended (10-15m)
- Start from a standing start position
- Step forward on non-takeoff foot
- Accelerate with a relaxed running form towards takeoff area
- Run tall and fast
- Make the last 5 steps quick

\*To find starting point for the approach, have athletes start at take off board and run 8 steps away from the pit.

#### **The Jump**

- Plant take-off foot within take off area
- Drive free knee to 90 degrees and swing opposite arm upward while extending take-off leg (dominant or kicking leg)
- Look forward
- Pull legs close to torso and parallel to pit
- Look for feet in the air ahead of body

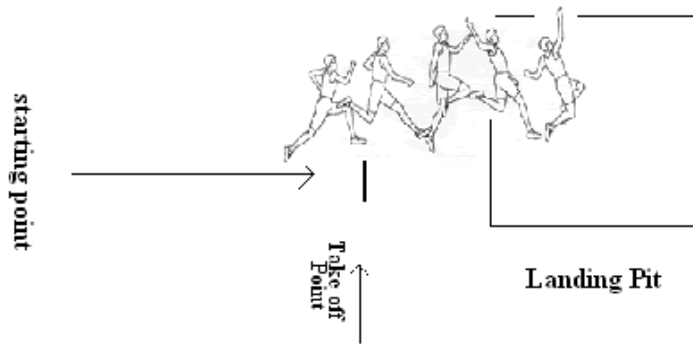
#### **Landing**

- Sweep arms back and down past legs on landing
- Bend knees on landing
- Land on both feet, in front of body and allow momentum to move body forward
- Exit pit forward

**Demonstration:** Demonstrate or have an athlete demonstrate proper technique.

**Practice:** Have athletes practice the skill.

- Use the long jump pit or cones and crash mat mark
- Have the athlete find his/her starting point
- In turns, run up, take off and land a long jump
- Repeat until athletes are comfortable performing the skill



→Teaching tip: The athlete's stronger leg is usually the takeoff leg

## Fitness (12 minutes)

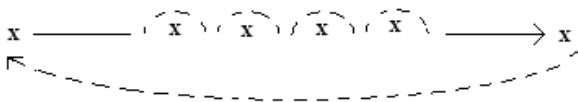
### Explosion Jumping

- Jump as high as you can by bringing your knees to your chest
- After you touch the ground immediately jump as high as you can again.
- Do 20 explosions and rest. Do 3 sets

\*If this is too hard, do 10 explosions instead of 20.

### Pylon Relay

- Divide the group into pairs
- Using cones, set up a start and finish line with 4-6 lines of cones between them(2 running steps between them, then increase to 3 or 4 running steps)
- Athletes line up behind start line
- On 'Go' the first person in line sprints to the end line, leaping over cones then turns and sprints back to the start line
- Tag the next person in line and go to the back of the line
- Repeat the sequence 5 times each person then rest
- Do three repetitions



## Games (15 minutes)

### Jumping for Records

- Using a cone mark the World Record in long jump on the outside of the pit or beside the crash mat (8.90 meters or 29 feet, 2-1/2 inches)
- Give each athlete 3 turns to try and beat the world record
- The closest jump to the record wins!

### Inclusion Note

Consider the abilities of your group when choosing drills, games, equipment and facilities. Design lesson to ensure that all athletes will be able to participate.

(SOBC)

## Cool Down (10 minutes)

### 1. Cool Down (5 minutes)

#### Jogging

- Slowly jog around the training area
- Take long slow strides, breathing deeply

#### Shake it Out

- Stand feet shoulder width apart and shake each body part from head to toe in that order

### 2. Stretching (5 minutes)

\*See Stretching Guide p.43

## Modifications

Modify drills so that all athletes can compete. This may mean:

- Decreasing running distances
- Using a visual cue as a start command (eg. Hand signal, waving a pinnie, etc.)
- Using a takeoff area vs. take off board
- Spreading cones further apart
- Partnering athletes who are having difficulty with those who are better able to perform the skill or drill
- Using brightly coloured equipment

## Nutrition (10 minutes)

**1. Brainstorm what can happen if you continue to eat after the body signals that you are full.**

**Answer:** Feel uncomfortable and sleepy and weight gain over time. This may lead to serious medical problems in the future and won't help you play Sports to the best of your ability.

**2. What are the consequences of eating after you are full?**

**Answer:** Feel uncomfortable and sleepy and weight gain over time.

**Why is being overweight unhealthy?**

**Answer:** Being overweight and obese is hard on the body and contributes to conditions like diabetes and high blood pressure. Being too heavy also makes it harder for your body to perform at its best. Try to keep a healthy weight by eating a balanced diet with healthy serving sizes and by getting lots of exercise.

## NOTES

After the lesson, please use this section to make notes about the training session. For example you could indicate what worked or did not work, drill modifications, ideas for new drills, and/or comments about the skills that need further attention, etc.

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## LESSON 9

### Skills:

- Sprinting
- High Jumping

### Equipment:

- Proper footwear and clothing
- Cones
- Whistle or flag (optional)
- Coloured pinnies
- High jump bar and standards
- Crash mat
- Measuring tape

*\*Please note that while a time frame has been provided for a 1.5 hour training session, this is meant only as a guideline. Timelines can be shortened or lengthened to suit your training schedule. Additionally, if an activity takes more or less time to run, feel free to adjust the lesson as time permits.*

### Warm-Up (10 minutes)

#### 1. Warm-Up (7 minutes)

##### ABC's:

##### A's:

- While staying on toes, walk or hop for 20m or 20 seconds
- Rest then repeat

##### B's:

- Perform kick-outs around the training area or on the track for 30 seconds
- Rest then repeat

##### C's:

- Bound along the track for 30 seconds
  - \*Take the biggest steps possible while maintaining good form
- Rest then repeat

##### Jumping Jacks

- Do 3 sets of 10 jumping jacks

#### 2. Stretching (3 minutes)

\*See Stretching Guide p.43

## Motor Skills (15 minutes)

### 1. High Jump Approach – 7 Step Slalom Approach

**Introduction:** Explain high jump approach

- Stand tall, facing pit with takeoff leg forward at starting point
- Push off lead leg and sprint 7 steps in a 'J' pattern, leaning into the curve
- On 7<sup>th</sup> step, plant takeoff leg (outside leg) and swing bent inside leg up toward outside shoulder

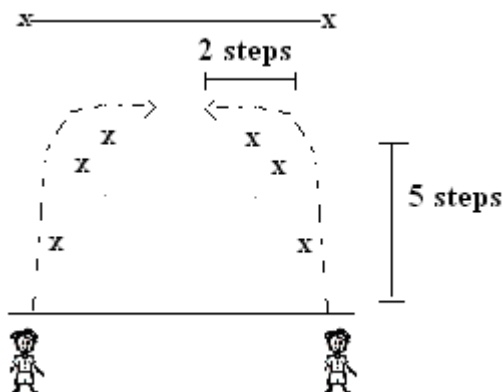
\*To determine the athlete's starting mark, measure to the right (or left) of the crossbar standard 3-5 metres. Now measure 6-9 metres away from the pit. This is the athlete's starting point.

\*If athlete is right foot dominant, approach from the right and vice versa for left foot dominant.

**Demonstration:** Demonstrate or have an athlete demonstrate proper technique.

**Practice:** Have athletes practice the skill.

- Find starting point and mark it with a cone
- In turns *walk* the approach towards the high jump bar
- After each turn jog to the back of the line
- Increase speed of approach as competence and confidence improve
- Repeat until athletes are comfortable performing the skill



→ *Teaching tip: Make sure that the curve starts with take off foot*

*Coaching Point*

Avoid talking too much. Athletes learn by doing

(Special Olympics Canada & Coaching Association of Canada)

## 2. High Jump Flop

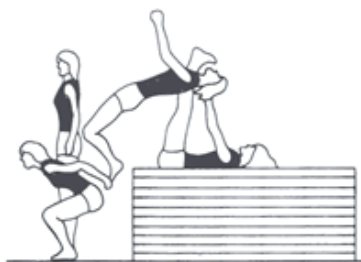
**Introduction:** Explain high jump flop technique.

- Standing tall with back to pit
- Bend at hips while driving arms back
- Jump up, driving arms overhead
- Dive over the bar, bending back into the pit (onto the mat)
- Land on back with arms and feet are extended upwards

**Demonstration:** Demonstrate or have an athlete demonstrate proper technique.

**Practice:** Have athletes practice the skill.

- Stand in a line 5 m from the front of the crash mat
- Mark the takeoff point with a cone
- The first person in line stands at the takeoff point and does a jump and flop onto the mat
- After each turn jog to the back of the line
- Repeat until athletes are comfortable performing the skill



\*Start without the bar, then add the bar and increase its height as athletes become more confident and competent.



→Teaching tip: Emphasize that hips go up over the bar.

## Sport Skills (20 minutes)

### 1. High Jump – Approach and Flop

**Introduction:** Introduction: Explain how to change directions while running.

- Jump is preceded by a curved/angled 3, 5, 7, or 9 step approach
- On last step of running approach plant foot farthest from mat (takeoff leg), bend knee and swing other bent leg up towards the opposite shoulder
- Roll off of ball of foot and drive body up into the air
- At the same time swing both arms from below the hips to above the shoulders in front of the body
- Take off should be off one foot
- In the air arch back, turn inside shoulder away from the bar, rotating slightly counterclockwise and raise hips and legs up and over the bar
- Head should be back
- Once bar is cleared, drop shoulders, look over shoulder at mat and pull knees toward chest
- Land on back, then roll off the mat

**Demonstration:** Demonstrate or have an athlete demonstrate proper technique.

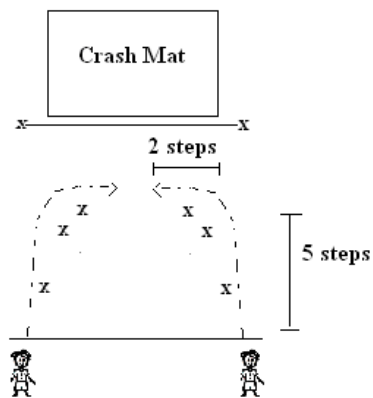
**Practice:** Have athletes practice the skill.

#### 1. Approach and Jump

- Divide the group into two groups – left and right takeoff
- Left takeoff athletes line up on the left and right takeoff athletes line up on the right side
- Taking turns, run the curve approach and jump off of takeoff foot straight up into the air
- Repeat until the athletes are comfortable performing the skill

#### 2. Approach, Jump and Flop

- Divide the group into two groups – left and right takeoff
- Left takeoff athletes line up on the left and right takeoff athletes line up on the right side
- Taking turns, run the curve approach, jump and *flop over the bar*
- Repeat until the athletes are comfortable performing the skill



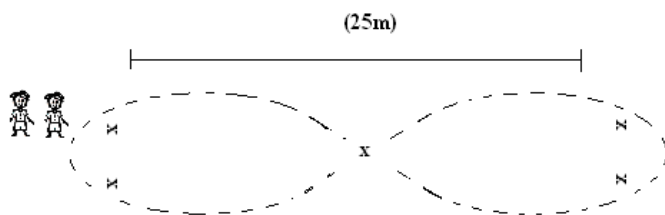
\*If athletes are uncomfortable jumping over the bar, consider using a piece of string or sewing elastic.

→ *Teaching tip: Stress the importance of speed during the approach, especially the last 3 steps.*

## Fitness (12 minutes)

### Figure-Eight Sprints

- Divide the groups into pairs
- Using 5 cones mark a start and end line 25m apart (2 cones at each line) and a cone in the middle. One grid per pair
- Stand in a line behind one of the start cones
- On 'Go' the first person in line sprints in a figure 8 pattern
- When the first person finish the lap the second person begins their sprint
- Each person repeats the run 6 times in one direction
- Rest and repeat in the other direction



## **Games (15 minutes)**

### **Jumping competition**

- Divide the group into small teams
- Each athlete gets three attempts to make a pre-determined jump (height determined by leaders)
- Leaders keep track of the total height successfully jumped by each team
- The team with the biggest height total wins!

\*\*Base the height of the bar on the abilities of the athletes as observed throughout the lesson).

### **Inclusion Note**

**Athletes unable to afford proper sports equipment can contact the local SO organization for assistance.**

(SOBC)

## **Cool Down (10 minutes)**

### **1. Cool Down (5 minutes)**

#### **Jogging**

- Jog around the practice area for 2 minutes
- Take long slow strides, breathing deeply
- Slow down and walk for 1 minute

### **2. Stretching (5 minutes)**

\*See Stretching Guide p.43

## Modifications

Modify drills so that all athletes can compete. This may mean:

- Decreasing running distances
- Using a visual cue as a start command (eg. Hand signal, waving a pinnie, etc.)
- Practice approach and flop without the high jump bar
- Lowering high jump bars or using string/elastics rather than the bar
- Partnering athletes who are having difficulty with those who are better able to perform the skill or drill
- Using brightly coloured equipment

## Nutrition (10 minutes)

Eating healthy when you are out can be challenging.

**What are some ways that you can eat healthy when you are away from home?**

**Answer:**

- Pack healthy snacks or meals from home, with servings from each food group
- Order smaller portions or share with a friend when you are at a restaurant
- Take time to savour every bite and give your body time to feel full
- Look for restaurants that offer whole grains, vegetables and fruit and lower-fat options.
  - \*Some restaurants even provide nutrition information about their food choices so that you can make healthier choices.
- Drink water with your snack or meal instead of sugary drinks
- Have a potato or salad instead of French fries

## NOTES

After the lesson, please use this section to make notes about the training session. For example you could indicate what worked or did not work, drill modifications, ideas for new drills, and/or comments about the skills that need further attention, etc.

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# LESSON 10

## Skills:

- Jumping
- Long Jump
- High Jump

## Equipment:

- Proper footwear and clothing
- Cones
- Whistle or flag (optional)
- Coloured pinnies
- Sand pit
- Rake
- High jump bar and standards
- Crash mat
- Measuring tape

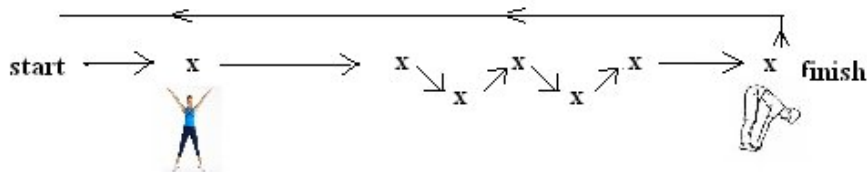
*\*Please note that while a time frame has been provided for a 1.5 hour training session, this is meant only as a guideline. Timelines can be shortened or lengthened to suit your training schedule. Additionally, if an activity takes more or less time to run, feel free to adjust the lesson as time permits.*

## Warm-Up (10 minutes)

### 1. Warm-Up (7 minutes)

#### Obstacle Course

- Using cones set up an obstacle course with the first and last cones as start and end lines, then use the remaining cones to jumping, leaping and zig-zag tasks (one per team)
- Divide athletes into equal groups no larger than 3 athletes per group
- On 'Go' the first person in line *jogs* to the first cone and does *5 jumping jacks*, then *jogs* to the next cone and *weaves through the zig-zag pattern*, then *jogs* to the last cone *touches both hands to the ground* and *jogs* back to the beginning
- Tag the next person in line and they begin the course
- Each athlete should do the course at least twice



### 2. Stretching (3 minutes)

\*See Stretching Guide p.43

## Motor Skills (15 minutes)

### 1. Standing long jump

**Introduction:** Review standing long jump key points.

- Stand behind take off board with feet shoulder width apart
- Chin up, head straight, arms extended in front of body
- Bend knees and ankles and lean forward while strongly swinging arms back
- Forcefully swing arms forward while pushing off with the balls of both feet and driving legs up
- In flight, extend body with slight arch in back, raise arms above head, tuck legs under buttocks, then bring them forward again
- Land in the sand and let momentum carry the body forward
- Bend knees to absorb impact

**Demonstration:** Demonstrate or have an athlete demonstrate proper technique.

**Practice:** Have athletes practice the skill.

- In the training area, use cones to mark a start and end line 10m apart
- Starting behind first cone, swing arms and jump as far as possible forward
- Count how many jumps it takes to get to the end line
- At the end line, turn and repeat the activity in the opposite direction.

\*Try to decrease your original jump number!

**Activity:**

#### Mound Jumps

- Pile up sand in the sand pit to create a small mound
- Line up 1m from takeoff board
- In turns stand at takeoff board and jump over mound

\*Begin with a small mound of sand and add to the pile as athletes become more confident and competent.

→Teaching tip: Concentrate on falling forward after landing.

## Sport Skills (20 minutes)

### 1. Long Jump

**Introduction:** Review long jump key points.

- Long jump begins from a run
- Immediately prior to jump takeoff stretch body upwards with centre of gravity is over takeoff foot
- Push off with ball of takeoff foot as you extend and raise your other leg towards the chest, reaching with your opposite arm
- Bend push-off leg as you become airborne
- Then swing leg back under body extending it out front and circle opposite arm overhead so that arms and legs are parallel in front of body in flight
- When preparing to land, extend arms and reach forward with upper body
- Upon contact with sand drop arms below legs and bend knees
- Land in sand on both feet first with hands sweeping past hips
- Roll up onto toes and fall forwards.

**Demonstration:** Demonstrate or have an athlete demonstrate proper technique.

**Practice:** Have athletes practice the skill.

- In turns, practice the long jump approach and jump into the sand pit
- Repeat until the athletes are comfortable performing the skill

#### Coaching Point

Tailor activities to an athlete's level of motor function, not their age development level

(Special Olympics Canada & Coaching Association of Canada)

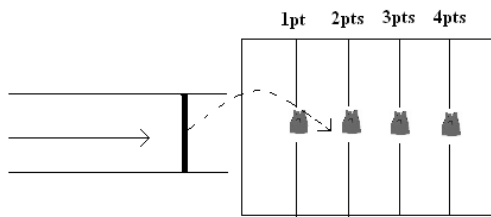
**Activity:**

#### **Obstacle Jump for Points**

- Using cones set up start line and a point grid. Each cone has a different point score
- Divide the group into even teams
- Place a pinnie in the sand at different lengths from the take off board
- Each pinnie will have a score, if the athlete jumps over that pinnie they will earn points



- After everyone on the team has a turn and the score is calculated the other team(s) goes
- The team with the highest amount of points wins!



## 2. High Jump

**Introduction:**            **Review high jump key points.**

- Jump is preceded by a curved/angled 3, 5, 7, or 9 step approach
- On last step of running approach plant foot farthest from mat, bend knee and swing other bent leg up towards the opposite shoulder
- Roll off of ball of foot and drive body up into the air
- At the same time swing both arms from below the hips to above the shoulders in front of the body
- Take off should be off one foot
- In the air arch back and raise hips and legs up and over the bar
- Head should be back
- Once bar is cleared, drop shoulders, look over shoulder at mat and pull knees toward chest as you land on mat

**Demonstration:**            **Demonstrate or have an athlete demonstrate proper technique.**

**Practice:**                    **Have athletes practice the skill.**

- In turns, practice the high jump approach and flop
- Repeat until the athletes are comfortable performing the skill

### Fitness (12 minutes)

#### Single Leg Jumps

- Set up cones 10m apart, one cone per athlete
- Stand both feet on one side of the cone
- On 'Go' jump on the inside leg back and forth (side to side) over the cone.
- Do 15 jumps on one leg then switch legs
- Do three sets on each leg, resting between sets

## **Squats**

- Athletes spread out in practice area
- Feet are shoulder width apart
- Squat down, bending legs to 90 degrees, keeping chest high and back straight
- Stand back up straight and repeat
- Repeat this exercise 4 times

\*To keep this interesting see how many squats the athletes can complete in 30 seconds after they have done a couple rounds successfully without competition. Ensure athletes are not sacrificing technique for speed.

## **Alternate Toe Touches**

- Stand with your feet spread as far apart as comfortably possible.
- Lean forward toward one leg and try to reach your foot or until a *comfortable* stretch is felt in your low back and hamstrings.
- Then try to touch the other foot with the opposite arm. This motion should be continuous alternately touching each foot (as close as possible) with the opposite hand.

\*Skip this activity if an athlete is prone to low back pain or if it causes any discomfort.

## **Games (15 minutes)**

### **Great Wall Jump**

- Divide the athletes into two groups of (ideally) equal abilities
- Every member of each team will get two jumps
- The leader keep track of each athlete's jump height and record the highest successful jump
- Once every athlete has jumped, the teams' scores should tallied
- The team who has come closest to jumping over the Great Wall of China (9m) wins!

\*If 9m is too low, select a building or monument that is taller. For example telephone poles are 10m.

### **Inclusion Note**

**Treat all athletes equitably. Do not make some participants feel more or less worth than others based on their gender, sexual preference, socio-economic status, ethnicity, etc.**

(Special Olympics Canada & Coaching Association of Canada)

## Cool Down (10 *minutes*)

### 1. Cool Down (5 *minutes*)

#### Run/Walk

-Leaders will alternate calling out 'Run' or 'Walk' and athletes will perform that task  
-Jog and walk slowly around the training area taking long slow strides, breathing deeply for 3 minutes

### 2. Stretching (5 *minutes*)

\*See Stretching Guide p.43

## Modifications

Modify drills so that all athletes can compete. This may mean:

- Decreasing fitness distances
- Using a visual cue as a start command (eg. Hand signal, waving a pinnie, etc.)
- Using a takeoff area vs. take off board
- Lowering high jump bars or using string/elastics rather than the bar
- Partnering athletes who are having difficulty with those who are better able to perform the skill or drill
- Using brightly coloured equipment

## Nutrition (10 *minutes*)

### Why does our body need water?

#### Answer:

-Water makes up over 70% of your total body weight

\*around 90% of your blood content is water

-Water helps carry nutrients through the body and helps to control body temperature

-Water is the best way to quench your thirst

\*you need to consume more water when the weather is warm and when you are exercising

-Water helps prevent tooth decay

## NOTES

After the lesson, please use this section to make notes about the training session. For example you could indicate what worked or did not work, drill modifications, ideas for new drills, and/or comments about the skills that need further attention, etc.

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# LESSON 11

## Skills:

- Shot put

## Equipment:

- Proper footwear and clothing
- Cones
- Whistle or flag (optional)
- Coloured pinnies
- Measuring tape
- Shot put
- Bean Bags

*\*Please note that while a time frame has been provided for a 1.5 hour training session, this is meant only as a guideline. Timelines can be shortened or lengthened to suit your training schedule. Additionally, if an activity takes more or less time to run, feel free to adjust the lesson as time permits.*

## Warm-Up (10 minutes)

### 1. Warm-Up (7 minutes)

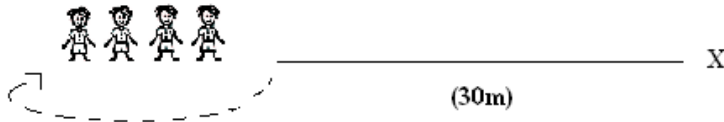
#### Trunk Twister Relay

- Divide the athletes into 2 groups
- Sit down in a line facing the same direction, 1 m apart, legs in a 'V'
- The first person in each line will have a ball (soccer, basketball, bean bag, etc.)
- On 'Go' will pass the ball to the next person in line by twisting at the waist
- This sequence will continue until the last person in line receives the ball
- S/he will turn and place the ball twist at the waist, touch the ball down on the ground behind them and then restart the relay passing the ball forward
- The first team that gets the ball back to the starting point wins

#### Over and Under Relay

- Divide athletes into equal teams
- Using cones mark a start and end line 5m apart
- Form a line at the start line and stand 1m apart all facing the start line
- The first person in line has a bean bag
- On 'Go' the first person in line reaches over their head and passes the bean bag to the second person in line
- The second person bends down and passes the bean bag through their legs to the next person in line
- Continue this sequence until the bean bag reaches the last person in line, this person will then speed walk around the end line and goes to the front of the front of the line

- Everyone takes a step towards the end line and the sequence starts again
- Continue the sequence until every athlete has walked around the cone



## 2. Stretching (3 minutes)

\*See Stretching Guide p.43

# Motor Skills (15 minutes)

## 1. Shot put – Standing Technique

**Introduction:** Explain how to put a shot using the standing technique..

### The Hold

- Hold shot with dominant hand
- Support shot between fingers and thumb only
- Form a triangle with the elbow, wrist and neck
- Flex wrist at about 90 degrees to forearm
- Place shot under shin and against neck

### The Stance

- Stand 90 degrees to direction of the throw (sideways)
- Place feet shoulder width apart and non-dominant foot forward
- Turn upper body away from direction of throw
- Bend knees and lower seat

### The Put

- Straighten legs
- Open hips
- Rotate upper body
- Open chest square to direction of throw
- Push shot up and away at about a 45 degree angle keeping hand in front of the forearm and elbow
- Punch forward with free hand to assist with rotation
- Drive hips forward through shot
- Finish facing direction of throw

**Demonstration:**            **Demonstrate or have an athlete demonstrate proper technique.**

**Practice:**                    **Have athletes practice the skill.**

- In the training area, use a cone mark a start line
- Each athlete will need a bean bag
- On 'Go' use the proper grip and stance to put the bean bag
- Wait for leader to give 'Retrieve' call then collect bean bag and repeat
- Once athletes are comfortable performing the skill with the bean bag use a real shotput
- Repeat until athletes are comfortable performing the skill

→*Teaching tip: Stress that this is a put and not a throw.*

**Activity:**

### **Partner Puts**

**\*\*DO NOT USE A REAL PUT!**

- Divide the group into partners, one bean bag per pair
- Stand 2-3m apart
- Using proper grip, stance and put technique put the bean bag to partner
- Partner catches bean bag and puts it back to partner
- Repeat for 10-20 throws each

→*Teaching tip: Do not let the shot drop into the palm.*

## **Sport Skills (20 minutes)**

### **1. Shot put – Sliding Technique**

**Introduction:**            **Explain how to put a shot using the sliding technique.**

- Hold shot put with both hands
- Place shot put in throwing hand and spread fingers around shot, thumb and little finger are wide apart for balance and support, but majority of weight is on other fingers
- Raise shot put to chest level with wrist flexed backward

- Bend arm with elbow pointing away from the body and place shot against neck just below ear with palm turned out
- Stands legs apart near middle of ring non-dominant foot facing forward
  - \*Shoulders are parallel to direction of throw
- Lower upper body and bend back leg farthest from ring to be in a quarter squat position
- Lift front foot and step forward, sliding body to front of circle
- Back leg remains flexed and body is still perpendicular to direction of throw
- Rotate back leg so it points forward while extending body upward to force hips around in the direction of the put
- Thrust chest forward, straighten both legs and transfer weight to front leg
- Straighten throwing arm and push shot with fingers to release shot
- Extend throwing arm in direction of the put
- Do not watch the shot after release

**Demonstration:**        **Demonstrate or have an athlete demonstrate proper technique.**

**Practice:**                **Have athletes practice the skill.**

- Stand in shot put circle and practice sliding technique without the shot put
- Once athletes are comfortable performing the skill, put a bean bag 5x each
- Then practice putting a real shot

→ *Teaching tip: Elbow should be above the shoulder and should stay behind the shot*

*Coaching Point*

Where appropriate, allow athletes to make the choice about equipment and/or activity to give them a sense of control.

(FUNdamentals, 2008)

**Activity:**

**Shot put Bocce**

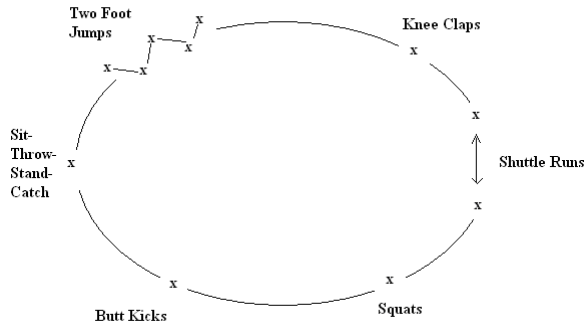
- Leader places a shot put in the put area
- Athletes take turns trying to put their shot closest to the target
- Mark each shot with a bean bag
- The closest put scores a point
- Play 10 rounds, the athlete with the most points wins!



## Fitness (12 minutes)

### Circuit Training

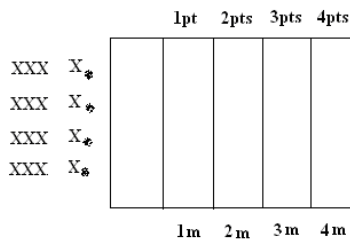
- Set up different stations where athletes must perform a different fitness skill
- Athletes spend 1 minute at each station then rotate in a clockwise direction



## Games (15 minutes)

### Shot put Darts

- Using cones set up start line and a point grid (1pt. per metre).
- Divide the group into even teams
- Stand behind start line, using the slide approach put the shot as far as possible, then return to the start line at the end of the line
- The leader notes the point value of each athlete's put and totals the team score, then the next team will begin their turn
- The team with the highest points wins!



### Inclusion Note

**Interact with others in a manner that enables all participants in sport to maintain their dignity.**

(Special Olympics Canada & Coaching Association of Canada)

## Cool Down (10 *minutes*)

### 1. Cool Down (5 *minutes*)

#### Jogging

- Slowly jog around the practice area for 1 minute
- Take long slow strides, breathing deeply

#### Shake it Out

- Stand feet shoulder width apart and shake each body part from head to toe in that order

#### Wake-up Stretch

- Stand feet shoulder width apart, arms at sides
- Inhale and crouch down half way and cross arms across the body, hands going past opposite elbow
- Exhale and stand up while uncrossing arms and reach arms to the side up over head
- Interlock fingers and turn palms up
- Straighten elbows and look at hands
- Rise onto toes and stretch whole body upward. Breathe slowly and deeply holding for 5-10 seconds
- Exhale, lower heels, and repeat sequence 3 times

### 2. Stretching (5 *minutes*)

\*See Stretching Guide p.43

## Modifications

Modify drills so that all athletes can compete. This may mean:

- Decreasing running distances
- Using smaller and/or softer alternatives to shotputs (eg. Bean bags)
- Using a visual cue as a start command (eg. Hand signal, waving a pinnie, etc.)
- Using a takeoff area vs. take off board
- Lowering high jump bars or using string/elastics rather than the bar
- Spreading cones further apart
- Partnering athletes who are having difficulty with those who are better able to perform the skill or drill
- Using brightly coloured equipment

## Nutrition (10 minutes)

**What do you think is healthier:**

**-Fried chicken or a grilled chicken breast?** The second one. Chicken that is baked or grilled with the skin off reduces fat and caloric intake.

**-Grilled steak and baked potato or a hamburger and French fries?** The first one. Grilling and baking foods are healthier for you than pan-fried and deep-fried ones.

**-Meat loaf and mashed potatoes or a big salad with a whole grain bun and piece of fish?** The second one. Avoid making meat or fish the main attraction on the plate; instead fill half the plate with colourful vegetables, a quarter of the plate with whole grains and the last quarter with meat or a meat alternative

**-White pasta with Alfredo sauce or whole wheat pasta with tomato and basil sauce?** The second one. Try to substitute healthy ingredients for less healthy ones. For example: lower fat plain yogurt can be use instead of sour cream, low fat cheese can replace regular cheese, whole wheat pasta instead of white pasta, and instead of salt, flavour foods using fresh or dried herbs and spices.

## NOTES

After the lesson, please use this section to make notes about the training session. For example you could indicate what worked or did not work, drill modifications, ideas for new drills, and/or comments about the skills that need further attention, etc.

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## LESSON 12

### Skills:

- Sprinting
- Long jump
- High jump
- Shot put

### Equipment:

- Proper footwear and clothing
- Cones
- Whistle or flag (optional)
- Coloured pinnies
- Measuring tape
- High jump bar and standards
- Crash Mat
- Sand pit
- Rake

*\*Today is designed to be a Fun/Games day! This lesson is designed to allow the athletes to practice the skills they have learned by playing in various activities and games played throughout the program and receive feedback on their progress. Evaluation forms should be completed prior to or during this lesson and returned to the athletes.*

*While time frames for a 1.5 hour training session have been provided, this is meant only as a guideline. Feel free to shorten or lengthen any activities. The emphasis today is on having Fun playing soccer!*

### Warm-Up (10 minutes)

#### 1. Warm-Up (7 minutes)

##### Human Hurdles

- Athletes lay down parallel to each other 1m apart
- On 'Go' the person at the back of the line stands up and proceeds to step over each person in line
- Upon reaching the end, they lie down, then the next person at the back of the line repeats the action
- Repeat until the line has progressed to the end of the training area

#### 2. Stretching (3 minutes)

\*See Stretching Guide p.43

## Games (65 minutes)

### Coaching Point

Instill the importance of being a good sport and playing fair

(BC Soccer Association, 2004)

## 1. Sprinting

**Introduction:** Review sprinting key points.

- Posture is tall with trunk and head directly above hips with body leaning forward slightly placing body weight on toes and balls of feet
- Landing should be a fluid motion, not pounding, slapping or jarring
- Back heel should be back and high as your drive foot leaves the ground
- Use the arms vigorously, bringing loosely-closed hands to chest line during upswing and stopping them at back side of hips on downswing.- drive knees up
- Use short, quick steps at the beginning, allowing stride to increase in length as velocity increases, gradually standing up

**Activity:**

### 100m Race

- Using cones mark a start and end line 100m apart
- Athletes line up across the start line in crouch start position
- On 'Go' sprint to the end line
- Walk back to start
- Repeat 5 times

## 2. Relay

**Introduction:** Review relay exchange key points.

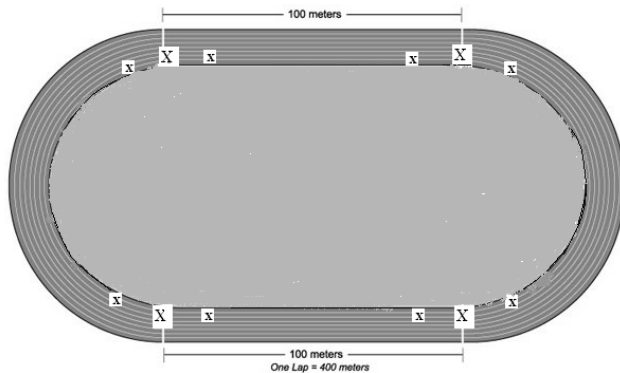
- Passer (athletes running current leg of race) approaches exchange area
- Receiver stands in a couple of metres into exchange area looking over shoulder to see Passer
- As Passer enters exchange area, Receiver extends left arm back and runs forward awaiting the baton
- After Passer makes the tag, Receiver sprints out of exchange area

- Passer slows run and comes to a stop

**Activity:**

**4x 100 metre race**

- Use the whole track or a 100m x 100m cone grid, mark cones
- Mark each 100m points and place 2 cones 5m either side of each 100m cone (exchange zone)



- Divide the athletes into groups of 4, with 1 athlete on each 100m cone
- On 'Go' the first person at the start cone sprints 100m
- The 2<sup>nd</sup> runner begins running as the 1<sup>st</sup> runner enters the exchange zone
- After the tag, the 2<sup>nd</sup> runner sprints 100m to the next runner
- Repeat this sequence until the 4<sup>th</sup> runner finishes his/her leg of the race, then rest
- Repeat until 15 minutes has elapsed

**3. Long Jump**

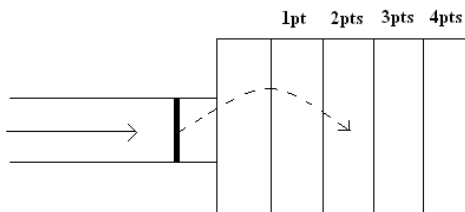
**Introduction:**                      **Review passing key points.**

- Long jump begins from a run
- Immediately prior to jump takeoff stretch body upwards
- At take off board centre of gravity is over takeoff foot, push off with ball of foot of takeoff foot
- Extend and raise your other leg towards the chest, reaching with your opposite arm
- Bend push-off leg as you become airborne
- Then swing leg back under body extending it out front and circle opposite arm overhead so that arms and legs are parallel in front of body in flight
- When preparing to land, extend arms and reach forward with upper body
- Upon contact with sand drop arms below legs and bend knees
- Land in sand heels first with hands sweeping past hips
- Roll up onto toes and fall forwards.

## Activity:

### Points for Distance

- Using cones set up start line and a point grid. Each cone has a different point score
- Divide the group into even teams
- Stand behind start line, with no approach do a standing jump as far as possible, then return to the start line at the end of the line
- The leader will note the point value of each athlete's jump on a team and will total the score, then the next team will begin their turn
- The team with the highest points wins!



## 4. High Jump

**Introduction:**                      **Review high jump key points.**

- Jump is preceded by a curved/angled 3, 5, 7, or 9 step approach
- On last step of running approach plant foot farthest from mat, bend knee and swing other bent leg up towards the opposite shoulder
- Roll off of ball of foot and drive body up into the air
- At the same time swing both arms from below the hips to above the shoulders in front of the body
- Take off should be off one foot
- In the air arch back and raise hips and legs up and over the bar
- Head should be back
- Once bar is cleared, drop shoulders, look over shoulder at mat and pull knees toward chest as you land on mat

## Activity:

### Jumping competition

- Divide the group into small teams
- Each athlete gets three attempts to make a pre-determined jump (height determined by leaders)
- Leaders keep track of the total height successfully jumped by each team
- The team with the biggest height total wins!

\*Base the height of the bar on the abilities of the athletes.

## 5. Shot put

**Introduction:**                      **Review shot put key points.**

- Place shot put in throwing hand and spread fingers around shot, thumb and little finger are wide apart for balance and support, but majority of weight is on other fingers
- Place shot against neck just below ear with palm turned out
- Stands legs apart near middle of ring non-dominant foot facing forward
- Lower upper body and bend back leg farthest from ring to be in a quarter squat position
- Lift front foot and step forward, sliding body to front of circle
- Rotate back leg so it points forward while extending body upward to force hips around in the direction of the put
- Thrust chest forward, straighten both legs and transfer weight to front leg while straightening throwing arm to push the shot

**Activity:**

### Shot put Darts

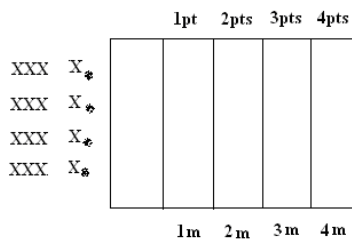
-Using cones set up start line and a point grid (1pt. per metre). Each cone has a different point score

-Divide the group into even teams

-Stand behind start line, using the slide approach put the shot as far as possible, then return to the start line at the end of the line

-The leader notes the point value of each athlete's put and totals the team score, then the next team will begin their turn

-The team with the highest points wins!



### **Inclusion Note**

**Recognize the inherent power dynamics that exist between an athlete and coach/ leader.**

(Special Olympics Canada & Coaching Association of Canada)



## Cool Down (10 *minutes*)

### 1. Cool Down (5 *minutes*)

#### Jog/Walk

- Jog around the practice area for 2 minutes
- Take long slow strides, breathing deeply
- Slow down and walk for 1 minute

### 2. Stretching (5 *minutes*)

\*See Stretching Guide p.43

## Modifications

Modify drills so that all athletes can compete. This may mean:

- Decreasing running distances
- Using smaller and/or softer alternatives to shot puts (eg. Bean bags)
- Using a visual cue as a start command (eg. Hand signal, waving a pinnie, etc.)
- Using a takeoff area vs. take off board
- Lowering high jump bars or using string/elastics rather than the bar
- Spreading cones further apart
- Partnering athletes who are having difficulty with those who are better able to perform the skill or drill
- Using brightly coloured equipment

## **Wrap Up (15 minutes)**

### **1. Athlete Evaluation**

→Return the Athlete Evaluation Forms.

- Return the Athlete Evaluation Forms
- Explain the evaluation format
- Answer any questions athletes or caregivers have

### **2. Goal Setting**

→Help Athlete to complete the Goal Setting Card.

- Hand out copies of the Goal Setting Card
- Explain what goal setting is and how it can be helpful for athletes
- Assist players to complete their goal setting forms

\*If this process is taking a long time, advise the athlete that these forms are for their personal use and can be completed at home.

### **3. Athlete Feedback Forms**

→Ask athletes and caregivers to complete the Athlete Feedback Form and return it to SOBC.

- Hand out the Athlete Feedback Form
- Explain why the feedback is valuable and how to fill out the form
- Inform the athletes and caregivers where to return the form

\*Advise the athletes and caregivers that these forms can be completed at home and returned to the Local Coordinator or mailed to SOBC.

### **4. Take Home Packages**

→Offer Take Home Packages (copy of lesson plans) to any athletes and caregivers

- Explain to athletes and caregivers that a take home package of the Sport Start program is available
- Or give a copy of the Take Home Package to interested persons

### **5. Thank-You's and Goodbyes**

→Thank the athletes and caregivers for participating in the program and refer them to SOBC for registration in other SO programs.

- Thank everyone for participating
- Explain that there are other relevant SO programs available to the athletes
- Direct all inquiries and requests for more information to SOBC office

### **6. Leader Feedback Forms**

→After completion of the program, please complete your Leader Feedback Form and return it to SOBC.

# Evaluation

## ATHLETE EVALUATION

The goal of the Sport Start program is designed to provide athletes with the opportunity to learn, practice and develop their motor and sport skills. An important component of this program is evaluation of the athlete's progress. At the end of the 12 lesson program please complete one or both of the following evaluation forms for each participant and provide them or their caregiver with a copy.

Two forms that can be used to evaluate the level of ability of each athlete have been provided here.

## ATHLETE EVALUATION CARD

Please evaluate the athlete using a scale of 1-5, with 5 being the highest level of ability and 1 being the lowest level of ability. Place an 'X' in the applicable column. To calculate the 'Overall Ability Level' take the average of all the sport skill scores. For an alternative evaluation card, please see the next page.

	ABILITY LEVEL	5	4	3	2	1
<b>TRANSPORT SKILLS</b>						
Walking						
Running (Long Distance)						
Running (Middle Distance)						
Sprinting						
Leaping						
Standing Long Jump						
Long Jump						
High Jump						
<b>MANIPULATION SKILLS</b>						
Receiving Baton						
Passing Baton						
Shot Put						
<b>BALANCE</b>						
<b>OVERALL ABILITY SCORE</b>						

## ATHLETE EVALUATION CARD

Below is a form that can be used as an alternate evaluation system or can be used in conjunction with the previous evaluation form. Please evaluate the athlete using a scale based on their levels of improvement. Place an 'X' in the applicable column. To calculate the 'Overall Level of Improvement' take the average of all the improvement scores.

	GREATLY IMPROVED	IMPROVED	SOMEWHAT IMPROVED	NEEDS IMPROVEMENT
<b>SPORT SKILLS</b>				
<b>TRANSPORT SKILLS</b>				
Walking				
Running (Long Distance)				
Running (Middle Distance)				
Sprinting				
Leaping				
Standing Long Jump				
Long Jump				
High Jump				
<b>MANIPULATION SKILLS</b>				
Receiving Baton				
Passing Baton				
Shot Put				
<b>BALANCE</b>				
<b>OVERALL LEVEL OF IMPROVEMENT</b>				

## **Goal Setting**

Goals are things we want to achieve. They give us something to work toward. They can also help athletes feel good about themselves when they accomplish their goals and motivate them to continue working hard to further develop their skills and abilities.

On the next page you will find a Goal Setting Card which can be photocopied for the each athlete in the group. This should be completed at the end of the 12 lesson program. The athletes will take this card and their evaluation cards home for review. This may help provide incentive for athletes to continue their training at home or to participate in another Sport Start program.

\*The first step to improving is to set a major goal. The next step is to break down that goal into manageable tasks. The final piece is to identify the actions that need to be taken to help achieve those goals

Example:

**My Major Goal is: To be a better 100 Meter runner**

**My First Goal is: To run faster**

**I will do the following things to work on my goals:**

- Warm and cool down each time that I exercise
- Practice my sprint starts
- Practice proper sprinting technique
- Work on my fitness levels
- Eat healthily
- Participate in another Sport Start program!**

## GOAL SETTING CARD

**My Major Goal is:**

**My First Goal is:**

**I will do the following things to work on my goals:**

**\*\*Remember that you can work on your goal everyday!**



# RESOURCES

## **Resources**

Listed below are the names and contact information for sport organizations in British Columbia and Canada that may be useful for your program or athletes.

### **SPECIAL OLYMPICS**

**Special Olympics International**  
1133 19<sup>th</sup> Street, NW  
Washington, DC 20036-3604 USA  
Tel: 800.700.8585  
info@specialolympics.org  
www.specialolympics.org

**Special Olympics Canada**  
#700 - 60 St. Clair Avenue, E  
Toronto, Ontario M4T 1N5  
Tel: 416.927.9050  
info@specialolympics.ca  
www.specialolympics.ca

**Special Olympic BC**  
#210 – 3701 East Hastings Street  
Burnaby, BC V5C 2H6  
Tel: 604.737.3078  
Tel: 888-854-2276  
info@specialolympics.bc.ca  
www.specialolympics.bc.ca

### **NATIONAL SPORT ASSOCIATIONS**

**Canadian Heritage – Sport Canada**  
15 Eddy Street – 16<sup>th</sup> Floor  
Gatineau, Quebec K1A 0M5  
Tel: 819.997.0055  
Tel: 866.811.0055  
Tel: 888.997.3123 (TTY)  
sportcanada@pch.gc.ca  
www.pch.gc.ca

### **BC SPORT ASSOCIATIONS**

**Sport BC**  
#260 - 3820 Cessna Drive  
Richmond, BC : V7B 0A2  
Tel: 604.333.3400  
info@sport.bc.ca  
www.sport.bc.ca

**BC Athletics**  
#120 – 3820 Cessna Dr.  
Richmond, BC V7B 0A2  
Tel: 604.333.3550  
bcathletics@bcathletics.org  
www.bcathletics.org

**BC Wheelchair Sports Association**  
#210 - 3820 Cessna Drive  
Richmond, BC V7B 0A2  
Tel: 604.333.3520  
Tel: 877.737.3090  
info@bcwheelchairsports.com  
www.bcwheelchairsports.com

**SportAbility – Cerebral Palsy Sports Association of British Columbia**  
6235A 136 Street  
Surrey, BC V3X 1H3  
Tel: 604.599.5240  
Tel: 877.711.3111  
sportinfo@telus.net  
www.cpsports.com

## **MEDICAL PARTNERSHIPS**

### **SportMed BC**

1325 Keith Road  
North Vancouver, BC V7J 1J3  
Tel: 604.903.3880  
info@sportmedbc.com  
www.sportmedbc.com

### **Mind in Motion Consulting Inc.**

Dr. Laura G. Farres  
Suite 400 – 601 West Broadway  
Vancouver, BC V5Z 4C2  
Tel: 604.512.3256  
drlaura@mindinmotion.ca  
www.mindinmotion.ca

### **Autism Society of British Columbia**

#303 – 3701 East Hastings Street  
Burnaby, BC V5C 2H6  
Tel: 604.434.0880  
Tel: 888.437.0880  
administrator@autismbc.ca  
www.autismbc.ca

### **Cerebral Palsy Association of BC**

#801 - 409 Granville Street  
Vancouver, BC V6C 1T2  
Tel: 604.408.9484  
Tel: 800.663.0004  
info@bccerebralpalsy.com  
www.bccerebralpalsy.com

### **Down Syndrome Research Foundation**

1409 Sperling Avenue  
Burnaby, BC V5B 4J8  
Tel: 604.444.3773  
info@dsrcf.org  
www.dsrcf.org

### **BC Outreach Program for Fetal Alcohol Spectrum Disorder**

1270 2nd Avenue  
Prince George, BC V2L 3B3  
Tel: 250.564.6574  
www.fasdoutreach.ca  
www.dsrcf.org

## **COACHES ASSOCIATIONS**

### **Coaching Association of Canada**

141 Laurier Avenue West, Suite 300  
Ottawa, Ontario K1P 5J3  
Telephone: 613-235-5000  
coach@coach.ca  
www.coach.ca

### **Coaches Association of BC**

#200 – 3820 Cessna Drive  
Richmond, BC V7B 0A2  
Tel: 604.333.3600  
info@coaches.bc.ca  
www.coaches.bc.ca

## **GIRLS AND WOMEN SPORT ASSOCIATIONS**

### **Canadian Association for the Advancement of Women and Sport and Physical Activity**

N202 - 801 King Edward Avenue  
Ottawa, ON, Canada K1N 6N5  
Tel: 613.562.5667  
caaws@caaws.ca  
www.caaws.ca

### **ProMOTION Plus**

#227 – 3820 Cessna Drive  
Richmond, BC V7B 0A2  
Tel: 604.333.3475  
Tel: 877.55.PROMO  
info@promotionplus.org  
http://www.promotionplus.org

## **ABORIGINAL SPORT ASSOCIATIONS**

### **Aboriginal Sports and Recreation Association of BC**

Tel: 250.544.8172  
asra@asra.ca

## **Media Resources**

Listed below are some links to media resources that will provide visual examples of the sport skills taught in each lesson. Additionally, provided are a few key words that may be searched on-line to find additional information or media links for the athletics skills taught in this manual.

### **MEDIA LINKS**

#### **Standing Shot Put**

[www.wonderhowto.com/how-to/video/how-to-shot-put-222687/](http://www.wonderhowto.com/how-to/video/how-to-shot-put-222687/)

#### **Gliding Shot Put**

[http://info.specialolympics.org/NR/rdonlyres/ej6qfn6jp\\_h6cyrmobn2epymxenrwiki33evy2hyv7kpsxv4dtocc7rg57u36jg733otv3ejuazomijdobhleblhwng3c/Gliding+Shot+Put+2.mpg](http://info.specialolympics.org/NR/rdonlyres/ej6qfn6jp_h6cyrmobn2epymxenrwiki33evy2hyv7kpsxv4dtocc7rg57u36jg733otv3ejuazomijdobhleblhwng3c/Gliding+Shot+Put+2.mpg)

#### **Long Jump**

[www.youtube.com/watch?v=wXRKzhBYmWg](http://www.youtube.com/watch?v=wXRKzhBYmWg)

#### **Standing Long Jump**

<http://video.google.ca/videosearch?hl=en&source=hp&q=standing%20long%20jump&um=1&ie=UTF-8&sa=N&tab=vw#>

#### **Sprint Start**

[www.howcast.com/videos/264628-Improving-Sprint-Start-Technique](http://www.howcast.com/videos/264628-Improving-Sprint-Start-Technique)

#### **Sprinting**

<http://video.google.ca/videosearch?hl=en&q=long%20distance%20running%20technique&um=1&ie=UTF-8&sa=N&tab=vw#>

#### **Jogging**

<http://video.google.ca/videosearch?hl=en&q=long%20distance%20running%20technique&um=1&ie=UTF-8&sa=N&tab=vw#q=jogging+technique&hl=en&emb=0>

#### **Relay Exchange**

[www.youtube.com/watch?v=8YsvpPgmr3E&feature=PlayList&p=3BC5102F958D9514&playnext=1&playnext\\_from=PL&index=10](http://www.youtube.com/watch?v=8YsvpPgmr3E&feature=PlayList&p=3BC5102F958D9514&playnext=1&playnext_from=PL&index=10)

### **KEY WORDS**

- Standing long jump
- Sprint start
- Long Jump
- Sprinting technique
- Jogging technique
- Standing shot put
- Gliding Shot put

Conclusion

## **CONCLUSION**

Sport Start is designed to provide athletes with the opportunity to learn about and practice sport motor skills and learn about the game. It has been developed as a guide to prepare 12-18 year olds for successful participation in future athletic endeavors. The Sport Start program is a great resource 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 BC that participation in this program is just the beginning of a long standing relationship with Special Olympics.

### **What's Next?**

#### **Competition**

The Sport Start program has been created as a means of helping athletes develop their sport skills but also as a training guide for competition.

Sport competitions give athletes another occasion to practice their skills but also the opportunity to demonstrate and implement what they have learned in their training sessions.

You are encouraged to contact the Special Olympic Local Coordinator or the provincial office to organize a competition in your area. This may mean competing against a school group, community group or even another city. Competitions may even include travelling to another city for a larger scale competition like the SOBC provincial games!

When playing in organized games or competitions that use Special Olympics funds, the Special Olympics name or when representing Special Olympics, athletes and leaders/coaches must adhere to Special Olympics policies and regulations. Some of the rules and equipment requirements have already been outlined earlier in the book.

For a full list of the athletics rules please visit the SOBC website at:  
[www.specialolympics.org/uploadedFiles/athletics.pdf](http://www.specialolympics.org/uploadedFiles/athletics.pdf)

For a complete breakdown of the uniform policy please visit the website at:  
[http://www.specialolympics.bc.ca/resources/Policy%20Resources/Uniform%20Policy%20\(5555-17\).pdf](http://www.specialolympics.bc.ca/resources/Policy%20Resources/Uniform%20Policy%20(5555-17).pdf)

## **Traditional Special Olympic Programs**

Special Olympics is proud to offer athletes the opportunity to participate in programs that provide practice and competition in an environment of fair play and fun and that have a strong focus on the development of the overall athlete and person. Special Olympians can compete against and with other athletes of similar ability in a range of events that can range from local competitions to representing Canada at the Special Olympics World Games. All Special Olympic programs are coached by certified volunteers that are trained to accommodate athletes of all ability levels.

### ***Eligibility:***

In order to participate in Special Olympics BC, individuals must meet the following requirements:

- Must be over 8 years of age
- Have an intellectual disability
- Must agree to observe and abide by the Special Olympics Canada (SOC) Sports Rules.

\*For additional information about athlete eligibility please visit the Special Olympics website.

### ***Registering:***

Please note that Special Olympics BC is committed to providing sports experiences to individuals regardless of gender, race, ethnicity, or financial situation.

To register please contact your provincial chapter and they will walk you through the registration process.

### ***Contact Information:***

For more information on any Special Olympics programs please contact the Provincial Office at:

Special Olympics BC  
#210-3701 East Hastings Street  
Burnaby, BC  
V5C 2H6

Tel: 604.737.3078

Tel: 888.854.2276

Fax: 604.737.3080

[info@specialolympics.bc.ca](mailto:info@specialolympics.bc.ca)

[www.specialolympics.bc.ca](http://www.specialolympics.bc.ca)

## FEEDBACK

### **Year End:**

For any program to improve feedback is a must. It is an important component in any successful program because it provides valuable information and ideas on how to better meet the needs of participants. Evaluations provide insight into how well your Sport Start program is progressing, the views of others involved, and the specific items that need to be adjusted in order to improve future programs. The wealth of information gained through this type of evaluation can also lead to great ideas or suggestions that can increase the quality and effectiveness of your Sport Start program.

There are two feedback forms used for the Sport Start program, including one for the athlete and caregiver and another for the Program Leader. The forms should be completed at the end of the program and returned to the Special Olympics BC office. However, please note that it is important to be continually speaking with athletes, parents and caregivers about the program throughout the 12 weeks and asking for feedback and thoughts on how well the program is meeting expectations.

Please photocopy an Athlete Feedback form for each participant and ensure that the athletes and guardians fill out the evaluation form at the end of program and return them to the Leader, Local Coordinator or SOBC. Leader Feedback forms should also be returned to the Local Coordinator or SOBC. All forms will be forwarded to SOBC for review.



## Athlete Feedback Form

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The following is Athlete Feedback form that enables athletes to provide feedback on the SPORT Start program. Please photocopy this form and encourage athletes and their caregivers to complete the form honestly and have them return it to SOBC.

### **Program Review**

**1. Please indicate all the Special Olympic programs you have participated in.**

- Active Start       FUNdamentals       Sport Start  
 Traditional Special Olympics Programs

**2. How did you like the Sport Start program?**

- Lots of fun       Fun       Okay       Boring       Very boring

**3. What did *you* like most about the Sport Start program?**

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**4. What did *you* like least about the Sport Start program?**

**5. How would you suggest ways to improve the program for next year?**

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**6. To what extent do you agree with the following statements?**

	Strongly Agree	Agree	Disagree	Don't Know
<i>The Sport Start Program has helped me...</i>				
Improve my basic motor skills (Throwing, catching, running, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Move from basic motor skills to Sport skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learn to play and compete with others on a team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learn about the Sport and develop Sport skills that will help me play in organized Sport outside of the Sport Start program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learn about healthy living	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**7. Overall (e.g., program content, leadership, quality of instruction), how would you rate the quality of the Sport Start program?**

- Very Good    
  Good    
  Fair    
  Poor    
  Very Poor

**Comments:**

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**Leader Review**

**8. Thinking about the program leader, how would you rate his/her in the following areas:**

	<u>Excellent</u>	<u>Good</u>	<u>Fair</u>	<u>Poor</u>
Organized	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prepared (had a plan for each program day)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creative (activities, ideas, games)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knowledge (about skills, teaching, children)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interacting with the children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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**Future Participation with Special Olympics**

**9. Will you be joining the program again?**

- Yes
- No
- Undecided

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

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**10. Would you consider joining other another Sport Start programs (basketball, soccer, snowshoeing, athletics)?**

- Yes, \_\_\_\_\_ (which Sport)
- No
- Undecided

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

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**11. Would you be interested in SOBC’s Youth/Traditional Sport programs?**

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

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

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**Thank you for completing the Athlete Feedback Form. Your feedback is appreciated and will help to improve the Sport Start program.  
Please return your form to SOBC.**

**Special Olympic BC**  
#210 – 3701 East Hastings Street  
Burnaby, BC V5C 2H6  
Tel: 604.737.3078  
Tel: 888-854-2276  
Fax: 604.373.3080  
**info@specialolympics.bc.ca**  
www.specialolympics.bc.ca

## Leader Feedback Form

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The following is Leader Feedback form that enables you to provide feedback on the SPORT Start program. Your evaluation is important and we encourage you to respond honestly and provide any suggestions on how the SPORT Start program could be improved.

Name: \_\_\_\_\_

Sport Start sport:

Basketball     Soccer     Snowshoeing     Athletics

Community: \_\_\_\_\_

Date: \_\_\_\_\_ Facility: \_\_\_\_\_

Number of Volunteers: \_\_\_\_\_ Number of Participants: \_\_\_\_\_

**1. How long have you been leading a Sport Start program?**

Less than one Year                       2 Years  
 1 Year     3 Years

**2. On average how many athletes attended each week? \_\_\_\_\_**

**3. How do you think the athletes would rate their experiences in the Sport Start program?**

Lots of fun     Fun     Okay     Boring     Very boring

**4. What did *they* like most about the Sport Start program?**

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**5. What did *you* most like about the Sport Start program?**

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**6. What did *they* like least about the Sport Start?**

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**7. What did *you* like least about the Sport Start program and what would you suggest to improve the program for next year?**

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**8. Keeping the intended benefits of the Sport Start program in mind, to what extent do you agree with the following statements?**

	Strongly Agree	Agree	Disagree	Don't Know
<hr/>				
<b><i>The Sport Start Program has helped the athletes</i></b>				
Improve their basic motor skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Move from basic motor skills to Sport skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learn the social skills needed for playing/ competing with others on a team (turn taking, following directions)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learn about the Sport and developed Sport skills that will help them to play outside the Sport Start program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learn about healthy living	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**9. Outside of the benefits listed above, are there other ways in which the athletes benefited from the Sport Start program?**

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**10. Would you consider leading another Sport Start program?**

- Yes
- No
- Undecided

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

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**Thank you for completing the Athlete Feedback Form.  
Your feedback is appreciated and will help to improve the Sport Start program.  
Please return your form to SOBC.**

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# Sport Start



**Training to Compete**