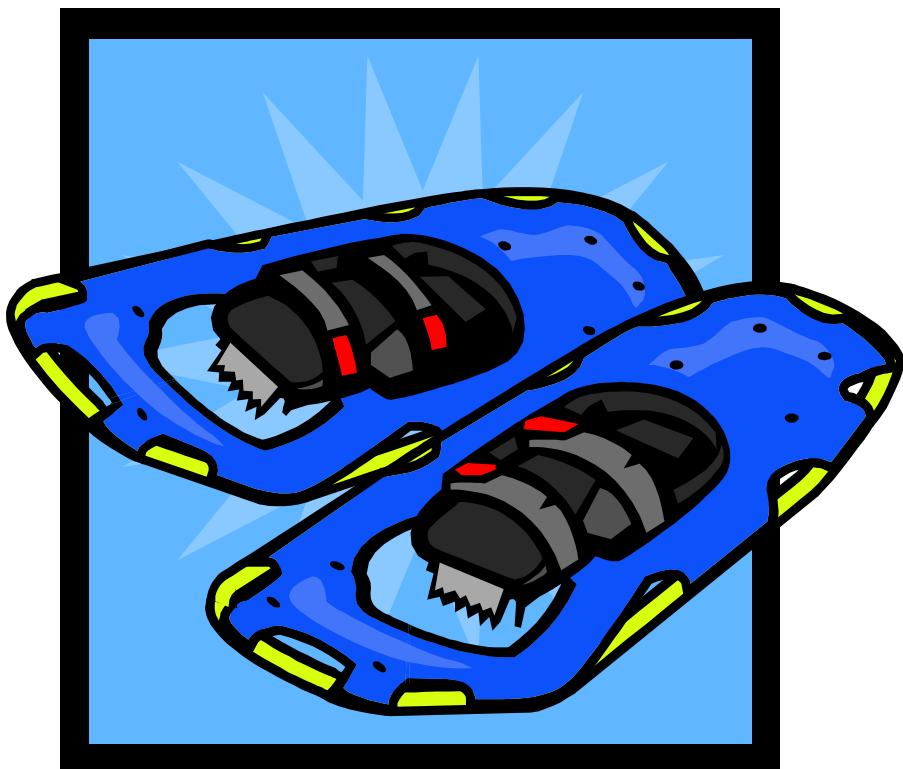


SPORT START

Snowshoeing



A snowshoeing program designed for young athletes with intellectual disabilities.

Created by:

Kelly MacDonald, BA, MA
Special Olympics BC



Special Olympics
British Columbia

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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.

Special Olympics British Columbia:
210-3701 East Hastings Street
Burnaby, BC
V5C 2H6
Tel: 604-737-3078
Fax: 604-737-3080
Toll Free: 1-888-854-2276
E-Mail: info@specialolympics.bc.ca
www.specialolympics.bc.ca 10



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 in mind 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 races, it *may* not be a good idea for a 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 dietitian 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

Vegetables: Lettuce Asparagus Green beans Cauliflower Tomatoes Potatoes Spinach Onions Broccoli Corn Carrots Peppers (red, green, yellow or orange) Celery	Fruits: Oranges Apples Bananas Strawberries Blueberries Raspberries Blackberries Mangoes Pineapples Nectarines Cherries Lemon/limes Applesauce	Milk and Alternatives: 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)
Tips: <ul style="list-style-type: none"> • Don't get stuck in rut, eat different types and colours everyday! • Choose portable fruits and vegetables as snacks at school and after sport • Use low-fat versions of cheese with less than 20% milk fat (MF) on the label 		
Grain Products: 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	Meat & Alternatives: 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	Condiments: Olive oil Mustard Peanut butter Jam (fruit jam). Maple Syrup Honey Drinks: Water 100% fruit and/or vegetable juice Milk
Tips: <ul style="list-style-type: none"> • Look for "High Fibre" Cereal with more than 3g fibre per serving • Look for "low fat" granola bars, crackers (less than 3g fat per serving) • Choose low fat lunch meats such as turkey breast instead of salami and bologna. • Avoid high fat meats like frankfurters, other sausages, and bacon 		

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)

Starting A Program

STARTING A PROGRAM

Planning for a Program

Below are a few steps to follow when starting a program in your community or school.

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 you 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: _____

***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 can 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)
- Grid size & Distance
 - *Increase or decrease the size of grids or distances of activities depending on the ability of the participants
- Adjust hoop height
 - *Lower or raise hoops based on ability and size of the athletes

Practice Location

- Grid size

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 than 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: _____

ACTION TAKEN: _____

FOLLOW UP ACTION NEEDED: _____

DATE: _____

SIGNATURE: _____

POSITION: _____

LESSONS

History of Snowshoeing

Research suggests that snowshoes were invented in Central Asia over 8000 years ago! In Canada snowshoes were first used not for sport but as a means of transportation. Canadian and American Aboriginal peoples are credited with perfecting the shape of the snowshoe that we see and use today. They were long used for walking on top of the snow in winter seasons, but the first snowshoeing competitions weren't held in Canada until the 1800's with the first organized race held in Montreal in the 1840's. By 1870 snowshoe racing was a full fledged sport in which Métis and First Nation men competed against voyageurs to test their agility, strength, speed and stamina. Women were not allowed to compete in races until the 1880's when the first women's snowshoe clubs were formed. Today snowshoeing is the fastest growing winter activity in North America and was introduced as an official sport at the Special Olympics World Winter Games in 1997.

Overview of the Sport

Snowshoeing is like a track and field race on snow. Part of the appeal of snowshoeing is its simplicity. If you can walk, you can snowshoe. If you can run, you can snowshoe faster! Today's snowshoes are smaller, lighter and less cumbersome than snowshoes of the past. It is a great way to explore areas not normally accessible in the winter months. For many athletes snowshoeing is considered the ultimate winter cross-training activity. Special Olympic snowshoe events range from sprints to medium distances.

Snowshoeing Facility

Any open space will work for snowshoeing. Preferably, the area should be snow covered and large enough to accommodate a group of athletes (at least 50m x 50m). An athletic field or park would work fine. Also...There is no need to wait for winter...Snowshoe training can easily be done on a grass field and will not harm the field or the snowshoes!

Snowshoeing Equipment

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

- Whistle and a visual signal (like a flag) is also a good idea
- Snowshoes – the rule of thumb is smaller shoes for lighter, smaller people
- Poles - consider using these for athletes with stability problems (ski poles work)
- Pinnies – at least two different colours
- Cones/pylons – for making grids, use as obstacles, etc.

Snowshoeing Attire

Athletes, coaches and volunteers must 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.

TRAINING

- Warm Jacket
- Wind pants/Sweat Pants/Snow Pants
- Gloves
- Mucklucks/Boots
- Toque/Winter Hat

COMPETITION

- Warm Jacket
- Wind pants/Sweat Pants/Snow Pants
- Gloves
- Mucklucks/Boots
- Toques/Winter Hat

*****NO DENIM is permitted***

*****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 SOBC organization.***

Putting on Snowshoes

Most modern snowshoes have nylon strap binding systems. We suggest that you figure out how to use this system in a warm, dry, place before putting them on in the cold.

-Begin by determining the left snowshoe from the right snowshoe, if this applies.

*Generally, most toe and heel binding straps pull to the outside.

-Loosen binding straps so that there is sufficient play to insert the shoe easily

-Place your foot on the snowshoe so that the ball of the foot is centered over the toe cord

-Place the heel strap around the back of the boot

-Pull the straps snug but not so tight that they pinch the toes and/or restrict movement and circulation. Most snowshoe bindings work best if you snugly tighten the straps from front to back.

*Check the tightness of straps again after 3-5 minutes of snowshoeing warm-up.

-If the snowshoes do not point straight ahead while walking or running, reposition the feet on the snowshoes at an angle and then firmly tighten the straps so the snowshoes point straight ahead.

Removing Snowshoes

To remove snowshoes, simply reverse the order of binding-strap tightening used to put on the snowshoes. We recommend that the skill of removing snowshoes be practised numerous times indoors when fingers are warm.

Snowshoeing Rules

- A false start requires a restart of the race
- At the start of race, all parts of the participant's snowshoe must be behind start line
- If the competitor should fall or has difficulty with the snowshoe/binding, s/he has 2 minutes to fix the problem. Any outside help is prohibited
- A competitor may not progress forward more than 3 metres unless they have both snowshoes attached to the leg or foot
- A snowshoer must cross the finish line wearing both snowshoes
- Participants must not interfere with another competitor
- The racer has finished when his/her *torso* crosses the finish line.

*For a complete list of Special Olympic Snowshoeing rules please visit the website at
www.specialolympics.bc.ca/resources/Coach%20Resources/Snowshoe%20Rules%202004%20updated.pdf

Snowshoeing Glossary

Binding: Part of the snowshoe that attaches the footwear to the snowshoe.

Carrying Surface: The surface area of the snowshoe – the larger the surface area, the more flotation and support for the snowshoer.

Claw: Angled traction devices attached to snowshoes to provide more grip on steep or icy surfaces.

Decking: Solid or webbed material attached to the snowshoe frame that provides flotation for snowshoer.

Fall line: Shortest distance down a slope.

Floatation: The ability to minimize the depth to which person sinks in snow while wearing snowshoes.

Frame: Rigid outer structural component of snowshoe.

Heel Strap: Strap on the binding that secures that wrap around the back of the snowshoer's footwear.

Tail: Rear area of the snowshoe.

Tip or Toe: Front area of the snowshoe.

Toe Hole: Opening at the front of the decking.

Snowshoeing Motor/Sport Skills

Walking

- From a stand start, push off with rear foot and front foot simultaneously while stepping forward with rear foot.
- Feet should be slightly outwards and forward
- Arms are bent at 90 degrees and swing vigorously to stimulate quick foot movement
- Power body forward by lifting the heel and pushing off with toes.
- Walk 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.
- Walk with the head up and the torso erect and centered over the hips.
- Let toe and calf muscle push body forward with feet landing in a straight line
- Let the hips rotate forward and in with each stride.
- 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.

KEY POINTS

- Uses similar technique as regular walking but feet are turned slightly out to avoid overlap
- 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.
- Arms are slightly bent and held somewhat in front of body
- Walk with the head up and the torso erect and centered over the hip

Turning

- Plant front snowshoe *flat* on the snow
- lift back leg and step in the desired direction, landing on the ball of the foot
- step naturally and complete the turn
- Avoid overlapping tips and tails of their snowshoes
- Take small steps when making a 180 degree turn. Avoid backing-up in snowshoes

Jogging

- Posture is tall with trunk and head directly above hips, let arms hang loosely at sides
- Close hands loosely, thumbs out
- Feet should be slightly outwards and forward
- 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 downwards and backwards with ball of foot and toes
- 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
- Feet should be slightly outwards and forward
- 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.

Stopping

- From a walk, decrease length and rate of stride
- Keep weight forward off the tails by keeping toes pointed down
- Gradually slow to a stop

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 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

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
 - Feet should be slightly outwards and forward
 - 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
- Increasing stride length or stride rate will increase speed

Sprint Start

- Stand on both feet, lead forward
- 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
- 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
 - *Arms are used to drive body forward
- 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 sprinting position

KEY POINTS

- Stand on both feet, lead forward
- Lean forward slightly at hips and bend front knee slightly, placing weight on front leg and place non-starting foot one step back
- 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
- Use short quick steps off start line but allow strides to increase as speed increases
- Gradually transition to a more upright sprinting position

Receiving a tag

- Tag is made while running forward
- Keeping body weight slightly forward, extend left arm straight back behind the body almost parallel with the track, palm facing up
- Turn head to look over left shoulder to see incoming runner
- Hold receiving arm steady
- Once contact is made turn to look forward while bending receiving arm then swinging it forward using the momentum to drive next step and sprint out of exchange area

Making a tag

- While running, extend passing arm forward, palm facing down
- Straighten and lower arm slightly until hand contacts partner's open palm
- Upon contact follow through gently with arm

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

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
- Reach with the elbow and lower arm opposite the extended leg for balance
- Drive the trail leg up and turn the knee and foot outward
- Lower 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

Running Uphill

- Posture is tall with trunk and head directly above hips, let arms hang loosely at sides with hands closed loosely, thumb out
- Feet should be slightly outwards and forward
- Lean forward slightly and bend ankles placing body weight on 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 and toes
- Bend that knee and raising the leg off the ground, drive knee forward bringing raised foot forward under the knee and striking the ground in front
- Push toe of shoe vertically into the snowpack and press down to pack it enough to support body weight
- Shift all weight onto that foot, then repeat sequence with other leg
- Pump arms to help power up hill
- Lean slightly into hill while climbing

KEY POINTS

- Feet should be slightly outwards and forward
- Place body weight on toes and balls of feet
- Push toe of shoe vertically into the snowpack and press down to pack it enough to support body weight
- Pump arms to help power up hill
- Lean slightly into hill while climbing

Running Downhill

- Posture is tall and slightly forward
 - Do not lean back
- Arms are extended out wide to help maintain balance
- Point toes down to maintain traction and keep knees bent to cushion impact
- It is easiest to run down hills to get maximum traction and prevent shoe overlap
- Lean forward slightly and bend ankles placing body weight on toes and balls of feet
- Keep head in neutral position looking forward, with facial muscles relaxed
- Lift one heel and push downwards and backwards with ball of foot and toes
- Bend that knee and raising the leg off the ground, drive knee forward bringing raised foot forward under the knee and strike the ground with the ball 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
 - Avoid over-striding

KEY POINTS

- Posture is tall and slightly forward
 - do not lean back
- Arms are extended out wide to help maintain balance
- Point toes down to maintain traction and keep knees bent to cushion impact
- Slow down by not leaning forward as much and taking shorter, quicker strides

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 hands together with thumbs up then rotate hands 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:

- Walking
- Turning
- Stopping

Equipment:

- Snowshoes
- 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 (5 minutes)

Marching In-Place

- Stand feet shoulder width apart
- Begin marching 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 (5 minutes)

*See Stretching Guide p.40

Motor Skills (15 minutes)

1. Walking

Introduction: **Explain snowshoe walking technique.**

- From a stand start, push off with rear foot and front foot simultaneously while stepping forward with rear foot.
- Feet should be slightly outwards and forward
- Arms are bent at 90 degrees and swing vigorously to stimulate quick foot movement
- Power body forward by lifting the heel and pushing off with toes.
- Walk 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.
- Walk with the head up and the torso erect and centered over the hips.
- Let toe and calf muscle push body forward with feet landing in a straight line
- Let the hips rotate forward and in with each stride.
- 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.**

- Using cones mark a start and end line
- On 'Go' walk from start line to end line
- Help the athletes to turn all the way around and walk back to the original start point
- Repeat this sequence until the athletes are comfortable performing the skill

→ *Teaching tip: Come from behind and gently push the athlete forward....which ever leg they put out first is their starting leg.*

Coaching Point

**Outline the aim of each activity
and the key elements**

(Farres, 2009)

2. Stopping

Introduction: **Explain stopping in snowshoes.**

- From a walk, decrease length and rate of stride
- Keep weight forward off the tails of the snowshoes by keeping toes pointed down
- Gradually slow to a stop

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

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

-Walk a few strides and then stop.

-Repeat this sequence until the athletes are comfortable performing the skill

→*Teaching tip: Keep weight forward, off of snowshoe tails.*

3. Turning

Introduction: **Explain turning in snowshoes.**

- Plant front snowshoe *flat* on the snow
- Lift back leg and step in the desired direction, landing on the ball of the foot
- Step naturally and complete the turn
- Take small steps when making a 180 degree turn. Avoid backing-up in snowshoes

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

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

-Have athletes walk in circles using proper turning techniques

-Repeat this sequence until the athletes are comfortable performing the skill

→*Teaching tip: Avoid overlapping tips and tails of their snowshoes.*

4. Race Walking

Introduction: **Explain race walking in snowshoes.**

- Uses similar technique as regular walking in snowshoes
- Stride is longer with weight on front of snowshoes
- Arms are slightly bent and held somewhat in front of body
- Arms and legs move at a faster rate than regular walking

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

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

- Have athletes stand behind start line
- On ‘Go’ have athletes practice their starts
- After 5 strides have athletes slow down and return to the start line
- Repeat this sequence until the athletes are comfortable performing the skill

→*Teaching tip: Keep weight forward, off of snowshoe tails.*

Activity:

Fox Chase

- One snowshoer or a group of snowshoers goes out snowshoeing with a head-start, and the others then try to follow the trail tracks in the snow and catch the leader.
- Have the leaders go in straight lines or zig-zags, walk in circles, make swooping and tight turns. They can even walk around obstacles like snow banks, goals posts or trees.

Snow Ball Game

- In a grid, place many pre-made snowballs throughout the space
- On ‘Go’ stomp as many snowballs as you can using your race walking techniques
- Keep track of how many snowballs you stomp!

Sport Skills (20 minutes)

1. Race Starts

Introduction: Explain starting a race in snowshoes.

- Stand behind start line, relaxed with power leg in front and tips of snowshoes behind line
- Lean forward slightly at hips and bend front knee slightly placing weight on front foot
- Bend front arm to 90 degrees while the other arm back slightly past hip and bent
- On start command, drive back leg forward, leading with knee, swinging the back arm forward forcefully and the front arm back
- Use arms to drive body forward
- Use short quick steps off the start line allowing stride to increase in length as speed picks up
- Gradually transition from bent starting position to upright walking position

Demonstration: Demonstrate or have an athlete demonstrate proper technique.

Practice: Have athletes practice the skill.

- Using cones mark a start and end line
- Athletes stand behind start line. On ‘Go’ have athletes practice their starts
- After 5 strides slow down and return to the start line
- Repeat this sequence until the athletes are comfortable performing the skill

→ *Teaching tip: Keep weight forward, off of snowshoe tails.*

Activity:

Walking Tag

- Using cones set up a rectangular shaped grid.
- 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’ snowshoe across the grid without being tagged the ‘it’ player
- Once across the end line without being tagged the athletes are safe
- After every untagged player has crossed the end line the game begins again
- If an athlete is tagged, s/he also becomes ‘it’ 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.

Fitness (12 minutes)

Shuttle Lines

- Place 6 cones in a straight line with 5 metres between each one
- The first cone is the start line
- Athletes spread out across the start line
- On ‘Go’ race walk to the first cone, touch the ground and return to the start line
- Repeat this sequence, going to each cone, touching the ground and returning to the start
- Repeat this exercise 5 times and rest

*To keep this drill interesting, make it a race after the athletes have completed the course successfully a couple times.

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.

Games (15 minutes)

Walking Relay Race

- Using cones, mark a start line and turn around point
- Divide group into even teams
- On ‘Go’ race walk from the start line around turn around point back to starting point
- When crossing the finish line, tag your waiting partner and they complete the course
- After your turn go to the back of the line. Shout ‘Done when your whole team has gone.

Zig-Zag Relay Race

- Divide group into even teams
- Between the start and turn around point set up cones for the athletes to weave through
- On ‘Go’ race walk from the start line, weaving around the cones to the end line then turn and weave back to the starting point
- When crossing the finish line, tag your waiting partner and they complete the course
- After your turn go to the back of the line
- When your whole team has gone, shout ‘Done’!

*Emphasize that these are walking races.

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)

Walking

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

Arm Circles

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

2. Stretching (5 minutes)

*See Stretching Guide p.40

Modifications

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

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

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.

*low fat yogurt and fruit smoothie

*low fat cottage cheese with pineapple or apple chunks

*hard boiled eggs with 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.:

*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.

*low fat yogurt and fruit smoothie

*low fat cottage cheese with pineapple or apple chunks

*hard boiled eggs with whole wheat toast

-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.

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 after exercising and why? What are some examples?

Answer:

After Exercise:

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

- *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

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

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.

LESSON 2

Skills:

- Jogging
- Sprinting

Equipment:

- Snowshoes
- 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 (5 minutes)

Tasks on Command

- set up a square grid using cones for the corners
- have athletes stand in the grid
- On 'Go' start walking in any direction all around grid
- Leader will call out tasks to be complete by athletes.
- Complete the task and return to walking

- | | |
|---------|--|
| -Tasks: | →Fast (take 5 fast steps in any direction) |
| | →Turn (turn and go the other direction) |
| | →Toes (bend at waist and touch toes) |
| | →Reach (raise both arms over head 5 times) |
| | →Freeze (stop) |

2. Stretching (5 minutes)

*See Stretching Guide p.40

Motor Skills (15 minutes)

1. Jogging

Introduction: **Explain snowshoe jogging technique.**

- Posture is tall with trunk and head directly above hips, let arms hang loosely at sides
- Close hands loosely, thumbs out
- Feet should be slightly outwards and forward
- 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 downwards and backwards with ball of foot and toes
- 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 determine the speed at which an athlete runs.

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

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

- Using cones mark a start and end line
- On 'Go' jog from start line to end line, then turn and back to the start
- Repeat this sequence until the athletes are comfortable performing the skill

→*Teaching tip: The most important thing about snowshoe running is the idea of keeping the heels to the ground and lifting up the toes up.*

2. Sprinting

Introduction: **Explain sprinting in snowshoes.**

- 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 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.**

- Have athletes sprint to a specified destination
- Once at the end point have the athletes turn around and jog back to the start
- Repeat this sequence until the athletes are comfortable performing the skill

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

Motor Skills (15 minutes)

1. Sprint Starting

Introduction: Explain sprint starting in snowshoes.

- 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
- 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 sprinting position

Demonstration:

Demonstrate or have an athlete demonstrate proper technique.

Practice:

Have athletes practice the skill.

- Have athletes stand behind start line
- On start command have athletes practice their starts
- After 5 strides have athletes slow down and return to the start line
- Repeat this sequence until the athletes are comfortable performing the skill

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

Coaching Point

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

(Farres, 2009)

Activity:

Swedish Mile

- Place cones all around the perimeter of the practice area, no less than 15m apart
- Jog in a line one behind the other around the perimeter
- At each cone the leader jogs to the back of the line and the next person in line is now the leader
- Continue running until each person has been at the back of the line and the perimeter has been run

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' have the athletes start sprinting towards the end line
- Leaders then shout various paces to the athletes having them slow down or speed up until they reach the end line
- Rest then repeat the activity 5 times

Pace instructions: →Sprint
 →Jog
 →Race walk
 →walk

*Vary the order of the paces so that athletes can practice their sprint starts and slowing down techniques.

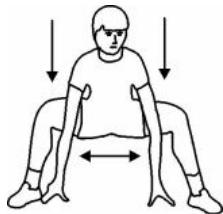
Fitness (12 minutes)

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

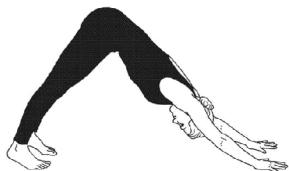
Frog Stretch

- Stand with feet half a metre apart (a little wider than shoulder width)
- Squat down as low as you can while keeping your heels on the floor
- Press elbows against knees
- Keep torso as upright as possible
- Hold for 30 seconds and return to starting position
- Repeat 3 times



Dog Stretch

- Start on ground on hands and knees; hands, knees and feet shoulder-width apart
- Inhale then exhale and straighten legs keeping upper body in same position with hands on the ground
- Pushing your heels to the ground, tuck your chin to your chest and raise your bum to the sky
- Hold for 30 seconds and return to starting position
- Repeat 3 times



Games (15 minutes)

Pinnie Race

- Divide group into even teams
- Using cones mark a start and turn around point. At the turn around point place one pinnie for each group member (ie. 5 athletes, 5 pennies at end line)
- On 'Go' first person sprints to end line and grabs 1 pinnie and runs back to start line
- When crossing the finish line, tag waiting partner and they complete the course
- After your turn go to the back of the line
- When everyone on team has gone, shout 'Done'! and hold up pennies
- Repeat race 3 times

Rats and Rabbits

- Divide group into pairs
- 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 to tag 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

*Emphasize safety...tagging should be gentle, no pushing.

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
- 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.40

Modifications

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

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

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
- 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?

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.

LESSON 3

Skills:

- Walking
- Jogging
- Sprinting

Equipment:

- Snowshoes
- 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 (5 minutes)

Walking Tag

- Using cones make a square grid
- One person is IT and the non-Its all start on one line of the grid
- On 'Go' non-Its try to speed walk across the grid to the other side trying not to get tagged
- If an athlete is tagged they join hands with the other IT person and they are now IT too
- The game is won by being the last one not IT in the grid

2. Stretching (5 minutes)

*See Stretching Guide p.40

Motor Skills (15 minutes)

1. Jogging

Introduction: **Review key jogging 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
- Feet should be slightly outwards and forward
- 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.
 - The quicker the foot strikes the ground, the faster the athlete runs.
 - Leg turnover and stride length determine the speed at which an athlete runs

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

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

- Place two cones 20 metres apart
- Divide the group in two, half on each cone
- Jog from your cone to the athlete standing on the opposite
- Upon reaching the cone, tag the person and go to the end of the line
- Repeat the sequence until every person has gone 3 times

→*Teaching tip: Feet should be slightly outwards and forward so as to not clip their ankles or step on the other foot.*

2. Sprinting

Introduction: **Review key sprinting 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
- Feet should be slightly outwards and forward
- 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
Increasing stride length or stride rate will increase speed

Demonstration:

Demonstrate or have an athlete demonstrate proper technique.

Practice:

Have athletes practice the skill.

- Place two cones 20 metres apart
- Divide the group in two, half on each cone
- Sprint from your cone to the athlete standing on the opposite
- Upon reaching the cone, tag the person and go to the end of the line
- Repeat the sequence until every person has gone 3 times

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

3. Falling and Getting Up

Introduction:

Explain how to fall and get up in snowshoes.

- Fall forward onto forearms catching body weight by bending elbows
- Allow forearms to hit the ground first using larger arm muscles to absorb the fall
- Raise up to a crawling position
- Bring one leg forward placing the snowshoe flat on the ground
- Plant hands on knee for balance and raise to a standing position

Demonstration:

Demonstrate or have an athlete demonstrate proper technique.

Practice:

Have athletes practice the skill.

- From standing position, get onto hands and knees, both shoulder width apart
- Fall forward onto forearms
- Get into a crawl position and stand up
- Repeat this sequence until the athletes are comfortable performing the skill

→*Teaching tip: pushing toe downward and backward helps propel the athlete forward.*

Sport Skills (20 minutes)

1. Sprinting After a Fall

Introduction: Explain how to begin sprinting after a fall in snowshoes.

- Fall forward onto forearms catching body weight by bending elbows
- Allow forearms to hit the ground first using larger arm muscles to absorb the fall
- Raise up to a crawling position
- Bring one leg forward placing the snowshoe flat on the ground
- Plant hands on knee for balance and raise to a forward leaning standing position
- Lean 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
- 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 sprinting position

Demonstration: Demonstrate or have an athlete demonstrate proper technique.

Practice: Have athletes practice the skill.

- Have athletes spread out along a start line
- On ‘Go’ have athletes fall forward then rise up and sprint 5 steps, then return to start line
- Repeat sequence until athletes are comfortable with the skill

Coaching Point

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

(Farres, 2009)

Activity:

Sprint and Fall

- Using three cones make a triangle, each cone 10 metres apart
- Divide groups into three, have two people stand on one cone and the third person on a different cone (one point of the triangle will be empty)
- Sprint to the empty cone, fall forward onto belly
- Rise up and continue to sprint to the cone where only one person was standing
- Upon reaching the cone tag partner and they continue the sequence
- Repeat until each person has gone 3 times

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

Fitness (12 minutes)

200's

- Using 2 cones, mark a start line and a finish line 100 metres apart
- Athletes line up along start line
- On 'Go' sprint to end line and jog back to start line
- Briefly rest between sprints
- Run activity for 5 minutes and rest

Numbered Runs

- Using 9 cones, place one cone in the middle of the practice area; this is the start cone
- Place the other 8 cones in a circular shape around the start cone. Every cone should be 10 metres apart and numbered 1-8. Alternatively, you could use different coloured pinnes and cones as markers.
- Begin at the start cone, when the Leader calls out a number sprint to that cone and back to the centre.
- Run the activity for 1 minute intervals.

Games (15 minutes)

Number Races

- Using 3 cones, place two cones 100metres apart and the 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.

Inclusion Note

Use inclusive language: For example don't assume that everyone on the team is heterosexual.

(CAAWS, 2009)

Cool Down (10 minutes)

1. Cool Down (5 minutes)

Jogging

- Using the Number Races grid, jog between the two farthest cones for 2 minutes
- Take long slow strides, breathing deeply
- Slow down and walk between the cones for 1 minute

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.40

Modifications

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

- Decreasing the size of a grid
- Spreading cones further apart
- Using a visual cue as a start command (eg. Hand signal, waving a pinnie, etc.)
- Partnering players who are having difficulty with those who are better able to perform the skill or drill
- Using brightly coloured equipment
- Using poles or balancing aids
- Use brightly coloured equipment

Nutrition (10 minutes)

1.

**Have athletes play a guessing game:
What am I?**

1. I provide important nutrients like iron, zinc, magnesium, B vitamins, fat and protein to the body.
2. I am an important source of energy
3. The body needs me to help build and repair tissue, like muscles tears or cuts
4. The protein in me helps to build a strong immune system
5. 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.

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

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.

LESSON 4

- Jogging
- Running Uphill
- Running Downhill
- Snowshoes
- Proper footwear and clothing
- Cones
- Whistle or flag (optional)
- Coloured pinnies

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Warm-Up (10 minutes)

1. Warm-Up (5 minutes)

Walk/Run

- On ‘Walk’ instruction from Leader walk around practice area, taking long strides
- On ‘Run’ jog in any direction around the practice area
- Leader determines when to call out ‘Walk’ or ‘Run’
- Continue game for 5 minutes

2. Stretching (5 minutes)

*See Stretching Guide p.40

Motor Skills (15 minutes)

1. Running Uphill

Introduction:

Explain how to run uphill in snowshoes.

- Posture is tall with trunk and head directly above hips, let arms hang loosely at sides
- Close hands loosely, thumbs out
- Feet should be slightly outwards and forward

- 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 and toes
- Bend that knee and raising the leg off the ground, drive knee forward bringing raised foot forward under the knee and striking the ground in front with ball of foot
- Push toe of shoe vertically into the snowpack and press down to pack it enough to support body weight
- Shift all weight onto that foot, then repeat sequence with other leg
- Pump arms to help power up hill
- Lean slightly into hill while climbing

Demonstration:

Demonstrate or have an athlete demonstrate proper technique.

Practice:

Have athletes practice the skill.

- Athletes line up at bottom of hill
- On ‘Go’ run up hill 5 metres, then walk back down to start line
- Repeat the sequence until athletes feel comfortable with the skill

*Note that athletes will not race uphill, but it’s helpful to expose athletes to as many different situations as possible in practices and training sessions.

→*Teaching tip: Maintain momentum.*

2. Stopping

Introduction:

Explain how to run downhill in snowshoes.

- Posture is tall and slightly forward
-do not lean back
- Arms are extended out wide to help maintain balance
- Point toes down to maintain traction and keep knees bent to cushion impact
- It is easiest to run down hills to get maximum traction and prevent shoe overlap
- Lean forward slightly and bend ankles placing body weight on toes and balls of feet
- Keep head in neutral position looking forward, with facial muscles relaxed
- Lift one heel and push downwards and backwards with ball of foot and toes

- Bend that knee and raising the leg off the ground, drive knee forward bringing raised foot forward under the knee and strike the ground with the ball 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
- Slow down by not leaning forward as much and taking shorter, quicker strides

Demonstration:

Demonstrate or have an athlete demonstrate proper technique.

Practice:

Have athletes practice the skill.

-Walk 10 metres up an incline

-Run down to bottom of hill, using good technique

-Repeat the sequence until athletes feel comfortable with the skill

→ *Teaching tip: Avoid over-striding.*

Sport Skills (20 minutes)

1. Running Uphill and Downhill

Introduction:

Explain how to run up and down an incline

- Run uphill
- **Stop**
- From a walk or run, decrease length and rate of stride
- Keep weight forward off the tails of the snowshoes by keeping toes pointed down
- Gradually slow to a stop
- **Turn**
- Plant front snowshoe *flat* on the snow
- Lift back leg and step in the desired direction, landing on the ball of the foot
- Step naturally and complete the turn
- Avoid overlapping tips and tails of their snowshoes
- Take small steps when making a 180 degree turn. Avoid backing-up in snowshoes
- Run downhill

Demonstration:

Demonstrate or have an athlete demonstrate proper technique.

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

- Spread out at the bottom of an incline
- Run 10 metres up the hill, slow down or stop then turn and run down
- Repeat sequence until athletes are comfortable with the 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:

Skills on Demand

- Mark a start line at the bottom of a hill with a cone, athletes line up along this line
- Leader will call out skills to be complete by athletes
 - Skills: →Up (run uphill)
 - Down (run downhill)
 - Stop (freeze)
 - Turn (turn around and run the other direction)

Fitness (12 minutes)

Uphill Sprints

- Using cones, mark a start line at the bottom of a hill and an end line 15 metres up the hill (decrease the length if the incline is steep)
- On 'Go' sprint up to the end line and walk back down
- Repeat 3 times and rest, then repeat
- Repeat repetitions 4 times

Games (15 minutes)

Downhill Races

- Using 3 cones, mark a start line 15 metres up the hill and an end line at the bottom
- Divide the group into two groups and have each team stand at the start line
- On ‘Go’ the first person in each team runs down the hill to the end line
- Upon reaching then end line, the next person runs down hill, while the first person walks/runs back to the start line
- Each person must run down twice
- The first team to have everyone run twice and make it back to the start line wins

*Think safety: Emphasize controlled running, safe falling techniques and waiting turns.

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

- Jog slowly on flat ground for 1 minutes
- Slow down to walking for 2 minutes
- Breathe deeply and lengthen strides

2. Stretching (5 minutes)

*See Stretching Guide p.40

Modifications

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

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

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.

LESSON 5

Skills:

- Walking
- Jogging
- Sprinting
- Relay Tagging

Equipment:

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

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Warm-Up (10 minutes)

1. Warm-Up (5 minutes)

Jogging

-Jog back and forth across practice area for 3 minutes

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

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

2. Stretching (5 minutes)

*See Stretching Guide p.40

Motor Skills (15 minutes)

1. Tagging

Introduction: **Explain how tag partner in relay**

- While running, extend passing arm forward, palm down
- Straighten and lower arm slightly so that the baton contacts partner's open palm

2. Receiving a Tag

Introduction: **Explain how to receive a tag.**

- Tag is made while running forward
- Keeping body weight slightly forward, extend left arm straight back behind the body almost parallel with the track, palm facing up
- Turn head to look over left shoulder to see incoming runner
- Hold receiving arm steady
- Once contact is made turn to look forward while bending receiving arm then swinging it forward using the momentum to drive next step and sprint out of exchange area

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

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

- In pairs, have partners stand 1 metre apart, both people facing the same direction
- Athlete in the front is the Receiver, athlete in back is the Passer
- Using the proper techniques the Passer steps forward and tags the Receiver
- Now athletes turn around and the Receiver is now the Passer and vice versa
- Repeat the sequence until athletes feel comfortable with the skill

→ *Teaching tip: Receiving athlete holds extended arm still.*

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 ‘tag’
- 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 cones mark a start and end line 15m apart, and place another cone 5m in front of 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’ the athlete on the start line sprints towards partner, Receiver watches over shoulder and when Passer comes near begins to run towards last cone holding hand out waiting 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

Coaching Point

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

(Special Olympics International)

Activity:

Tag Exchange

- With 5 cones, set up a relay exchange 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

Eg.

X.....(10m).....x...(5m)... x...(5m)...x.....(10m).....X

- All but one athlete line up at start line, these are the passers
- Receiver stands at 3rd cone
- Passer walks towards receiver
- When passer gets to 2nd 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 2nd and 4th 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)
- 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)

Baton Relay Race

- Using cones set up a race track and mark an exchange area
- Divide groups into 4's (can be done with 3's or even 2's if there is less than 8 people)
- First runners sprint around the track and tag their teammate to finish their lap
- First team done all four laps is the winner

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)

Walking Arms Circles and Shakes

- Walk across practice area while circling arms
- Circle one arm forward 5 times, then circle it backward 5 times
- Do the same with the other arm
- After completing arm circles, continue walking and *gently* begin to shake out body from head to toe
- Start with neck, then arms, hands and fingers, then torso, then right leg, then left leg

2. Stretching (5 minutes)

*See Stretching Guide p.40

Modifications

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

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

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, faint 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, faint 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 will feel fatigued, achy and short of breath and you may 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.

LESSON 6

Skills:

- Jogging
- Sprinting
- Jumping
- Leaping

Equipment:

- Snowshoes
- 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 (5 minutes)

Snow Stomp

- Divide the practice area with cones, one grid per athlete
- On ‘Go’ try to stomp down all the snow in the space using both feet

2. Stretching (5 minutes)

*See Stretching Guide p.40

Motor Skills (15 minutes)

1. Jumping

Introduction:

Explain how to jump in snowshoes

- 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 Shuttle

-With cones, make a start and end line

-Athletes line up along start line

-On ‘Go’ 2 foot jump to the end line and jog back to the start

-2nd pass: On ‘Go’ jump on left foot to the end line and jog back to the start

-3rd pass: On ‘Go’ jump on right foot to the end line and jog back to the start

Sport Skills (20 minutes)

1. Leaping

Introduction:

Explain how to leap in snowshoes

- Leap begins from mid-stride run
- Nearly straighten front raised leg and extend it over the obstacle
- 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
- Drive the trail leg over the top of obstacle by turning the knee and foot outward
- Lower lead leg onto the ball of foot
- Once over the obstacle rotate trail leg inward from the hip back to a neutral position
- Trail leg should then strike the ground on ball of foot and continue the running motion

Demonstration: Demonstrate or have an athlete demonstrate proper technique.

Practice: Have athletes practice the skill.

- Run and leap around the practice area
- Repeat until athletes are comfortable with the skill

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

Coaching Point

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

(Special Olympics International)

Activity:

Cone Leap

- With cones, make a start and end line and place 3 cones 2 metres apart between the two lines
- Athletes line up along start line
- On ‘Go’ jog between the start and end line, leaping over the cones as you run
- At the end line jog back to the start

*As athletes become comfortable with the skill, have them sprint from start to finish.

Fitness (12 minutes)

Lunges

- Lunge forward with first leg, landing on heel then forefoot
- Lower body by bending knee and hip of front leg until knee of rear leg is almost in contact with ground
- Return to original standing position by shifting body weight forward and standing up with front leg while bringing back leg to same position as front leg
- Repeat by alternating lunge with opposite leg

- Using cones make a start and end line (at least 10 metres), athletes spread out along start line
- On ‘Go’ do lunges all the way to end line then sprint back to start line
- Complete circuit twice then rest
- Do 3 sets and rest

Burpees

- From a standing position fall on to hands and knees and then forward so that belly is on ground
- Quickly stand up and finish with a jump reaching as high as possible

- Repeat for 20 seconds then rest
- Do 2 sets

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)

Obstacle Race

- Set up an obstacle course
- Obstacles:
 - jumping station (5 jumps)
 - cones to leap over (3 consecutive leaps)
 - lay down and get up station

Eg. Start.....leap,leap,leap..... lay down.....Jump 5x.....end

- Divide group into teams or have individuals compete against each other
- On ‘Go’ sprint through the obstacle course
- At the end line turn and sprint back to the start

*If this is a relay race, tag your partner and go to the end of the line

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

- 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)

Modifications

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

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

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.

LESSON 7

Skills:

- Walking
- Jogging
- Sprinting
- Jumping

Equipment:

- Snowshoes
- 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 (5 minutes)

Walking Tag

- Using cones make a square grid
- One person is IT and the non-Its all start on one line of the grid
- On ‘Go’ non-Its try to speed walk across the grid to the other side trying not to get tagged
- If an athlete is tagged they join hands with the other IT person and they are now IT too
- The game is won by being the last one not IT in the grid

2. Stretching (5 minutes)

*See Stretching Guide p.40

Motor Skills (15 minutes)

1. Kick-Outs

*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.**

-Using cones mark a start and end line 30m apart

-On ‘Go’ kick-out to the end line at a moderate pace and jog back to the start

Coaching Point

Always ask permission before you touch an athlete.

(SOBC)

Activity:

Two Lines

-Place two cones 30m apart

-Divide the group in two equal halves and have them stand behind each cone facing each other

-On ‘Go’ the first person in one line kicks-out to the other line using good technique and tags the first person in line who then sprints to the other line and tags that person

-After completing this leg, go to the end of the line

-Repeat activity until every person has gone 4 times

*If the group is large, make four lines so that the athletes are not standing still for too long.

Sport Skills (20 minutes)

1. Sprint Starting and Sprinting

Introduction: **Review sprint starts and sprinting technique.**

Starting

- Stand on both feet, lead forward
- Lean forward slightly at hips and bend front knee slightly, placing weight on front leg
- 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
- Use short quick steps off start line but allow strides to increase as speed increases
- Gradually transition to a more upright sprinting position

Sprinting

- Posture is tall with trunk and head directly above hips with body leaning forward slightly placing body weight on toes and balls of feet
- Feet should be slightly outwards and forward
- 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 up-swing 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
 - Increasing stride length or stride rate will increase speed

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

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

- Mark a start and end line with cones 25m apart
- Athletes stand behind start line
- On ‘Go’ sprint to the end line then turn and jog back to start line
- Repeat this sequence until the athletes are comfortable performing the skill

→*Teaching tip: Keep weight forward, off of snowshoe tails.*

Activity:

Tasks on Command

-Using cones make a grid large enough for athletes to run around and place 4 additional cones around the practice area. Placement of extra cones should be near and far to the grid and numbered 1-4

-On 'Go' jog around the square

-Leader will call out different tasks to be completed by the athletes

- Tasks:
- 1,2,3,4 (sprint to that specific cone and back to the grid)
 - Jump (two foot jump as high as possible)
 - Down (fall onto belly)
 - Stop

Fitness (12 minutes)

Shuttle Lines

-Place 6 cones in a straight line with 5 metres between each one

-The first cone is the start line

-Athletes spread out across the start line

-On 'Go' race walk to the first cone, touch the ground and return to the start line

-Repeat this sequence, going to each cone, touching the ground and returning to the start line

-Repeat this exercise 5 times and rest

*To keep this drill interesting, make it a race after the athletes have completed the course successfully a couple times.

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.

Games (15 minutes)

100m Race

- Using cones mark a start and end line 100m apart
- Athletes line up across the start line... snowshoes 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 snowshoer 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.

Tag Team 100m Race

- Using cones mark a start and end line 100m apart
- Divide athletes into two groups (at least 3 people to a group), half stays at the start line and half goes to the end line
- Athletes line up across the start line... snowshoes behind the line
- On 'sprint to the end line and tag their partner who then sprint back to the start line and tags the next partner who runs to the end line
- Repeat the drill until each runner has run twice, then rest

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 taking slow strides and 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.40

Modifications

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

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

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.

LESSON 8

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

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Warm-Up (*10 minutes*)

1. Warm-Up (*5 minutes*)

Jogging

- Jog around the practice area for 5 minutes
- Use different paces
- Make rounded and sharp turns

2. Stretching (*5 minutes*)

*See Stretching Guide p.40

Motor Skills (*15 minutes*)

1. Knee Clapping

*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.

-Standing in place, practice knee claps
-repeat until athletes are comfortable with the skill

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

Coaching Point

Avoid talking too much. Athletes learn by doing

(Special Olympics Canada & Coaching Association of Canada)

Activity:

Knee Clap Shuttle

- Using cones mark a start and end line 30m apart
- Begin behind start line
- On 'Go' knee clap to the end line, turn and do lunges back to the start line

Sport Skills (20 minutes)

1. Sprint Starting and Sprinting

Introduction: Review sprint starts and sprinting technique

Starting

- Stand on both feet, lead forward

- Lean forward slightly at hips and bend front knee slightly, placing weight on front leg
- 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
- Use short quick steps off start line but allow strides to increase as speed increases
- Gradually transition to a more upright sprinting position

Sprinting

- Posture is tall with trunk and head directly above hips with body leaning forward slightly placing body weight on toes and balls of feet
- Feet should be slightly outwards and forward
- 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 up-swing 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

-Increasing stride length or stride rate will increase speed

Demonstration:

Demonstrate or have an athlete demonstrate proper technique.

Practice:

Have athletes practice the skill.

- Using cones, mark out a start and end line 25 metres apart
- Have athletes stand behind start line
- On ‘Go’ using good start technique sprint to the end line and jog back to the start
- Repeat this sequence until the athletes are comfortable performing the skill

→ *Teaching tip: Don’t slow down when approaching the end line. Keep speed up and run past end line.*

Activity:

Spinners

- Using cones establish a start and end line
- All athletes start behind the start line
- On ‘Go’ jog slowly in a straight line
- On ‘Turn’ turn 180 degrees and sprint in the opposite direction for 15 yards, then return to jogging between the lines

Fitness (12 minutes)

German National

- Using cones make a 25m x 25 grid
- Athletes all start on same cone

1st time-

- 1st lap: jog all four sides
- 2nd lap: sprint one side and jog 3 sides
- 3rd lap: sprint two sides and jog 2 sides
- 4th lap: sprint 4 sides, then rest

2nd Time-

- 1st lap: sprint all four sides
- 2nd lap: jog one side and sprint 3 sides
- 3rd lap: jog two sides and sprint 2 sides
- 4th lap: jog 4 sides, then rest

Games (15 minutes)

400m Race

- Using cones, set up a 50m x 50m grid (200 meter perimeter)
- All athletes start at the same cone
- On 'Go' athletes use race start technique and begin to race around perimeter of grid
- Complete 2 laps of grid (400 metres), 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: Keep head down for the first 6-8 steps, this helps keep the body low.*

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

- 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.40

Modifications

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

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

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 savor 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.

LESSON 9

Skills:

- Jogging
- Sprinting

Equipment:

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

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Warm-Up (10 minutes)

1. Warm-Up (5 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 pull your arm down
- Play until everyone is frozen or 5 minutes has elapsed

2. Stretching (5 minutes)

*See Stretching Guide p.40

Motor Skills (15 minutes)

1. Sprinting

Introduction: **Review sprinting technique.**

- Posture is tall with trunk and head directly above hips with body leaning forward slightly placing body weight on toes and balls of feet
- Feet should be slightly outwards and forward
- 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
Increasing stride length or stride rate will increase speed

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

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

- Using cones mark a start and end line 10m apart
- Sprint towards the end line, running past the end line while slowing down
- Turn and repeat the sprint now from the end line to the start line
- Repeat until athletes are comfortable with the skill at several different paces

2. Making a Tag

Introduction: **Review how to make a tag.**

- While running, extend passing arm forward, palm facing down
- Straighten and lower arm slightly so that the hand contacts partner's open palm
- Upon contact follow through gently with arm

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

3. Receiving a Tag

Introduction: **Review how to receive a tag.**

- Tag is made while running forward
- Keeping body weight slightly forward, extend left arm straight back behind the body almost parallel with the track, palm facing up
- Turn head to look over left shoulder to see incoming runner
- Hold receiving arm steady
- Once contact is made turn to look forward while bending receiving arm then swinging it forward using the momentum to drive next step and sprint out of exchange area

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

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

- In pairs, have partners stand 1 metre apart, both people facing the same direction
- Athlete in the front is the Receiver, athlete in back is the Passer
- Using the proper techniques the Passer steps forward and tags the Receiver
- Now athletes turn around and the Receiver is now the Passer and vice versa
- Repeat the sequence until athletes feel comfortable with the skill

→ *Teaching tip: Receiving athlete holds extended arm still.*

Sport Skills (20 minutes)

1. Sprint Starting and Sprinting

Introduction: **Review sprint starts and sprinting key points.**

Starting

- Stand on both feet, lead forward
- Lean forward slightly at hips and bend front knee slightly, placing weight on front leg
- 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
- Use short quick steps off start line but allow strides to increase as speed increases
- Gradually transition to a more upright sprinting position

Sprinting

- Posture is tall with trunk and head directly above hips with body leaning forward slightly placing body weight on toes and balls of feet
 - Feet should be slightly outwards and forward
 - 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 up-swing 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
- Increasing stride length or stride rate will increase speed

Demonstration:

Demonstrate or have an athlete demonstrate proper technique.

Practice:

Have athletes practice the skill.

- Have athletes stand behind start line
- On start command have athletes practice their starts
- After 5 strides have athletes slow down and return to the start line
- Repeat this sequence until the athletes are comfortable performing the skill

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

2. Relay Exchange

Introduction:

Review 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 ‘tag’
- 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.**

- Athletes jog one metre behind the other around the practice grid
- Person at the back makes a verbal call and the next person in line hold their hand back waiting for a tag and the tag is made
- Jog a few metres after the exchange and repeat the process with the next person in line
- Repeat with all members of the team, then reverse the order

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:

Pinnie Race

- Using cones make a start and end line 130m apart, and 3 more at 25m intervals. Use 6 more cones and place them 5 yards on either side of the 25m interval cones making an exchange zone

Eg.

X.....x...X...x.....x...X...x.....x...X...x.....X

- Divide the group into two groups (4 people per group), and have an athlete at the 0m, 25m, 50m and 75m cones.
- The person on the start line has a pinnie in his/her hand
- On 'Go' the athlete at the start line sprints towards the exchange zone
- The athlete at the 25m begins run slowly to the front of the exchange zone as s/he receives the tag (passing the pinnie), then s/he sprints to the next exchange zone
- The passer stays at this cone after the exchange
- Repeat this sequence until the 75m athlete reaches the end line, then rest
- The race now starts from the other end of the course

Fitness (12 minutes)

Ladders

- Using cones mark a start and end line 50 metres apart
- Athletes all start behind start line and run different length shuttle runs:

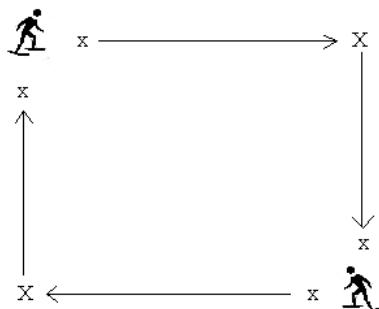
- 1st: Sprint 50m, jog 50m
- 2nd: Sprint 100m, jog 50m
- 3rd: Run 150m, jog 50m
- 4th: Run 200m, jog 50m
- 5th: Run 150m, jog 50m
- 6th: Sprint 100m, jog 50m
- 7th: Sprint 50m, jog 50m

-Rest and repeat

Games (15 minutes)

4x 100 metre race

- Using cones, set up a 50m x 50m grid (200 meter perimeter), and place 2 cones 5m either side of the start cone and 100m cone (exchange zone)



- Divide the athletes into groups of 4, with 2 athletes on the start cone and two at the 100m cone
- On 'Go' the first person at the start cone sprint two sides (100m) of the grid and tags the person at 100m
 - *2nd runner begins running as the 1st runner enters the exchange zone
- After the tag, the 2nd runner sprints two sides of the grid to the next runner
- Repeat this sequence until the 4th runner finishes his/her leg of the race, then rest
- Repeat until 15 minutes has elapsed

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)

Grid Jogging

-Jog around the outside of 50m x 50m grid for 2 minutes

Walking Arms Circles and Shakes

-Walk across practice area while circling arms for 1 minute

-Circle one arm forward 5 times, then circle it backward 5 times

-Do the same with the other arm

-After completing arm circles, continue walking and *gently* begin to shake out body from head to toe

-Start with neck, then arms, hands and fingers, then torso, then right leg, then left leg

2. Stretching (5 minutes)

*See Stretching Guide p.40

Modifications

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

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

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.

LESSON 10

Skills:

- Walking
- Jogging
- Running Uphill

Equipment:

- Snowshoes
- 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 (5 minutes)

Walking Square Chase

- Using cones make a square grid large enough for everyone to stand around the perimeter 2m apart from each other, all facing one way.
- On ‘Go’ start walking forward around the outside of the square and try to tag the person in front while avoiding being tagged from behind
- As players are tagged they drop out, until the game becomes a duel between the last two players
- Play until there is one person left or 5 minutes has elapsed

2. Stretching (5 minutes)

*See Stretching Guide p.40

Motor Skills (15 minutes)

1. Jogging

Introduction: **Review key jogging 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
- Feet should be slightly outwards and forward
- 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.

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

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

- Mark a start and end line with cones 15m apart
- Jog between the two lines
- Start with a slow jog and increase the pace with each lap
 - *Do not run faster than a quick jog, this is not a sprinting exercise
- Repeat until athletes are comfortable with the skill at several different paces

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:

Swedish Mile

- Place cones all around the perimeter of the practice area, no less than 15m apart
- Jog in a line one behind the other around the perimeter
- At each cone the leader jogs to the back of the line and the next person in line is now the leader
- Continue running until each person has been at the back of the line and the perimeter has been run

Sport Skills (20 minutes)

1. Middle Distance Running – 800m

Introduction: Explain middle distance running

- Uses jogging technique
- Pace should be maintained throughout the run
- Arms are slightly bent and held somewhat in front of body
- Arms and legs move at a faster rate than regular walking

Demonstration: Demonstrate or have an athlete demonstrate proper technique.

Practice: Have athletes practice the skill.

-Using cones, set up a 50m x 50m grid (200 meter perimeter)
-Run around the outside of the grid until athletes feel comfortable performing the skill

→ *Teaching tip: Emphasize the need for caution when athletes are passing others.*

2. Running Up and Downhill

Introduction: Review key points for running uphill and downhill.

Running - Uphill

- Feet should be slightly outwards and forward
- Lean forward slightly and bend ankles placing body weight on toes and balls of feet
- Push toe of shoe vertically into the snowpack and press down to pack it enough to support body weight
- Bend elbows forming a 90 degree angle between lower and upper arms
- Pump arms to help power up hill
- Lean slightly into hill while climbing

Running - Downhill

- Posture is tall and slightly forward
- Arms are extended out wide to help maintain balance
- Point toes down to maintain traction and keep knees bent to cushion impact
- Slow down by not leaning forward as much and taking shorter, quicker strides

Demonstration: Demonstrate or have an athlete demonstrate proper technique.

Practice: Have athletes practice the skill.

-Run from bottom of hill 5-10m, then turn and run downhill

-Repeat until athletes are comfortable with the skill

Fitness (12 minutes)

Hill Running #1

-Using cones, mark a start and end line 10 metres apart

-On ‘Go’ run uphill to the end line then turn around and run back to the start line

-Repeat 3 times then rest

-Do 3 sets

Hill Running #2

-Using cones, mark a start and end line 20 metres apart

-On ‘Go’ run uphill to the end line then turn around and run back to the start line

-Repeat 2 times then rest

-Do 2 sets

Games (15 minutes)

800 metre race

-Using cones, set up a 50m x 50m grid (200 meter perimeter)

-All athletes start at the same cone

-On ‘Go’ athletes use race start technique and begin to race around perimeter of grid

-Complete 4 laps of grid (800 metres), 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

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)

Walking

- Slowly walk around the training area for 2 minutes
- Take long slow strides, breathing deeply

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.40

Modifications

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

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

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 used 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.

LESSON 11

Skills:

- Jogging
- Sprinting

Equipment:

- Snowshoes
- 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 (5 minutes)

Pinnie Scavenger Race

- Scatter pinnies in different locations all over practice area
 - *20 pinnies for small groups or at least 2 pinnies per person for large groups
- Athletes line up as a designated start line
- On ‘Go’ run and collect as many pinnies as you can
- When the last pinnie is picked up race back to the start line
- The person with the most pinnies wins!

2. Stretching (5 minutes)

*See Stretching Guide p.40

Motor Skills (15 minutes)

1. Jogging

Introduction: **Review key jogging 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
- Feet should be slightly outwards and forward
- 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.

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

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

- Mark a start and end line with cones 25m apart
- Jog between the two lines
- Start with a slow jog and increase the pace with each lap
 - *do not run faster than a quick jog, this is not a sprinting exercise
- Repeat until athletes are comfortable with the skill at several different paces

Coaching Point

Acknowledge & celebrate athlete achievements and reached goals.

(Storm, 2002)

Activity:

Word Trace

- Spread out in practice area
- Using snowshoes write a word in the snow (could be athlete's name) in big letters, then run back over each letter tracing them with your steps

Sport Skills (20 minutes)

1. Middle Distance Running – 1500m

Introduction: **Review middle distance running key points.**

- Uses jogging technique
- Pace should be maintained throughout the run
- Arms are slightly bent and held somewhat in front of body
- Arms and legs move at a faster rate than regular walking

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

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

- Using cones, set up a 50m x 50m grid (200 meter perimeter)
- Athletes are in a line at the start cone
 - *if the group is large, divide them into equal groups and have them start on different cones (to avoid collisions)
- Begin jogging around the 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 as time allows

→ *Teaching tip: Emphasize the need for caution when athletes are passing others.*

Fitness (12 minutes)

Interval Sprints

- Using cones make a rectangular grid 50m x 25m
- Athletes start at the beginning of the long side of the grid
- On ‘Go’ sprint to the corner of the grid then jog the short side to the next corner and sprint again
 - *long side = sprint, short side = jog
- Repeat 2 times and then rest
- Do 4 sets

Games (15 minutes)

1500 metre race

- Using cones, set up a 75m x 75m grid (300 meter perimeter)
- All athletes start at the same cone
- On ‘Go’ athletes use race start technique and begin to race around perimeter of grid
- Complete 5 laps of grid (1500 metres), the first to complete all four laps is the winner
- Run 2 or 3 races as time permits

*If the group is too large, divide the group and have them start at opposite cones.

→ *Teaching tip: Respond to moves of other runners so as not to get behind or boxed in.*

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)

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.40

Modifications

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

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

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 foot 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.

LESSON 12

Skills:

- Walking
- Jogging
- Sprinting

Equipment:

- Snowshoes
- Proper footwear and clothing
- Cones
- Whistle or flag (optional)
- Coloured pinnies
- Pens/Pencils

**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 (5 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 snowshoe 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 tags should be gently below the neck

2. Stretching (5 minutes)

*See Stretching Guide p.40

Games (65 minutes)

Coaching Point

Instill the importance of being a good sport and playing fair

(BC Soccer Association, 2004)

1. Walking

Introduction: **Review walking key points.**

- Uses similar technique as regular walking but feet are turned slightly out to avoid overlap
- 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.
- Arms are slightly bent and held somewhat in front of body
- Walk with the head up and the torso erect and centered over the hips

Activity:

Walking Relay Race

- Divide group into even teams
- mark a start and turn around point
- On 'Go' race walk from the start line around turn around point back to starting point
- when crossing the finish line, tag your waiting partner and they complete the course
- After your turn go to the back of the line
- When your whole team has gone, shout 'Done'!

*Emphasize that these are walking races.

2. 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
- Feet should be slightly outwards and forward
- 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.

Activity:

800 metre race

- Using cones, set up a 50m x 50m grid (200 meter perimeter)
- All athletes start at the same cone
- On 'Go' athletes use race start technique and begin to race around perimeter of grid
- Complete 4 laps of grid (800 metres), 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.*

3. Trapping

Introduction:

Review key sprinting 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
- Feet should be slightly outwards and forward
- 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 up-swing 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
 - Increasing stride length or stride rate will increase speed

Activity:

Rats and Rabbits

- Divide group into pairs
- 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
- Label 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 to tag 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

Number Races

- Using 3 cones, place two cones 100metres apart and the 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, heading 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!’

4. Relay Exchanges

Introduction: **Review key relay 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 ‘tag’
- 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.

Activity:

Tag Team 100m Race

- Using cones mark a start and end line 100m apart
- Divide athletes into two groups (at least 3 people to a group), half stays at the start line and half goes to the end line
- athletes line up across the start line... snowshoes behind the line
- On ‘Go’ athletes at start line sprint to the end line and tag their partner who then sprint back to the start line and tags the next partner who runs to the end line
- Repeat the drill until each runner has run twice, then rest
- Repeat 2 times

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)

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.40

Modifications

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

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

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
TRANSPORT SKILLS						
Walking						
Jogging						
Running Uphill						
Running Downhill						
Sprinting						
Leaping						
MANIPULATION SKILLS						
Receiving Baton						
Passing Baton						
BALANCE						
Stopping						
OVERALL ABILITY SCORE						

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	LIMITED IMPROVEMENT
SPORT SKILLS				
TRANSPORT SKILLS				
Walking				
Jogging				
Running Uphill				
Running Downhill				
Sprinting				
Leaping				
MANIPULATION SKILLS				
Receiving Baton				
Passing Baton				
BALANCE				
Stopping				
OVERALL LEVEL OF IMPROVEMENT				

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 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 Snowshoer

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 19th 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 – 16th 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 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@mindingmotion.ca
www.mindingmotion.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@dsrf.org
www.dsrf.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.dsrf.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 snowshoeing skills taught in this manual.

MEDIA LINKS

Putting on Snowshoes

www.youtube.com/watch?v=sw3_wLMjQk0&feature=related

Walking

www.youtube.com/watch?v=AyVLNbFwCx0

Jogging

www.youtube.com/watch?v=bJWCP_XoBGQ&feature=related

Sprinting

www.youtube.com/watch?v=np_W22QVD98

Sprint Starting

www.youtube.com/watch?v=np_W22QVD98

Getting up after a Fall

www.youtube.com/watch?v=ppqlaBLjfdI

Turning

www.youtube.com/watch?v=9curFT6Mugg

Avoiding Overlap

www.youtube.com/watch?v=oTF_sXIX5O8

Inclines and Declines

www.youtube.com/watch?v=ISYYqDQzKZY&feature=related

Stopping

www.youtube.com/watch?v=-X6aCRECiWA

KEY WORDS

- Adaptive snowshoeing
- Walking in snowshoes
- Running in snowshoes
- Putting on snowshoes
- Special Olympics snowshoeing

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 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 another school, 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 basketball rules please visit the SOBC website at:

www.specialolympics.bc.ca/resources/Coach%20Resources/Basketball%20Rules%20Official.pdf

For a complete breakdown of the uniform policy please visit the website at:

www.specialolympics.bc.ca/resources/Coach%20Resources/Basketball%20Rules%20Official.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
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 that you forward the form to Special Olympics BC.

Athlete Feedback Form

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?

4. What did *you* like least about the Sport Start program?

5. How would you suggest ways to improve the program for next year?

6. To what extent do you agree with the following statements?

	Strongly Agree	Agree	Disagree	Don't Know
--	-------------------	-------	----------	---------------

The Sport Start Program has helped me...

- | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 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:

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:

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):

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):

11. Would you be interested in SOBC's Youth/Traditional Sport programs?

- No

Yes- Please provide contact information- name, phone, e-mail, address.

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

**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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#210 – 3701 East Hastings Street
Burnaby, BC V5C 2H6
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Tel: 888-854-2276
Fax: 604.373.3080
info@specialolympics.bc.ca
www.specialolympics.bc.ca

Leader Feedback Form

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?

5. What did *you* most like about the Sport Start program?

6. What did *they* like least about the Sport Start?

7. What did *you* like least about the Sport Start program and what would you suggest to improve the program for next year?

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
--	----------------	-------	----------	------------

The Sport Start Program has helped the athletes

Improve their basic motor skills

Move from basic motor skills to Sport skills

Learn the social skills needed for playing/
competing with others on a team
(turn taking, following directions)

Learn about the Sport and developed
Sport skills that will help them to play
outside the Sport Start program

Learn about healthy living

9. Outside of the benefits listed above, are there other ways in which the athletes benefited from the Sport Start program?

10. Would you consider leading another Sport Start program?

- Yes
- No
- Undecided

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

•—————
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