

SPORT START

Soccer



A soccer program designed for young athletes with intellectual disabilities.

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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.

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Special Olympics
British Columbia

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 old with an intellectual disability. However, it is important to keep in mind that Leaders consider not only the age of the athlete but their level of development and ability before beginning the program.

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

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

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

CHOOSING THE RIGHT PROGRAM

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

ACTIVE START

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

FUNDAMENTALS

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

SPORT START

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

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

SKILL DEVELOPMENT

Basic Motor Skills

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

Transport Skills

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

- Walking
- Running
- Jumping
- Skipping

Manipulation Skills

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

- Bouncing
- Catching
- Overhand Throwing
- Kicking

Balancing Skills

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

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

Sport Motor/Movement Skills

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

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

improve their flexibility, strength, balance and mobility which can lead to greater personal independence, as well as the ability to be physically active and participate in sport in safe and fun ways.

Social/Cognitive Skills

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

Developmental Perspective

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

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

NUTRITION

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

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

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

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

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

WATER

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

Competition and Hydration

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

STEP 1 - Pre-hydration Primer

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

STEP 2 - During Sport Drinking

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

STEP 3 - Post Sport Refill

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

CALORIES

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

FOOD GROUPS

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

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

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

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



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

HEALTHY SHOPPING LIST

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

3. Registration**

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

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

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

4. Introductions

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

5. Work Through the Lesson

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

6. Have Fun!

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

Lesson Planning

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

Tips for a Successful Training Session

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

Be Organized

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

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

Establish Team Etiquette

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

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

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

Attendance Sheet

Facilitator Name: _____

Week: _____

Date: _____

ATHLETE NAME	IN ATTENDANCE	ABSENT

***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
 - *Increase or decrease the size of grids depending on the ability of the participants

Practice Location

- Grid size
- Grid and goal construction (ie. use existing lines or goals vs. cones)

SAFETY

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

Lesson Plans

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

Equipment

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

Environmental Risks

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

Facilities

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

Human Risk Factors

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

Registration

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

Emergency Action Plan

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

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

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

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

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

An Emergency Action Plan should be activated if a participant:

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

Emergency Action Plan Checklist:

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

Sample Emergency Action Plan

Charge Person

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

Call Person

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

Special Olympics BC Medical Incident Report Form

NAME: _____

DATE OF ACCIDENT: _____

LOCATION OF ACCIDENT: _____

DESCRIPTION OF ACCIDENT: _____

DESCRIPTION OF INJURY: _____

ACTION TAKEN: _____

FOLLOW UP ACTION NEEDED: _____

DATE: _____

SIGNATURE: _____

POSITION: _____

Special Olympics BC Behavioural Incident Report Form

NAME: _____

DATE OF INCIDENT: _____

LOCATION OF INCIDENT: _____

DESCRIPTION OF INCIDENT: _____

ACTION TAKEN: _____

FOLLOW UP ACTION NEEDED: _____

DATE: _____

SIGNATURE: _____

POSITION: _____

LESSONS

History of Soccer

Soccer is known as football most places outside of Canada and the USA, because it is a game played with the feet. The earliest games resembling soccer are said to have started over 3000 years ago in China and Japan. It became very popular in Britain in the 1800's when entire villages played against each other with the goals in each separate town. The rules of the game were standardized in 1846 by some students from Cambridge University in England.

Canadians first started playing organized soccer games in 1876. Although the first professional game ever played in BC was in 1910, by the mid 1900's many children in schools were playing pick-up soccer games at recess and lunch. The Canadian soccer boom came in the 1960's and 1970's for both male and female youth. Today soccer is the 2nd most played sport in Canada and we have some outstanding soccer players representing our nation.

Player Profiles

Christine Sinclair (06/12/83)

Women's National Team player
Women's World Cup player of the year
All-time highest Canadian goal scorer

Dwayne DeRosario (05/15/78)

Men's National Team player
Plays professionally for Toronto FC
Canadian Player of the year 3 times

Ross MacDonald (06/24/77)

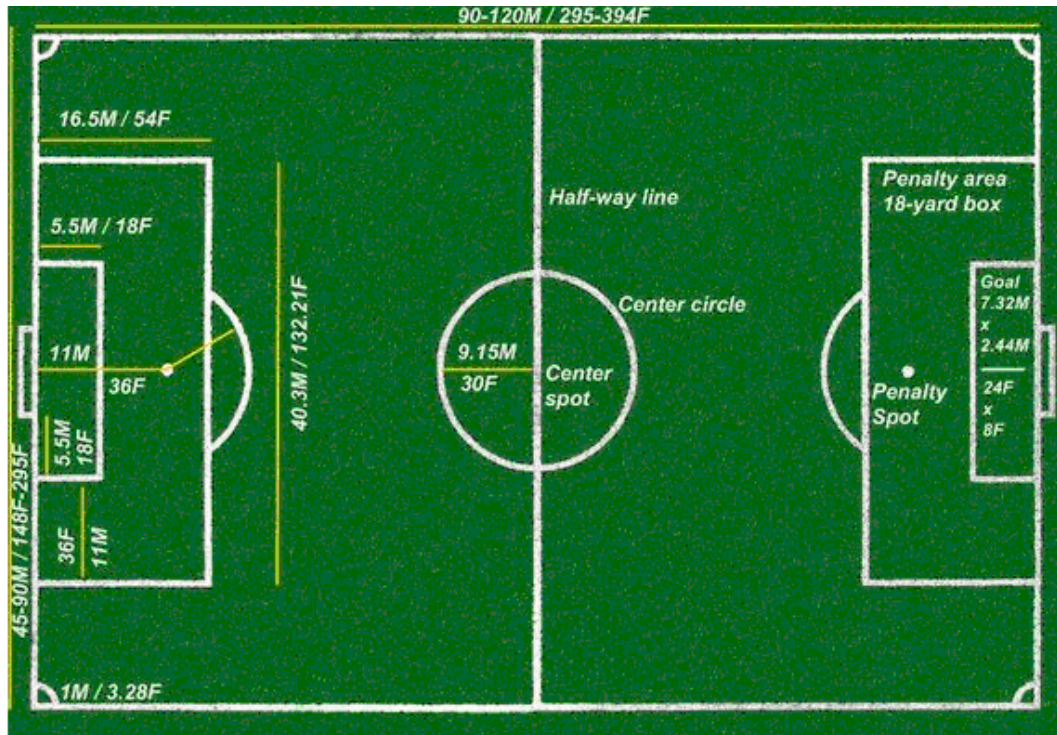
Men's Paralympic soccer national team player
Men's Paralympic national basketball team player
Bronze medalist at ParaPanAmerican Games

Overview of the Sport

Soccer is a sport played on a large rectangular field with netted goals at each end. The formal game is played by two teams with 11 players a side. The object of the game is to make the ball go into the opposing team's net using all parts of your body except for your arms and hands; only the goalkeeper is allowed to use his/her hands. Many different versions of soccer are now being played in Canada, such as futsal, indoor soccer, 7-a-side soccer, mini-soccer (for younger players) and power soccer for players in wheelchairs.

Soccer Facility

Below is a diagram of a soccer pitch. However, a training session can be played on any flat, open surface, though preferably the space should be large enough to accommodate a 50m x 50m grid.



Soccer Equipment

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

- Whistle – a visual signal (like a flag) is also a good idea
- Soccer balls – consider smaller sized balls for smaller or less developed athletes
- Cones/pylons – for goals, making grids, lining fields
- Goal posts/nets – can use cones
- Pinnies – at least two different colours
- Shoes – soccer shoes are preferable but runners will work too
- Shinpads – a good idea but not necessary
- Goalie gloves – a good idea but not necessary

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

Soccer 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.

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

TRAINING

- T-shirts/Sweatshirts
- Jersey
- Shorts/Athletic Pants
- Socks
- Shin Guards (mandatory)
- Runner/Soccer Cleats

COMPETITION

- Matching Jersey/Numbered Shirt
 - Shorts
 - Socks
 - Soccer Cleats/Athletic shoes
- **Cleats must have soft & yielding studs***

Overview of Soccer Rules

-A minimum of seven players and a maximum of 11 players per team shall be on the field at any one time

-The ball is out of bounds when the *entire* ball crosses the sideline or end line

-To score a goal, the whole ball must have completely crossed the goal line

-Handling the ball with arms or hands is illegal and will result in a direct free kick

-Tripping and pushing are illegal and will result in a direct free kick

-Obstruction or dangerous play are illegal and will result in an indirect free kick

-Opposing players must be at least 9.15 meters (10 yards) from the ball for all free kicks

-Yellow cards are given by the referee to players as a serious "caution" for unsporting behaviour, dissent by word or action, persistent infringement on the Laws of the Game, delaying the restart of play (includes deliberate time-wasting tactics), etc.

* Two yellow cards in one game will result in the player being shown a "red card" and ejected from the game.

-Red cards are shown by a referee when a player has committed a serious foul, including serious foul play, violent conduct, spitting at an opponent or any other person, denying the opposing team a goal or an obvious goal scoring opportunity by deliberately handling the ball receiving a second caution (yellow card) in the same match

*If a player is expelled from the game (receives two yellow cards or a red card), this player may not re-enter the game. His team must play a player down for the rest of the game.

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

Soccer Glossary

Attacker: The player with possession of the ball.

Center Line: The halfway line drawn across the center of the field.

Centre Circle: The game is started and restarted in middle of this circle at beginning of each half and after a goal is scored. It has a 10 yard radius.

Chest Trap: A method of ball control that involves the ball contacting the players chest.

Chip: When a ball is kicked using a stabbing motion which lofts the ball upwards.

Corner Kick: A direct kick taken from the corner. It results from the ball crossing the end line after being last touched by the defending team.

Cross: A ball that is kicked across the field from the opposite sideline towards the goal.

Defender: A position that plays at the back of the field and tries to prevent the opposing team from scoring.

Direct Free Kick: A free kick that can be shot on goal and does not need to be touched by another player before crossing the goal line.

Dribbling: A form of ball control that uses touches with the feet to move the ball in a desired direction.

Foul: A violation of the rules. Also referred to as a penalty.

Free Kick: A way of restarting the play after the opposing team has committed a foul.

Goalkeeper: A position that defends the goal and tries to prevent offensive scoring. S/he is the only player allowed to use his/her hands, and only in the 18-yard box.

Goal Kick: A free kick from the six yard box by the defending team when the ball goes over the goal line after being last touched by an offensive player.

Goal Line/End Line: The boundary line at each end of the field where the goals are.

Hand Ball: a foul committed by a player who has contacted the ball with their hand or any part of the arm from the shoulder down. It is a direct kick foul.

Heading: The act of contacting the ball with the forehead.

Indirect Free Kick: A free kick that cannot score without first being touched by another player.

Juggling: The skill of keeping the ball in the air your feet and other parts of the body.

Marking: The defensive concept of guarding another player

Midfielder: A position that plays in the middle of the field.

One Touch Passing or Shooting: To pass or shoot on the first touch of the ball.

Penalty Kick: A free kick awarded when an infraction has taken place in the penalty area (18-yard box) and is taken from the penalty spot (10 yards). At the time of the kick only the shooter and goalkeeper can be in the penalty area.

Pitch: A soccer field.

Pass: A way of moving the ball to a teammate.

Red Card: Shown by the referee when a player has committed a serious foul or has received a second yellow card. That player is ejected from the game & may not be replaced.

Shielding: A technique where the player with the ball positions his/her body between the ball and the defender.

Sideline: The lines at the side of the field.

Striker: A player whose primary duty is to work the attacking half of the field and score goals.

Tackling: Using your feet to steal the ball from an opponent.

Throw-in: A method of restarting the game after the ball has gone over the touchline.

Trapping: A method of ball control that involves the ball contacting any part of the player below the neck (other than the arms and hands).

Whistle: The signal used by the referee to either start or stop the play.

Yellow Card: Shown by the referee as a serious "caution" by the referee to a player. Two yellow cards in one game will lead to an expulsion from the match.

Soccer Motor/Sport Skills

Jogging

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

KEY POINTS

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

***Backpedaling**

- Start from a tall standing position
- Bend forward slightly at the waist, feet are no wider than the hips
- Hips and shoulders remain parallel to the intended direction of the run
- Extend one leg back taking a short step, land on ball of foot and lower foot without touching the heel down
- Now drive front leg back, again landing on ball of foot
 - Both legs will stay slightly flexed throughout the run
- Steps are small and choppy compared to a forward run
- Repeat this sequence while swinging arms
- Arms should be bent at 90 degrees, close to the body and move in opposition to the legs

Sprinting

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

KEY POINTS

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

Jumping

- 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 ground first
- Bend knees on impact and allow arms to swing back behind the body

KEY POINTS

- Chin up, head straight, arms extended in front of body
- Bend knees and ankles and lean forward strongly swinging arms back then forward while pushing off of the balls of feet driving legs up by straightening at the knee
- Land on balls of feet, bending knees to absorb impact

Heading

- Watch ball, teeth closed (not clenched)
- Keep neck strong
- Bend knees
- Contact ball on forehead
- Thrust head and trunk in the direction that you want to send the ball

***Wedge trap**

- Place body directly into the ball's path
- Keep eyes on ball
- As ball approaches, raise trapping leg from hip with the knee slightly bent
- Place weight on non-trapping leg and bend knee slightly
- Hold trapping foot at approximately a 45 degree angle with heel close to the ground
- Move the foot towards the oncoming ball
- Upon contact with the ball, apply pressure to the top of the ball and push it to the ground

***Trapping with foot**

- Move directly into the ball's path
- Keep eyes on ball
- Place weight on non-trapping leg and bend knee slightly
- Bend the trapping leg and point knee and toes outward, rotating leg at the hip
- Keep foot rigid
- Move the foot towards the oncoming ball
- The ball should contact the foot a bit ahead of the weight bearing leg
- Bring the trapping leg back slightly as it makes contact with the ball to cushion the impact

KEY POINTS

- Move directly into the ball's path
- Place weight on non-trapping leg and bend trapping leg and point knee and toes outward, rotating leg at the hip
- Keep foot rigid
- The ball should contact the foot a bit ahead of the weight bearing leg
- Cushion the impact with trapping leg

***Trapping with thigh**

- Move body directly into the ball's path
- Keep eyes on the ball
- Place weight on non-trapping leg and bend knee slightly
- Lift trapping leg to 90 degrees, while raising bend arms above waist height for balance
- Allow ball to contact raised thigh between hip and knee
- Upon contact, drop leg down slightly behind the body while straighten the knee to cushion ball and allow it to fall to the ground

KEY POINTS

- Move body directly into the ball's path
- Keep eyes on the ball
- Lift trapping leg to 90 degrees and allow the ball to contact raised thigh between hip and knee
- Upon contact, drop leg down slightly behind the body while straighten the knee to cushion ball and allow it to fall to the ground

*Chesting

- Move body directly into ball's path
- Keep eyes on ball
- Raise arms up so that hands are shoulder height, out to the side, with elbow pointed inwards. They will help guide body position and balance
- Knees should be bent slightly and legs shoulder width apart, with one foot slightly in front of the other
- Lean backwards opening up chest, chin tucked in
- Allow ball to contact chest
- Upon contact round shoulders forward to collapse the chest and cushion the ball
- Lean forward slightly to drop ball to ground

KEY POINTS

- Move body directly into ball's path
- Lean backwards opening up chest, chin tucked in and allow ball to contact chest
- Upon contact round shoulders forward to collapse the chest and cushion the ball
- Lean forward slightly to drop ball to ground

*Clearing (striking a ball in a lofted manner)

- Start at a slight angle behind the ball
- Look at target, then at ball
- Run towards the ball
- On your last step place inside of non-kicking foot beside but slightly behind the ball
- Transfer weight to non-kicking leg and bend that knee
- Bend kicking leg slightly and swing leg back from the hip
- Swing kicking leg forward with knee bent and toes pointed down
- Contact the underside of the ball with the front part of laces or inside of big toe
- Follow through with kick in the direction of the target allowing your torso to turn as you straighten leg and lean back

KEY POINTS

- Start at a slight angle behind the ball
- Place inside of non-kicking foot beside but slightly **behind** the ball
- While placing weight on non-kicking leg swing kicking leg back then forward toes pointed down
- Contact **underside** of the ball with the front part of laces or inside of big toe
- Follow through with kick in the direction of the target as you straighten leg and **lean back**

***Shooting**

- Stand at a slight angle behind the ball
- Look first at the target then back down at the ball
- Step forward placing inside of non-kicking leg beside the ball, toes pointed at the target
- Place weight on slightly bent non-kicking leg and lean over the ball
- Swing back kicking leg, knee slightly bent-striking foot should be rigid with toes pointed down
- Contact the ball just above centre with top of foot (shoelaces) by swinging kicking leg forward from the hip and straightening knee
- Follow through in the direction of the desired target, ensuring toes stay pointed down
- Land on kicking foot

KEY POINTS

- Stand at a slight angle behind the ball
- Look first at the target then back down at the ball
- Step forward placing inside of non-kicking leg *beside* the ball, toes pointed at the target
- Swing kicking leg back then forward contacting the ball just *above centre* with *top of foot (shoelaces)*
- Follow through in the direction of the desired target, ensuring *toes stay pointed down*
- Land on kicking foot

***Instep Passing**

- Look at target, then at ball
- Place inside of non-kicking foot beside ball, pointing towards the target
- Place weight on non-kicking foot for balance by bending knee
- Turn toe and knee of kicking foot outward so that the entire inside of the foot is facing the ball
- Swing kicking leg back with the knee slightly bent, then swing leg forward and strike ball just above the centre with the inside of the foot
- Follow through with the leg ensuring the knee is now pointed at the target
- Swing kicking leg harder and faster to add speed and force to the pass

KEY POINTS

- Look at target, then at ball
- Place inside of non-kicking foot *beside* ball, pointing towards the target
- Turn toe and knee of kicking foot outward so that the entire inside of the foot is facing the ball
- Swing kicking leg back with the knee slightly bent, then swing leg forward and strike ball just *above the centre* with the *inside of the foot*
- Follow through with the leg ensuring the knee is pointed at the target

Dribbling

- Use controlled running/walking strides
- Small taps of the ball forward with inside, outside and top of feet to push ball ahead while running
- Inside of non kicking foot is placed beside ball at time of contact
- Try to look up, not at the ball

***Throw-in (overhead throw with two hands)**

- Grip ball with two hands, fingers spread (thumbs making a wide 'W')
- Face the direction of the target
- Feet are shoulder width apart and level or one slightly in front of the other
- Place ball behind the head by lifting arms and bending elbows
- Lean backwards and bend knees
- Keeping both feet on the ground thrust the trunk forward, straighten arms, release ball and break wrist (to propel ball forward)

***Goalie Catching**

- Keep eyes on the ball and place body into the ball's line of flight
- Hold arms with elbows bent and palms facing up
- When contact is made squeeze ball by further bending elbows, flexing wrists and gripping with fingers, pulling it into torso
- Upon contacting the ball bend torso forward slightly to cushion ball

***Goalie Ground Fielding**

- Keep eyes on the ball and move body directly in ball's path
- Keeping shoulders square to the ball, turn lower half of body sideways bending both knees
- Placing front knee on the ground behind or beside the heel of other foot
- Keep your hands in front of both knees
- Reach out for ball by straightening arms and make contact with both hands on the outer undersides of the ball
- Pull ball in towards the body by flexing wrists and bending elbows

***Punting**

- Hold ball with both hands at waist level
- Step forward placing weight on non-kicking leg, knee slightly bent
- Bend kicking leg slightly, swinging it back from the hip
- While swinging kicking leg forward straighten arms and drop ball into the path of kicking foot
- Keep foot rigid and contact the ball with top of foot (shoelaces)
- Follow through straightening kicking leg

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

Body Parts used in Soccer

Top (laces)
-Shooting



Instep
-Passing
-Trapping



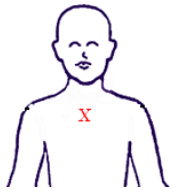
Inside of foot
-Dribbling
-Passing
-Kicking



Outside of foot
-Dribbling
-Passing
-Shooting



Bottom of foot
-Trapping



Chest Trap

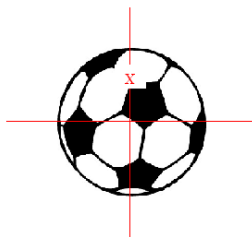


Thigh Trap

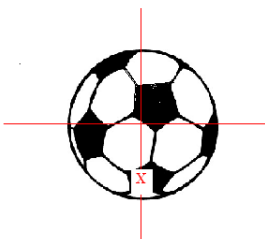


Heading

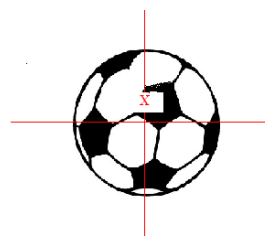
Soccer Ball Strike Zones



Shooting



Clearing/Kicking



Passing

STRETCHING GUIDE

When stretching *remember* to:

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

*Neck Side Stretch

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



→ Avoid complete neck circles.

Shoulder Circles

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



Shoulder Stretch

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



*Upper Back Stretch

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



Tricep Stretch

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



*Chest Stretch

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



→Keep arms below shoulder level.

Mid-Back Stretch

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



*Side Trunk Stretch

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



→Avoid hunching and over arching back

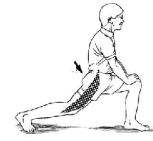
Hamstring Stretch

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



*Hip and Quadriceps Stretch

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



Quadriceps Stretch

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



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

→Avoid pulling on foot or toes.

*Calf Stretch

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



*Ankle rotations

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



→Consider using balance aids.

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

LESSON 1

Skills:

- Jogging
- Sprinting
- Kicking

Equipment:

- Soccer balls
- 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

- Using cones set up a square grid
- Athletes are in the grid
- On 'Go' start jogging in any direction all around grid
- Leader will call out tasks to be complete by athletes
- Complete the task and return to jogging

- Tasks:
 - 5 (High five a partner)
 - Left (reach down and touch ground with left hand)
 - Right (reach down and touch ground with right hand)
 - Down (put belly on the ground)
 - Up (jump straight up)
 - Freeze (stop)

2. Stretching (5 minutes)

*See Stretching Guide p.47

Motor Skills (15 minutes)

1. Jogging

Introduction: Explain jogging technique.

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

Coaching Point

Outline the aim of each activity
and the key elements

(Farres, 2009)

2. Sprinting

Introduction: Explain sprinting technique.

Sprinting

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

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.*

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

3. Kicking

Introduction: **Explain kicking technique.**

- Look in the direction of desired target, then at ball
- Hips are square to the target
- Place inside of non-kicking foot beside but slightly behind the ball
- Transfer weight to non-kicking leg and bend that knee
- Bend kicking leg slightly and swing leg back from the hip
- Swing kicking leg forward with knee bent and toes pointed down
- Contact the underside of the ball with the front part of laces or inside of big toe
- Follow through with kick in the direction of the target as you straighten leg

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

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

- Each athlete should have a ball and lines up along a start line
- On 'Go' kick the ball across the practice area, then jog to get the ball and bring it back to the start line
- Use the non-dominant foot for kicking as well
- Repeat this sequence until the athletes are comfortable performing the skill

→Teaching tip: Ensure non-kicking foot is beside the ball and pointed in the direction of the target.

Sport Skills (20 minutes)

1. Clearing

*A lofted kick meant to cover a distance.

Introduction: Explain clearing technique.

- Start at a slight angle behind the ball
- Look at target, then at ball
- Run towards the ball
- On your last step place inside of non-kicking foot beside but slightly behind the ball
- Transfer weight to non-kicking leg and bend that knee
- Bend kicking leg slightly and swing leg back from the hip
- Swing kicking leg forward with knee bent and toes pointed down
- Contact the underside of the ball with the front part of laces or inside of big toe
- Follow through with kick in the direction of the target allowing your torso to turn as you straighten leg and lean back

Demonstration: Demonstrate or have an athlete demonstrate proper technique.

Practice: Have athletes practice the skill.

- Divide the group into partners with one ball per pair
- Pairs stand 15-20m apart
- Clear the ball in the direction of partner
- Partner retrieves the ball, places it on the ground, step back a few steps and then clears the ball back
- Repeat this sequence until the athletes are comfortable performing the skill

→Teaching tip: Ensure athletes are starting a few steps back from the ball and approach at a slight angle as this will add power to the kick.

Activity:

Target Practice

- Using cones, place various targets around the practice area and mark each with a different coloured pinnie
- From an established start point, clear the ball one at a time to a specified cone seeing who can get the closest to the target

-Once all balls have been kicked jog to the ball and again in turn attempt to kick it to the next target

*If time permits and the players are comfortable with the skill, consider making this activity a competition.

→*Teaching tip: Concentrate on “weighting” the pass correctly. The power and pace of the clearing kick and body rotation will determine how far and fast the ball will travel.*

Fitness (12 minutes)

Intervals

- Using cones mark a 15m x 15m grid
- Divide the group and have equal numbers stand on all four cones
- On ‘Go’ jog around the grid slowly
- Increase the speed on the next two laps
- Sprint the 4th lap
- Jog the 5th and walk the 6th
- Rest and Repeat

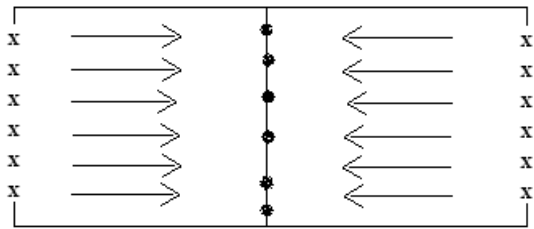
Partner Sits

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

Games (15 minutes)

Keep Your Side Clean

- Using cones, mark a 10m x 40m grid and divide it in half
- Divide group into even teams
- Each team has their own side of the grid
- Players start off standing along their end line
- Line all of the balls up along the grid centre line
- On ‘Go’ each team runs to the centre line and kicks the balls into their opponent’s side
- Players try to keep their side clean by kicking any balls that come onto their side back into the opponent’s side
- After 5 minutes stop the game and count which side has less balls
- Play 3 games



Inclusion Note

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

(CAAWS, 2009)

Cool Down (10 minutes)

1. Cool-Down (5 minutes)

Jogging

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

Shake it Out

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

2. Stretching (5 minutes)

*See Stretching Guide p.47

Modifications

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

- Decreasing the size of a grid and/or goals
- Using smaller and/or softer balls
- 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

Nutrition (10 minutes)

1.

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

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

What foods should you eat before exercising?

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

-Good Foods to eat before a workout:

- *low fat yogurt and fruit smoothie
- *low fat cottage cheese with pineapple or apple chunks
- *hard boiled eggs 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.

Good foods for after exercise:

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

2.

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

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

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

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

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

-Good Foods to eat before a workout:

- *low fat yogurt and fruit smoothie

- *low fat cottage cheese with pineapple or apple chunks

- *hard boiled eggs with whole wheat toast

How long should you eat before exercising and why?

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

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

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

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

Good foods for after exercise:

- *poached eggs with toast and fruit

- *stir-fried chicken and vegetables with brown rice

- *whole-wheat pasta with chicken and broccoli

- *whole grain cereal with milk and a banana

NOTES

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

LESSON 2

Skills:

- Jogging
- Sprinting
- Passing
- Trapping

Equipment:

- Soccer balls
- 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)

Toe Touch High Fives

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

Controlled Leg Swings

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

2. Stretching (5 minutes)

*See Stretching Guide p.47

Motor Skills (15 minutes)

1. Instep Passing

Introduction: Explain passing technique.

- Look at target, then at ball
- Place inside of non-kicking foot beside ball, pointing towards the target
- Place weight on non-kicking foot for balance by bending knee
- Turn toe and knee of kicking foot outward so that the entire inside of the foot is facing the ball
- Swing kicking leg back with the knee slightly bent, then swing leg forward and strike ball just above the centre with the inside of the foot
 - This creates top spin and ensures the ball stays on the pitch
- Follow through with the leg ensuring the knee is now pointed at the target
- Swing kicking leg harder and faster to add speed and force to the pass

Demonstration: Demonstrate or have an athlete demonstrate proper technique.

Practice: Have athletes practice the skill.

-In pairs 5 metres apart practice the following exercises using the inside of the foot pass:

- Pass to each other using 'dominant foot'
- After each successful pass, take a step backward and repeat
- Pass to partner's left or right foot, telling them in advance which foot you are aiming for
- Count 1 point for each accurate pass. After scoring 4 points take 1 step backward and repeat
- Perform the same drills with non-dominant foot

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

→*Teaching tip: Keep ankle rigid when striking the ball.*

2. Instep Trapping

Introduction: Explain trapping technique.

- Place body directly into the ball's path, facing the ball
- Keep eyes on ball
- Place weight on non-trapping leg and bend knee slightly

- Bend the trapping leg and point knee and toes outward, rotating leg at the hip
- Keep foot rigid
- Move the foot towards the oncoming ball
- The ball should contact the foot a bit ahead of the weight bearing leg
- Bring the trapping leg back slightly as it makes contact with the ball to cushion the impact
- The ball should come to rest one step away from the body and slightly off to one side of the body

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

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

- In pairs 5m apart, 1 player rolls the ball to his/her partner who traps it with the inside of the foot
- The receiver now picks up the ball and rolls it to the other partner for them to trap it
- Repeat this sequence until the athletes are comfortable performing the skill

→ *Teaching tip: Relax leg to control the ball.*

3. Wedge Trapping

Introduction: **Explain trapping technique.**

- Place body directly into the ball's path
- Keep eyes on ball
- As ball approaches, raise trapping leg from hip with the knee slightly bent
- Place weight on non-trapping leg and bend knee slightly
- Hold trapping foot at approximately a 45 degree angle with heel close to the ground
- Move the foot towards the oncoming ball
- Upon contact with the ball, apply pressure to the top of the ball and push it to the ground

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

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

- In pairs 5m apart, 1 player rolls the ball to his/her partner who wedge traps it with the bottom of the foot
- The receiver now picks up the ball and rolls it to the other partner for them to trap it

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

*If players feel comfortable with the skill, try having the partners lob the ball to the Trapper, who will wedge trap the ball.

→*Teaching tip: Push down just hard enough to stop the ball.*

Sport Skills (20 minutes)

1. Passing and Trapping

Introduction: Explain how to move, trap and pass.

- Watch ball to see its path
- Move forward adjusting body positioning to be directly in the ball's path
- Trap the ball using instep of the foot
- Cushion the ball as it contacts foot by bringing leg back slightly on contact, but allow ball to bounce softly forward approximately one step forward from the body and slightly off to one side
- Now take a step forward and pass the ball using proper technique

Demonstration: Demonstrate or have an athlete demonstrate proper technique.

Practice: Have athletes practice the skill.

-In pairs 5m apart, 1 player passes the ball using proper passing technique to his/her partner who moves towards the ball and traps it with the inside of the foot

-The receiver now passes the ball for their partner to trap

-Repeat 10 times then switch feet

→*Teaching tip: Strike through the centre of the ball.*

Coaching Point

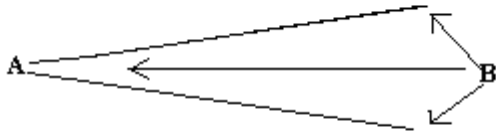
Praise effort and the process of the task, not the outcome

(Farres, 2009)

Activity:

Diamond Drill

- Players face each other 3-5 metres apart
- Player A passes the ball to either side of Player B
- Player B move to the oncoming ball, traps it, and returns it with the inside of foot pass.
- Once Player B has completes 5 successful traps/passes on each side have partners switch roles



Fitness (12 minutes)

Ball 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 with a ball each
- On 'Go' sprint carrying the ball to the first cone and put the ball on the ground and return to the start line
- Now run to towards the second cone, picking up the ball at the first cone and carrying it to the second cone
- Leave the ball and return to the start line
- Repeat this sequence, going to each cone, picking up and moving the ball location and returning to the start line
- On the final time through the course run to the 5th cone, pick up the ball and sprint back to the start line
- Repeat this exercise 3 times, resting between repetitions

*If the group is too large, divide the group into heats

Games (15 minutes)

Passing Keep-Away

- Using cones make a grid large enough for a scrimmage

- Divide group into even teams and give the players different coloured pinnies to wear
- Players stand in the grid
- On 'Go' players try to keep the ball away from the other team using passing and trapping skills
- Put limits on how many touches each player can have on the ball
 - *the number of ball touches needed will depend on the ability of the players
- Count 1 point for every 5 successful passes between teammates
- The team without the ball tries to get the ball away from the opposition and if successful becomes the offensive team, trying to string passes together
- The team with the most points at the end of 15 minutes wins

*Play using soccer rules. For example: no hand balls, out of bounds, no penalties. If an infraction occurs award the ball to the opposition and restart the play.

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.47

Modifications

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

- Decreasing the size of a grid and/or goals
- Using smaller and/or softer balls
- 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

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 (Gatorade, Juice, Pop or Water)?

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

What is a good way to stay hydrated during exercise?

Answer:

- Fill your water bottle before practice
- Drink between drills
- Do not drink your whole bottle at once
- Try to drink one bottle of water during the hour after practice
- If you do need something sugary after exercising try a piece of fruit or an exercise drink as they have less calories.

NOTES

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

LESSON 3

Skills:

- Jogging
- Sprinting
- Passing
- Trapping

Equipment:

- Soccer balls
- 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)

Partner Twists

- Divide the group into pairs, one ball per pair
- Partners stand back to back, legs astride
- One person holds the ball with two hands in front of the body, then turns to the side by turning the trunk
- Partner also turns to the same side and takes the ball from partner
- Both people then turn to the other side and repeat the passing/taking sequence

Toe Touch → Star Jumps

- Stand feet shoulder width apart, arms relaxed at sides
- Bend down reaching in front with arms to touch toes
- Stand back up quickly and jump, reaching arms overhead
- Repeat sequence 15 times

2. Stretching (5 minutes)

*See Stretching Guide p.47

Motor Skills (15 minutes)

1. Instep Trapping

Introduction: Review trapping technique.

- Move into position directly facing the oncoming ball with the non-trapping foot facing the ball, keeping eyes on the ball
- Place weight on non-trapping foot
- Bend the trapping leg and point the knee and toe outwards
- Move the foot toward the oncoming ball
- As the ball contacts the inside of the foot, just ahead of the non-trapping foot, move the foot back slightly to cushion the ball

Demonstration: Demonstrate or have an athlete demonstrate proper technique.

Practice: Have athletes practice the skill.

- Divide the group into pairs, with one ball per pair
- Partners stand 10m apart
- Roll the ball to partner and s/he traps the ball, then picks up the ball and serves it to partner to repeat the sequence
- Repeat 10 times and switch roles

→Teaching tip: Watch the ball hit foot.

2. Passing

Introduction: Review passing technique.

- Look at target, then at ball
- Place inside of non-kicking foot beside ball, pointing towards the target
- Turn toe and knee of kicking foot outward so that the entire inside of the foot is facing the ball
- Swing kicking leg back with the knee slightly bent, then swing leg forward and strike ball just above the centre with the inside of the foot
- Follow through with the leg ensuring the knee is now pointed at the target

Demonstration: Demonstrate or have an athlete demonstrate proper technique.

Practice: Have athletes practice the skill.

- Divide the group into pairs, with one ball per pair
- Partners stand 10m apart
- Roll the ball to partner and s/he passes ball back
- Repeat 10 times and switch roles

→Teaching tip: Follow through with knee facing the target.

Coaching Point

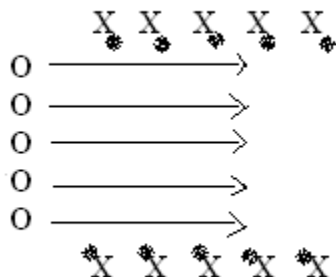
Use key words that athletes can focus on when describing a skill to help in execution/process

(Farres, 2009)

Activity:

Gauntlet

- Divide the team into three groups
- Using cones mark a start and end line 10m apart
- Two teams stand 3-5 metres apart between the start and end line, forming two walls of the gauntlet, each person has a ball
- The third team stands at the beginning of the 'gauntlet'
- On 'Go' the players without the balls try to run to the end of the gauntlet without being tagged by the players with the ball
- Players on the outside must use proper passing technique to try and tag the feet of the runners
- If a player is tagged, they grab a ball and join the wall!
- If a runner gets through the gauntlet, they try again starting from the opposite end
- Repeat the sequence until all the runners are out, then switch the teams
- Play until everyone has had a turn at running the gauntlet



*Emphasize safety: passes should be on the ground.

Sport Skills (20 minutes)

1. Passing and Trapping

Introduction: Review how to move, trap and pass.

- Move toward oncoming ball
- Trap the ball using instep of the foot, allowing the ball to come to rest approximately one step forward from the body and slightly off to one side
- Take a step forward and pass the ball using proper technique

Demonstration: Demonstrate or have an athlete demonstrate proper technique.

Practice: Have athletes practice the skill.

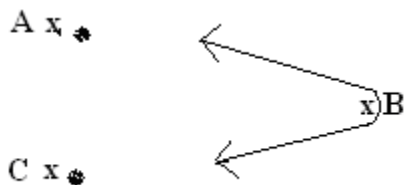
- Divide the group into pairs, one ball per pair
- Partners stand 10-15m apart
- Pass ball back and forth moving to the ball to trap it
- Pass ball to partner and take a few steps backwards
- Repeat sequence until players are comfortable performing the skill

→Teaching tip: Keep head down and steady to watch the ball.

Activity:

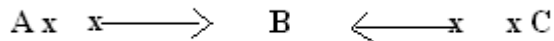
Around the Cone Passing

- Using 3 cones, make triangle with two long sides and one short
- Divide group into groups of three, two balls per group
- Each player stands on a different cone, the balls are with the players at the base of the triangle
- On 'Go' Player A passes the ball to Player B who moves towards the ball, traps it and passes it back to A
- After passing Player B turns and runs around cone towards Player C who passes the ball
- Player B completes 2 successful passes on each side and then the players switch role
- Repeat until each person has completed the passing role



Five Hole Passing

- Divide players into groups of 3's, one ball per group
- Place two cones 5m apart, then a cone 1m inside each outside cone
- Player A and C stand on the outside cones (5m) and B stands in the middle of the other two players with legs astride
- Player A tries to pass through Player B's legs to Player C
- After the pass Player A backs up to the cone and awaits the return pass
- Player C moves to inside cone and traps the ball and tries to pass through Player B's legs back to player A
- The sequence is repeated for 6 passes, then the players switch roles



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

Squats

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

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

Alternate Toe Touches

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

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

Games (15 minutes)

Defenders in the middle

- Using cones, make a grid big enough for a scrimmage
- Make 3 people defenders and have them put on pinnies
- Offense tries to keep the ball away from the 3 defenders by passing to their teammates
- Defenders try to interrupt offense
- Attackers get 1 point for 5 successful passes (call them out!)
- Defenders get 1 point for interrupting attackers' play
- Players switch roles every 1-2 minutes

*Play using soccer rules. For example: no hand balls, out of bounds, no penalties. If an infraction occurs stop the game, state the error and restart the play.

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

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

2. Stretching (5 *minutes*)

*See Stretching Guide p.47

Modifications

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

- Decreasing the size of a grid and/or goals
- Using smaller and/or softer balls
- 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

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

Skills:

- Jogging
- Passing
- Trapping
- Backpedalling
- Changing Direction

Equipment:

- Soccer balls
- 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, changing pace and directions

2. Stretching (5 minutes)

*See Stretching Guide p.47

Motor Skills (15 minutes)

1. Passing

Introduction:

Review passing technique.

- Look at target, then at ball
- Place inside of non-kicking foot beside ball, pointing towards the target
- Turn toe and knee of kicking foot outward so that the entire inside of the foot is facing the ball

- Swing kicking leg back with the knee slightly bent, then swing leg forward and strike ball just above the centre with the inside of the foot
- Follow through with the leg ensuring the knee is now pointed at the target

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

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

- Divide the group into pairs, with one ball per pair
- Partners stand 10m apart
- Pass the ball to partner and s/he passes ball back
- Repeat 10 times

→*Teaching tip: Follow through in the direction of the target.*

2. Trapping with Instep

Introduction: **Review trapping technique.**

- Move into position directly facing the oncoming ball with the non-trapping foot facing the ball, keeping eyes on the ball
- Place weight on non-trapping foot
- Bend the trapping leg and point the knee and toe outwards
- Move the foot toward the oncoming ball
- As the ball contacts the inside of the foot, just ahead of the non-trapping foot, move the foot back slightly to cushion the ball

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

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

- Divide the group into pairs, with one ball per pair
- Partners stand 10m apart
- Roll the ball to partner and s/he traps the ball, then picks up the ball and serves it to partner to repeat the sequence
- Repeat 10 times and switch roles

→*Teaching tip: Watch the ball hit foot.*

3. Backpedalling

Introduction: Explain back pedaling technique.

- Start from a tall standing position
- Bend forward slightly at the waist, feet are no wider than the hips
- Hips and shoulders remain parallel to the intended direction of the run
- Extend one leg back taking a short step, land on ball of foot and lower foot without touching the heel down
- Now drive front leg back, again landing on ball of foot
 - both legs will stay slightly flexed throughout the run
- Steps are small and choppy compared to a forward run
- Repeat this sequence while swinging arms
- Arms should be bent at 90 degrees, close to the body and move in opposition to the legs

Demonstration: Demonstrate or have an athlete demonstrate proper technique.

Practice: Have athletes practice the skill.

-Using cones mark a start and end line, players spread out along start line facing backwards

-On 'Go' backpedal to end line then jog back to the start

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

→ *Teaching tip: Keep weight centred over balls of feet.*

Activity:

Backpedal Passer

-Using cones mark start and end line 30m apart

-Divide the group into pairs, one ball per pair

-Both players begin at start line, but one is the passer and one is the receiver

-On 'Go' Receiver backpedals 5-10m then receives a ball from the passer

-Receiver traps the ball and backpedals another 5-10m

-Passer jogs to the stopped ball and passes it again to the Receiver

-Repeat the activity until pair reaches the end line, then switch roles and return to the start

-Repeat until each person has been Passer and Receiver twice

Sport Skills (20 minutes)

1. Changing Directions

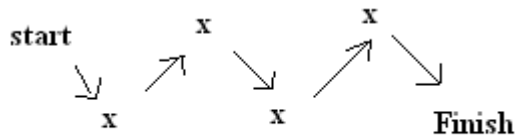
Introduction: Explain how to change directions while running.

- From a run, slow down, lower hips and lean backwards slightly
- Plant foot opposite to the intended direction of travel
- Step in the intended direction with the other foot
- Push off planted foot in the new direction

Demonstration: Demonstrate or have an athlete demonstrate proper technique.

Practice: Have athletes practice the skill.

- Using 6 cones mark a start line and end line 10m apart, with 4 cones in the middle placed 2m apart in a zig-zag pattern
- Athletes line up behind start cone
- On 'Go' the first player in line sprints to the first cone, changes direction, runs to the second cone, and so on until s/he reaches the finish line
- After reaching the last cone backpedal back to the start and go to the end of the line
- Repeat until players feel comfortable performing the skill



→ *Teaching tip: Staying low helps to maintain balance and keep body moving forward.*

Coaching Point

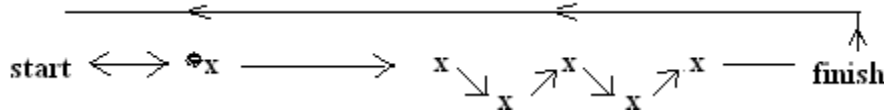
Acknowledge & celebrate athlete achievements and reached goals.

(Storm, 2002)

Activity:

Obstacle Race

- Using cones set up an obstacle course
- Use the first and last cones as start and end lines, then use the remaining cones to designate passing, sprinting and zig-zag tasks
- Divide group into equal teams and have one course per team and one ball per team
- On 'Go' the first person in line backpedals to the first cone and receives a pass from the next person in line, the player traps the ball and passes it back to their teammate, turns and sprints to the next cone where s/he will run a change of direction pattern, then sprints to the end line and all the way back to the start line
- The racer tags the next person in line and they begin the course
- After the tag the racer sits down at the end of the line and waits for everyone to complete the course
- The first team to complete the race and be sitting down wins!



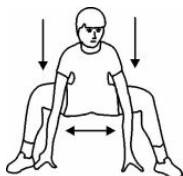
Fitness (12 minutes)

Partner Sits

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

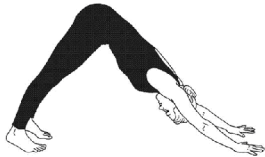
Frog Stretch

- 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)

Passing Scrimmage

- Using cones make a grid large enough for a scrimmage
- Divide group into two teams using different coloured pinnies
- Teams stand on their sides of the grid facing each other to start
- Have one teammate from each team stand just outside the opposite team's end line
- Each team tries to pass the ball to this teammate to score a point
- Set a limit on the number of touches each player is allowed to encourage passing
- Switch the end line player every couple of minutes
- The team with the highest number of points at the end of 15 minutes wins!

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*)

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.47

Modifications

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

- Decreasing the size of a grid and/or goals
- Using smaller and/or softer balls
- 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

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:

- Jogging
- Sprinting
- Kicking
- Shooting

Equipment:

- Soccer balls
- 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.47

Motor Skills (15 minutes)

1. Kicking

Introduction: Review key points about how to kick a lofted ball.

- Start at a slight angle behind the ball

- Place inside of non-kicking foot beside but slightly behind the ball
- Swing bent kicking leg back then forward contacting the underside of the ball with the front part of laces or inside of big toe
- Follow through with kick in the direction of the target and lean back

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

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

- Using cones as markers, place targets around practice area
- Athletes line up along a start line with a ball each
- Using a lofted kick, kick the ball towards the target cones, then jog to the cone and kick the ball to the next target
- Repeat until the players are comfortable with the skill

→ *Teaching tip: Look at the target first, then the ball, keeping eyes down until after the kick is completed.*

Coaching Point

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

(Special Olympics International)

2. Shooting

Introduction: **Explain shooting technique.**

- Stand at a slight angle behind the ball
- Look first at the target then back down at the ball
- Step forward placing inside of non-kicking leg beside the ball, toes pointed at the target
- Place weight on slightly bent non-kicking leg and lean slightly over the ball
- Swing back kicking leg, knee slightly bent-striking foot should be rigid with toes pointed down
- Contact the ball just above centre with top of foot (shoelaces) by swinging kicking leg forward from the hip and straightening knee
- Follow through in the direction of the desired target, ensuring toes stay pointed down
- Land on kicking foot

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

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

- Athletes spread out along a line with a ball each
- On 'Go' shoot the ball into the practice area
- Repeat this sequence until the athletes are comfortable performing the skill

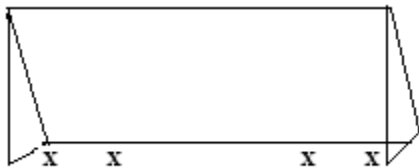
→ *Teaching tip: Emphasize keeping knee over toes and head over knees.*

Activity:

Shots on net

- Using an existing goal or using cones to make a goal similar in size to a real soccer goal
- Athletes line up 10-15m from the goal and take turns shooting on net

*As the players improve, use cones to make smaller goals of target in the net to shoot at. Place these targets in the corners of the net.



Sport Skills (20 minutes)

1. Running and Kicking

Introduction: **Explain how to run and shoot the ball.**

- Approach the ball at a run on a slight angle
- Adjust stride pace and length so that the non-kicking foot plants beside the ball before kicking
- Bend non-kicking leg and centre weight over the ball of the foot to stop the body's forward motion
- Allow opposite arm to swing backwards and turn the torso away from the ball
- Swing kicking back, then drive it forward striking the underside of the ball with the front part of laces or inside of big toe

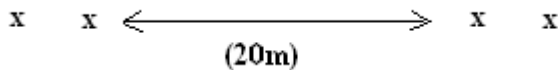
- Follow through with kick in the direction of the target as you straighten leg and lean back keeping weight on front leg

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

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

- Start by kicking a lofted ball into the practice area
- Run after the ball and kick it again
- Use the whole practice area
- Repeat until players are comfortable performing the skill

→Teaching tip: *Ensure non-kicking foot is planting beside the ball.*



2. Running and Shooting

Introduction: **Explain how to run and shoot the ball.**

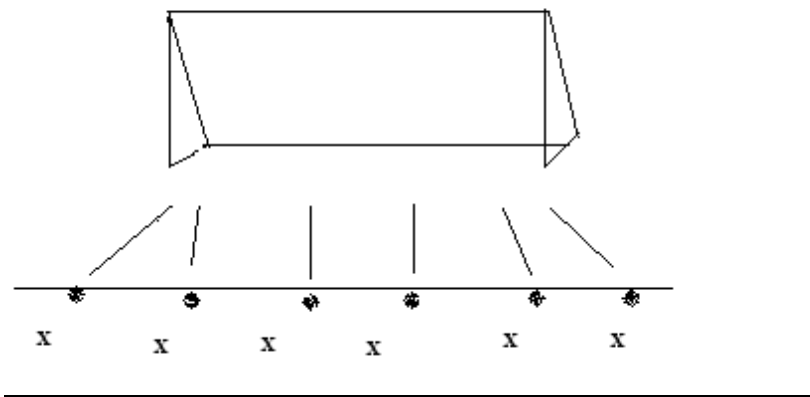
- Approach the ball at a run on a slight angle
- Adjust stride pace and length so that the non-kicking foot plants beside the ball before kicking
- Bend non-kicking leg and centre weight over the ball of the foot to stop the body's forward motion
- Allow opposite arm to swing backwards and turn the torso away from the ball
- Swing kicking leg back and drive it forward striking the ball just above centre with top of foot (shoelaces)
- Follow through in the direction of the desired target, ensuring toes stay pointed down
- Land on kicking foot

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

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

- Using an existing goal or using cones to make a goal similar in size to a real soccer goal
- Athletes line up along and leave ball at 10-15m , back up 5m
- One at a time run at the ball and shoot it at the net
- Repeat until the players are comfortable performing the skill

*Have the players shoot from different spots along 10-15m line



Fitness (12 minutes)

Tasks on Command - High Knees

- Set up a square grid using cones for the corners
- Have athletes stand in the grid
- On 'Go' jog on the spot
- Leader will call out tasks to be completed by athletes

- Tasks:
- Jog (slowly jog on the spot)
 - Knees (continue jog but raise knees up towards chest)
 - Sprint (sprint to a cone and go back to jogging on the spot)
 - Fast knees (sprint on the spot but raise knees up towards chest)

- Do the activity for 5 minutes then rest and repeat

Over and Unders

- Divide the group into pairs
- Partners stand back to back in straddle position with one person holding the ball
- Reach up and pass the ball overhead to your partner
- Bend down and pass the ball to partner through the legs
- Repeat 5 times and change direction of the pass

One Legged Balancing

- Stand on one foot with the other leg wrapped behind it
- Hold arms out to the side for balance
- Slowly kneel down and then back up
- Repeat 5 times then switch legs

Games (15 minutes)

World Cup

- Using cones, mark a rectangle grid 16m x 40m or use the 18 yard box
- Use the existing soccer goal or make one out of cones
- Divide the team into pairs, each pair picks a country that they will represent
- All the balls are on the outside of the grid
- Leader throws or kicks a ball into the grid
- Each pair acts as a team trying to get the ball and shoot it in the net
- The team that scores shouts their country's name, steps out of the grid and moves on to the next round
- The process continues until all but one team has scored, this team is now out and will help the leader collect balls that leave the grid
- If the ball is scored, goes out of bounds or a penalty occurs the play is dead and the leader puts a new ball into play
- Each round one group is eliminated from the game until there are two teams left
- The first team to score in this final round is the World Cup winner!

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

2. Stretching (5 minutes)

*See Stretching Guide p.47

Modifications

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

- Decreasing the size of a grid and/or goals
- Using smaller and/or softer balls
- 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

Nutrition (10 minutes)

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

Answer:

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

2. What are some consequences of skipping breakfast?

Answer:

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

Why is being underweight unhealthy?

Answer: Without the vitamins and nutrients that come from eating a balanced diet from all the food groups, you can become very sick. Your bones may become fragile, you 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
- Shooting
- Dribbling

Equipment:

- Soccer balls
- 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)

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.47

Motor Skills (15 minutes)

1. Shooting

Introduction: Review key shooting points.

- Approach the ball at a slight angle
- Plant non-kicking foot beside ball, transferring body weight to this leg
- Swing kicking leg back and drive it forward contacting the ball just above centre with top of foot (shoelaces)
- Follow through in the direction of the desired target, ensuring toes stay pointed down
- Land on kicking foot

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

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

- Using an existing goal or using cones to make a goal similar in size to a real soccer goal
- Athletes line up 10-15m from the goal and take turns shooting on net
- After each shot have the players back up 1m and shoot the ball
- Repeat until players are comfortable performing the skill

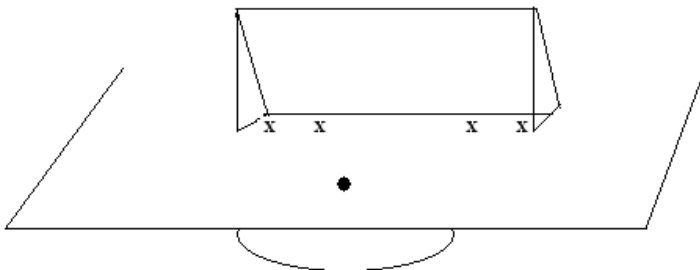
→ *Teaching tip: Power comes from the pace and strength of the kicking swing, but also from the torso rotation.*

Activity:

Shoot Off

- Using an existing goal or using cones to make a goal similar in size to a real soccer goal
- Inside the big goal use cones to make two mini-goals on either side of the net
- Divide the group into two even teams
- In turns a player from each team will take a penalty shot (10yards from centre of goal line) trying to score on the mini goals
- First team to 5 wins!

*As the players improve, use cones to make smaller goals of target in the net to shoot at. Place these targets in the corners of the net.



Sport Skills (20 minutes)

1. Open Field Dribbling

Introduction: Explain open dribbling technique.

- Take natural running strides in a straight line
- Push ball no more than a metre ahead with the instep or outside of the foot while running
- Alternate feet
- Keep head up

Demonstration: Demonstrate or have an athlete demonstrate proper technique.

Practice: Have athletes practice the skill.

-Using cones mark a start and end line 25-30m apart

-Athletes stand behind start line with a ball each

-On 'Go' dribble the ball to the end line and back

-Repeat 5 times

-1st: both feet

-2nd: inside of right foot

-3rd: outside of right foot

-4th: inside of left foot

-5th: outside of right foot

→*Teaching tip: Ball should be pushed far enough ahead to allow for a normal run but not so far that it is out of the player's control.*

Coaching Point

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

(Special Olympics International)

Activity:

Dribbling Relay

-Divide group into even teams, a ball per team

-Using cones mark a start and end line 20m apart.

- Players line up behind the start cone
- On 'Go' the first person in each team dribbles around the cones making their way to the end line
- At the end turn and dribble back to the start, leaving the ball with the next person in line to complete their leg of the race
- After each turn go to the back of the line
- When the whole team has gone sit down in a line , shout 'Done'!

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)

Number Game

- Using cones make a grid large enough to play a scrimmage in. Using cones make a goal at each end large enough for all the members of one team to stand in with a little extra space at the ends
- Divide the group into two teams giving each a different coloured pinnie
- Give each person on the team a number, so that each team will have the same numbers (ie. Team A -1, 2, 3 & Team B – 1, 2, 3)
- The leader will call out a number and roll a ball into the middle of the grid
- The two people from each team with that number will race to ball and now it is game
- The object of the game is to score on the other teams goal
- The teammates not involved in the game act at the goalies, but cannot use their hands
- If the ball is scored or goes out of bounds the play is over and the two players return to their net

*Leaders can all out multiple numbers at once or can even call the same pair again if their turn ended abruptly.

Inclusion Note

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

(BC Soccer Association. 2004)

Cool Down (10 minutes)

1. Cool down (5 minutes)

Jogging

- 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.47

Modifications

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

- Decreasing the size of a grid and/or goals
- Using smaller and/or softer balls
- 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

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:

- Sprinting
- Juggling
- Dribbling

Equipment:

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

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Warm-Up (10 minutes)

1. Warm-Up (5 minutes)

Walking Soccer

- Using cones mark a grid large enough for a small scrimmage and two small goals, one at each end line
- Divide the group into two teams, assigning different coloured to each
- Play a game of *walking* soccer and try to score on the oppositions net

*Emphasize that this is a *walking* game.

2. Stretching (5 minutes)

*See Stretching Guide p.47

Motor Skills (15 minutes)

1. Sprinting

Introduction: Review sprinting key points.

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

2. Juggling

*Used to help develop good first touch on the ball

Introduction Explain juggling technique.

- The instep, top, bottom and outside of the foot can be used
- Stand tall, feet shoulder width apart
- Balance is important, keep core and stability muscles engaged
- Hold ball with two hands in front of the body, arms straight

- Drop the ball from hands onto foot, keeping arms outstretched
- Raise kicking leg from the hip with knee slightly bent, keeping ankle flexed up
- Meet the ball with top of the foot, *gently* kicking it straight back up into arms
-Use controlled movements with feet to contact the ball

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

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

- Each player has a ball
- Spread out in practice area
- Drop ball onto foot and kick it back up to waiting hands
- Repeat this sequence until the athletes are comfortable performing the skill

*If players are having difficulty with the skill, allow the ball to bounce before kicking the ball back up to hands.

→ *Teaching tip: The angle of the foot should place a back spin on the ball.*

Activity:

Keep ups

- Each player has a ball
- Spread out in practice area
- With the ball in hands, drop it onto foot and kick it back up but do not catch it. Allow the ball to fall back down onto foot and kick it up again (juggling)
- See how many times the ball can be juggled in a row
- If the ball drops, start again

Sport Skills (20 minutes)

1. Close Dribbling

Introduction: **Explain dribbling technique.**

- Take short controlled strides
- Using instep, outside and top of feet to tap the ball forward
- Inside of non kicking foot is placed beside ball at time of contact
- Try to look up, not at the ball

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' dribble the ball to the end line and back
- Repeat 5 times
 - 1st: both feet
 - 2nd: inside of right foot
 - 3rd: outside of right foot
 - 4th: inside of left foot
 - 5th: outside of right foot

→*Teaching tip: Keep head and try not to look down at the ball.*

Coaching Point

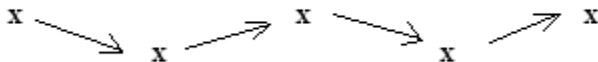
When giving instruction make eye contact with the athletes speak simply and clearly.

(Special Olympics International)

Activity:

Zig-Zag relay Race

- Divide group into even teams, a ball per team
- Using cones mark a start and turn around line. Between the start and turn around point, set up cones that the athletes must weave around
- Players line up behind the start cone
- On 'Go' the first person in each team dribbles around the cones making their way to the end line
- At the end line pick up the ball and sprint to the start handing the ball the next teammate in line.
- After each turn go to the back of the line
- When the whole team has gone sit down in a line , shout 'Done'!



Fitness (12 minutes)

Dribbling 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' sprint and dribble to the first cone, leave the ball and backpedal to the start line
- Sprint to the first cone and get ball
- Sprint and dribble to the 2nd cone
- Repeat this sequence, dribbling and leaving the ball at each cone
- On the 5th cone, do not leave the ball, dribble it back to the start
- Rest and Repeat 4 times

Games (15 minutes)

Scrimmage

- Using cones, mark a grid large enough for a scrimmage
- Divide the group into teams and assign them different coloured pinnies
- Play a regular soccer game, except that there are no goals
- In order to score a player must dribble across the opposition's end line
- If the ball is scored, goes out of bounds or a foul is committed, restart the play with a kick-in

Inclusion Note

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

(Fenton, Frisby & Luke, 1999)

Cool Down (10 *minutes*)

1. Cool Down (5 *minutes*)

Jogging

- Slowly jog around the 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.47

Modifications

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

- Decreasing the size of a grid and/or goals
- Using smaller and/or softer balls
- 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

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

Skills:

- Chesting
- Trapping with thigh
- Passing
-

Equipment:

- Soccer balls
- 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)

Circle Kick-Out

- Using cones mark a circle grid large enough for a small scrimmage
- Each player has a ball
- On 'Go' dribble around the circle
- On 'Game On' keep dribbling but now also try to kick other players' balls out of the circle
- Players whose balls have been kicked outside the circle are out
- The last player with a ball is the winner!

**Players should not be standing still but continuously moving, either dribbling or kicking balls out.*

2. Stretching (5 minutes)

**See Stretching Guide p.47*

Motor Skills (15 minutes)

Introduction: **Review passing technique.**

- Look at target, then at ball
- Place inside of non-kicking foot beside ball, pointing towards the target
- Turn toe and knee of kicking foot outward so that the entire inside of the foot is facing the ball
- Swing kicking leg back with the knee slightly bent, then swing leg forward and strike ball just above the centre with the inside of the foot
- Follow through with the leg ensuring the knee is now pointed at the target

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

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

- Divide the group into pairs, with one ball per pair
- Partners stand 10m apart
- Pass the ball to partner and s/he passes ball back
- Repeat 10 times

→*Teaching tip: Passes should travel along the ground.*

2. Chesting

*This skill is used by both males and females.

Introduction: **Explain chesting technique.**

- Move body directly into ball's path
- Keep eyes on ball
- Raise arms up so that hands are shoulder height, out to the side, with elbow pointed inwards. They will help guide body position and balance
- Knees should be bent slightly and legs shoulder width apart, with one foot slightly in front of the other
- Lean backwards opening up chest, chin tucked in
- Allow ball to contact chest
- Upon contact round shoulders forward to collapse the chest and cushion the ball
- Lean forward slightly to drop ball to ground

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

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

- Each player has a ball
- Spread out in practice area
- Throw ball straight up, no higher than 1 metre
- Control the ball with the chest allowing the ball to fall to the ground
- Repeat this sequence until players are comfortable performing the skill

→ *Teaching tip: Keep arms back to avoid an inadvertent hand ball.*

Coaching Point

Always ask permission before you touch an athlete.

(SOBC)

3. Trapping with Thigh

Introduction: **Explain trapping the ball with the thigh.**

- Move body directly into the ball's path
- Keep eyes on the ball
- Place weight on non-trapping leg and bend knee slightly
- Lift trapping leg to 90 degrees, while raising bend arms above waist height for balance
- Allow ball to contact raised thigh between hip and knee
- Upon contact, drop leg down slightly behind the body while straighten the knee to cushion ball and allow it to fall to the ground

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

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

- Each player has a ball
- Spread out in practice area
- Holding ball with two hands at shoulder height, drop the ball onto the thigh
- Control the ball with the thigh allowing the ball to fall to the ground
- Repeat this sequence until players are comfortable performing the skill

→Teaching tip: Watch the ball hit the thigh.

Activity:

Trapping with the body

- Divide the group into pairs, one ball per pair
- Partners stand 1-2 metres apart
- Player A tosses the ball with a two-hand lob pass to Player B at either chest or thigh height
- Player B controls the ball with chest or thigh, then picks up the ball and the players switch roles
- Repeat activity 5 times each player

Sport Skills (20 minutes)

1. Trapping with Chest and Passing

Introduction: Explain trapping with the chest, then passing.

- Move body directly into ball's path
- Allow ball to contact chest, then lean forward slightly to drop ball to ground
- The ball should fall approximately one step away from the body
- Step forward with non-kicking foot placing it beside ball, pointing towards the target
- Turn toe and knee of kicking foot outward so that the entire inside of the foot is facing the ball
- Pass ball and follow through with leg

Demonstration: Demonstrate or have an athlete demonstrate proper technique.

Practice: Have athletes practice the skill.

- Divide the group into pairs, one ball per pair
- Partners stand 1-2 metres apart
- Player A tosses the ball with a two-hand lob pass to Player B at either chest or thigh height
- Player B controls the ball with chest or thigh and passes it back to Player A
- Repeat 5 times then switch roles

→Teaching tip: Keep chin tucked in.

2. Trapping with Thigh and Passing

Introduction: Explain trapping with the chest, then passing.

- Move body directly into the ball's path
- Allow ball to contact raised thigh between hip and knee
- Upon contact, drop leg down slightly behind the body while straighten the knee to cushion ball and allow it to fall to the ground
- The ball should fall approximately one step away from the body
- Step forward with non-kicking foot placing it beside ball, pointing towards the target
- Turn toe and knee of kicking foot outward so that the entire inside of the foot is facing the ball
- Pass ball and follow through with leg

Demonstration: Demonstrate or have an athlete demonstrate proper technique.

Practice: Have athletes practice the skill.

- Divide the group into pairs, one ball per pair
- Partners stand 1-2 metres apart
- Player A tosses the ball with a two-hand lob pass to Player B at either chest or thigh height
- Player B controls the ball with chest or thigh and passes it back to Player A
- Repeat 5 times then switch roles

→Teaching tip: Relax body chest or thigh when contacting the ball to help cushion it.

Activity:

Backpedal Trapper

- Using cones mark start and end line 30m apart
- Divide the group into pairs, one ball per pair
- Both players begin at start line, but one is the passer and one is the receiver
- On 'Go' Receiver backpedals 5-10m then Passer tosses an underhand pass to the Receiver
- Receiver traps the ball with chest or thigh and passes it back to the Passer and backpedals another 5-10m
- Passer traps the ball with foot, then picks up the ball and jogs to within 5-10m forward and repeats the sequence again
- Repeat the activity until pair reaches the end line, then switch roles and return to the start
- Repeat until each person has been Passer and Receiver twice

Fitness (12 minutes)

Out and Backs

- Place 3 cones in a line 10m apart, use one set per group
- Divide the group into pairs, one ball per pair
- Player A stands on the first cone with the ball, Player B begins on the last cone
- On 'Go' Player B sprints to the middle cone and receives an underhand tossed ball from Player A
- Player B traps the ball with foot, thigh or chest, passes the ball back to Player A, then turns and sprints around the last cone and back to the middle cone to receive the next pass
- Repeat the sequence for 1 minute then switch roles
- Repeat 6 times per person

Games (15 minutes)

Number Game

- Using cones make a grid large enough to play a scrimmage in. Using cones make a goal at each end large enough for all the members of one team to stand in with a little extra space at the ends
- Divide the group into two teams giving each a different coloured pinnie
- Give each person on the team a number, so that each team will have the same numbers (ie. Team A -1, 2, 3 & Team B – 1, 2, 3)
- The leader will call out a number and throw a ball into the middle of the grid
- The two people from each team with that number will race to ball and now it is game
- The object of the game is to score on the other teams goal
- The teammates not involved in the game act as the goalies, but cannot use their hands
- If the ball is scored or goes out of bounds the play is over and the two players return to their net

*Leaders can call out multiple numbers at once or can even call the same pair again if their turn ended abruptly.

→*Teaching Tip: Use chest and thigh trapping skills to bring the ball down, rather than waiting for it to come to rest on the pitch.*

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

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

2. Stretching (5 minutes)

*See Stretching Guide p.47

Modifications

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

- Decreasing the size of a grid and/or goals
- Using smaller and/or softer balls
- 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

Nutrition (10 minutes)

Eating healthy when you are out can be challenging.

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

Answer:

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

NOTES

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

LESSON 9

Skills:

- Jumping
- Heading
- Jogging
- Sprinting

Equipment:

- Soccer balls
- 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
- each player has a ball in the grid
- On 'Go' start dribbling the ball with both feet in any direction all around grid
- Leader will call out tasks to be complete by athletes.
- Complete the task and return to dribbling

- Tasks:
 - Fast (take 5 fast dribbles in any direction)
 - Trade (trade balls with another player)
 - Stop (wedge trap the ball)
 - Jump (jump)

2. Stretching (5 minutes)

*See Stretching Guide p.47

Motor Skills (15 minutes)

1. Jumping

Introduction: Explain jumping technique.

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

Demonstration: Demonstrate or have an athlete demonstrate proper technique.

Practice: Have athletes practice the skill.

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

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

2. Heading

Introduction: Explain heading technique.

- Watch ball, teeth closed (not clenched)
- Keep neck strong
- Bend knees
- Contact ball on forehead
- Thrust head and trunk in the direction that you want to send the ball

Demonstration: Demonstrate or have an athlete demonstrate proper technique.

Practice: Have athletes practice the skill.

1st:

- Divide the group into pairs, one ball per pair
- Partner stand 2-3m apart
- Player holds ball at forehead height in front of him/herself
- Head the ball out of hands to partner
- Partner catches the ball and repeats themselves
- Repeat this sequence until players are comfortable performing the skill

2nd:

- Each player has a ball
- Spread out in practice area
- Throw ball straight up, no higher than 1 metre
- Head the ball straight up then catch it
- Repeat this sequence until players are comfortable performing the skill

*As players become comfortable with skill, omit the catch and have players attempt to head the ball continuously, counting how many time they can head consecutively.

→*Teaching tip: Keep eyes open and mouth closed.*

Coaching Point

Avoid talking too much. Athletes learn by doing

(Special Olympics Canada & Coaching Association of Canada)

Activity:

Heading Race

- Using cones mark a start and end line 15m apart
- Divide the group into equal teams
- Players stand behind start cone
- On 'Go' first person in line heads to themselves consecutively while moving forward towards the end line
 - if the ball drops, toss it up and start again from where the ball dropped
- At the end line catch the ball, print back to the start line and tag the next person in line
- Repeat this sequence for each player
- The first team done wins!

Sport Skills (20 minutes)

1. Jumping and Heading

Introduction: Explain jumping header technique.

- Move body directly into the ball's path
- Swing arms and jump into the air
- With teeth closed, eyes open and neck strong, contact the ball with middle of forehead
- Thrust head and trunk in the direction that you want to send the ball

Demonstration: Demonstrate or have an athlete demonstrate proper technique.

Practice: Have athletes practice the skill.

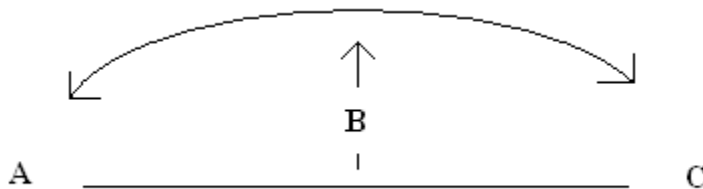
- Divide the group into pairs, one ball per pair
- Partners stand 1-2 metres apart
- Player A two hand tosses the ball Player B higher than the their partner's height
- Player B heads the ball back to Player A at waist height
- Repeat activity 5 times each player

→*Teaching tip: Arch back slightly when jumping, then thrust body forward on contact.*

Activity:

Heading Keep Away

- Divide the group into 3's
- Partners stand 2m apart
- Player A heads the ball to Player C over the head of Player B
- Player C catches the ball and heads the ball back to Player A
- Player B can intercept the ball by heading it
- Switch roles after two minutes or if the ball is intercepted

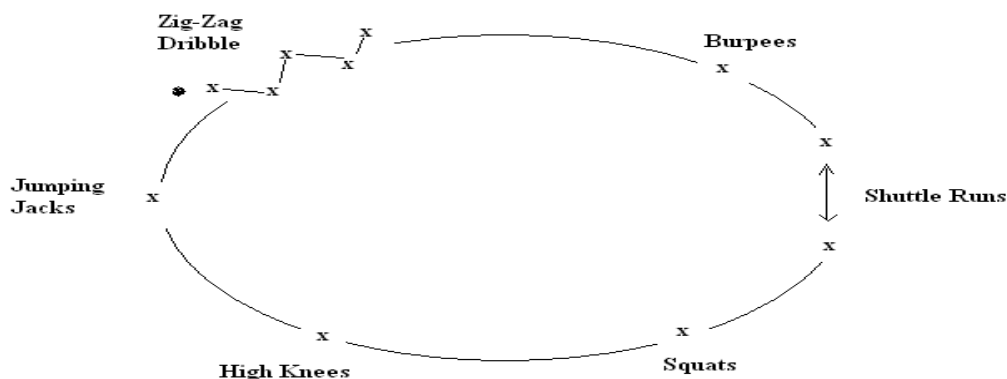


Fitness (12 minutes)

Circuit Training

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

Eg.



Games (15 minutes)

Throw-Head-Catch

- Using cones mark a grid large enough for a scrimmage
- Divide group into two teams, assigning each team a different coloured pinnie
- Teams must have a player throw the ball, another head it and another catch it in order to earn a point
- Opponents can block throws or headed balls
- If a team is unable to perform the sequence, the ball goes out of bounds or hits the ground the other team is awarded the ball to restart the game
- Keep track of points, the team with the most points wins!

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 practice 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.47

Modifications

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

- Decreasing the size of a grid and/or goals
- Using smaller and/or softer balls
- 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

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:

- Passing
- Trapping
- Throwing
- Jogging
- Sprinting

Equipment:

- Soccer balls
- 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)

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
- Repeat the sequence again

Caterpillar Walk

- Begin in a push-up position
- Walk feet toward hands
- Then walk hands away from feet
- Repeat sequence

2. Stretching (5 minutes)

*See Stretching Guide p.47

Motor Skills (15 minutes)

1. Passing

Introduction: Review passing technique.

- Look at target, then at ball
- Place inside of non-kicking foot beside ball, pointing towards the target
- Turn toe and knee of kicking foot outward so that the entire inside of the foot is facing the ball
- Swing kicking leg back with the knee slightly bent, then swing leg forward and strike ball just above the centre with the inside of the foot
- Follow through with the leg ensuring the knee is now pointed at the target

Demonstration: Demonstrate or have an athlete demonstrate proper technique.

Practice: Have athletes practice the skill.

- Divide the group into pairs, with one ball per pair
- Partners stand 10m apart
- Pass the ball to partner and s/he passes ball back
- Repeat 10 times

→*Teaching tip: Communicate... Passers call out the name of their target and Receivers call for the ball.*

2. Instep Trapping

Introduction: Review instep trapping technique.

- Move into position directly facing the oncoming ball with the non-trapping foot facing the ball, keeping eyes on the ball
- Place weight on non-trapping foot
- Bend the trapping leg and point the knee and toe outwards
- Move the foot toward the oncoming ball
- As the ball contacts the inside of the foot, just ahead of the non-trapping foot, move the foot back slightly to cushion the ball

Demonstration: Demonstrate or have an athlete demonstrate proper technique.

Practice: Have athletes practice the skill.

- Divide the group into pairs, with one ball per pair
- Partners stand 10m apart
- Roll the ball to partner and s/he traps the ball, then picks up the ball and serves it to partner to repeat the sequence
- Repeat 10 times and switch roles

→*Teaching tip: Watch the ball hit foot.*

2. Trapping with Thigh

Introduction: **Review key points of trapping with thigh.**

- Move body directly into the ball's path
- Keep eyes on the ball
- Lift trapping leg to 90 degrees and allow the ball to contact raised thigh between hip and knee
- Upon contact, drop leg down slightly behind the body while straighten the knee to cushion ball and allow it to fall to the ground

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

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

- Divide the group into pairs, one ball per pair
- Stand 5 apart
- Player A lobs a ball to Player B who controls the ball with thigh and allows it to drop to the ground
- Player B now picks up the ball and lobs it to Player A to thigh trap
- Repeat 5 times each

→*Teaching tip: Relax the leg when contacting the ball as this will help to cushion the ball.*

3. Chesting

Introduction: **Review key points of chesting.**

- Move body directly into ball's path
- Lean backwards opening up chest, chin tucked in and allow ball to contact chest

- Upon contact round shoulders forward to collapse the chest and cushion the ball
- Lean forward slightly to drop ball to ground

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

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

- Divide the group into pairs, one ball per pair
- Stand 5 apart
- Player A lobs a ball to Player B who controls the ball with chest and allows it to drop to the ground
- Player B now picks up the ball and lobs it to Player A to chest trap
- Repeat 5 times each

→ *Teaching tip: Keep arms back to avoid an inadvertent hand ball.*

Sport Skills (20 minutes)

1. Ball Control and Passing

Introduction: **Review key points of trapping and passing.**

- Move body directly into ball's path, facing the ball
- Allow ball to contact the body
- *If heading*, the ball should contact the forehead and be propelled in the direction of the intended target
- *If trapping* the ball should stop approximately one step away from the body
- Step forward with non-kicking foot placing it beside ball, pointing towards the target
- Turn toe and knee of kicking foot outward so that the entire inside of the foot is facing the ball and pass the ball following through with leg

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

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

- Divide the group into pairs, one ball per pair
- Partners stand 1-2 metres apart

- Player A tosses the ball with a two-hand lob pass to Player B to feet, thigh, chest or head of partner
- Player B heads the ball back to partner or controls the ball with foot, thigh or chest and passes it back to Player A
- Repeat 10 times then switch roles

→*Teaching tip: Watch the ball.*

2. Throw-in

Introduction: **Explain throw-in technique.**

- Grip ball with two hands, fingers spread (thumbs making a wide ‘W’)
- Face the direction of the target
- Feet are shoulder width apart with feet level or one slightly in front of the other
- Place ball behind the head by lifting arms and bending elbows
- Lean backwards and bend knees
- Keeping both feet on the ground thrust the trunk forward, straighten arms, release ball and break wrists (to propel ball forward)

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

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

- Divide the group into pairs, with one ball per pair
- Partners stand 10m apart
- Throw the ball to partner
- S/he traps the ball, then picks up the ball and serves it to partner to repeat the sequence
- Repeat 10 times each player

→*Teaching Tip: Some part of both feet must remain on the ground during the throw.*

Coaching Point

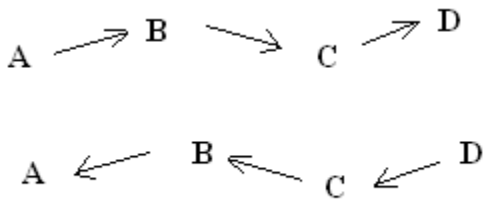
Tailor activities to an athlete’s level of motor function, not their age development level

(Special Olympics Canada & Coaching Association of Canada)

Activity:

Throw-in Relay Race

- Divide group into even teams, a ball per team
 - Using set up cones in a zig-zag pattern (one cone per player), with the first cone being the start/end cone and last cone being the turn around point
 - Players each stand a different cone
 - On 'Go' Player A throws the ball (using proper throw-in technique) to Player B at the next cone
 - Player B catches the ball, turns and throws it to Player C
 - Repeat the sequence for every player in the group
 - When the Player at the turn around cone receives the ball s/he reverses the process
- At the end line pick up the ball and sprint to the start handing the ball the next teammate in line.
- After each turn go to the back of the line
- When the whole team has gone sit down in a line , shout 'Done'!



Fitness (12 minutes)

Shuttle Lines with Ball overhead

- 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' sprint carrying ball overhead to the first cone, then return to the start line
- Repeat this sequence, going to each cone, touching the ground and returning to the start line
- Rest and repeat

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

Games (15 minutes)

Mini-Game (with throw-in restarts)

- Using cones, mark a grid large enough for a scrimmage and use cones to create goals (no goalies)
- Divide group into even teams, assigning them different coloured pinnies
- Play a mini soccer game with slight variations
- To score a goal, ball must be kicked along the ground through the goal cones
- If the ball goes out of bounds, restart the game with a throw-in
- If the ball is scored, restart the game from the goal line with a kick-in

Inclusion Note

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

(Special Olympics Canada & Coaching Association of Canada)

Cool Down (10 minutes)

1. Cool Down (5 minutes)

Run/Walk

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

2. Stretching (5 minutes)

*See Stretching Guide p.47

Modifications

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

- Decreasing the size of a grid and/or goals
- Using smaller and/or softer balls
- 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

Nutrition (10 *minutes*)

What do you think is healthier:

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

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

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

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

NOTES

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

LESSON 11

Skills:

- Catching
- Kicking
- Punting

Equipment:

- Soccer balls
- 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)

Add 'Em Up

- Using cones mark a 20m x 20m
- Divide players into even groups, each team line up behind different corner
- Place all balls/left over pinnies and some cones in the middle of the grid
- On 'Go' the first player in each team runs into the centre, grabs one item and brings it back to the corner and tags the next person in line, then goes to the back of the line
- Repeat the sequence until all the items in the middle are gone
- The team with the most objects in their corner wins!
- Players from other teams may choose to take something from another team's pile rather than opting to get an object from the middle.

2. Stretching (5 minutes)

*See Stretching Guide p.47

Motor Skills (15 minutes)

1. Shooting

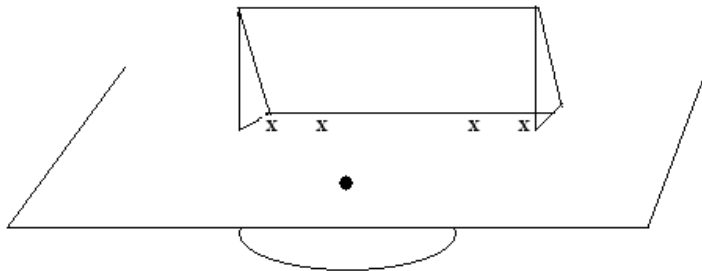
Introduction: Review shooting technique.

- Stand at a slight angle behind the ball
- Look first at the target then back down at the ball
- Step forward placing inside of non-kicking leg beside the ball, toes pointed at the target
- Swing kicking leg back then forward contacting the ball just above centre with top of foot (shoelaces)
- Follow through in the direction of the desired target, ensuring toes stay pointed down
- Land on kicking foot

Demonstration: Demonstrate or have an athlete demonstrate proper technique.

Practice: Have athletes practice the skill.

- Using an existing goal or using cones to make a goal similar in size to a real soccer goal
- In turns a player from each team will take a penalty shot (10yards from centre of goal line)
- Repeat until each player has shot 3 balls



→Teaching tip: *Emphasize accuracy over power.*

2. Goalie Catch

Introduction: Explain goalie catch technique.

- Keep eyes on the ball
- Place body into the ball's line of flight facing the ball
- Hold arms with elbows bent and palms facing up
- When contact is made squeeze ball by further bending elbows, flexing wrists and gripping with fingers, pulling it into torso
- Upon contacting the ball bend torso forward slightly to cushion ball

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

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

- Divide the group into pairs, one ball per pair
- Pairs stand 5-10m apart
- One player is the Player the other is the Goalie
- Player uses throw-in technique to throw the ball at the Goalie
- Goalie catches the ball and rolls it back to Player
- Repeat 5 times then switch roles

→*Teaching tip: Hug the ball tightly to the chest after it is caught.*

3. Ground Fielding

Introduction: **Explain ground fielding technique.**

- Keep eyes on the ball
- Move body directly in ball's path
- Keeping shoulders square to the ball, turn lower half of body sideways bending both knees
- Placing front knee on the ground behind or beside the heel of other foot
- Keep your hands in front of both knees
- Reach out for ball by straightening arms and make contact with both hands on the outer undersides of the ball
- Pull ball in towards the body by flexing wrists and bending elbows

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

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

- Divide the group into pairs, one ball per pair
- Pairs stand 5-10m apart
- One player is the Player the other is the Goalie
- Player passes the ball on the ground to the Goalie

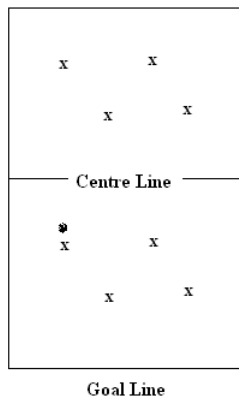
- Goalie fields the ball and rolls it back to Player
- Repeat 5 times then switch roles

→ *Teaching tip: Ensure body is directly behind the ball.*

Activity:

Goalie Game

- Using cones mark a 5m x 10m grid and a grid centre line
- Divide players into two equal groups, assigning each team a different coloured pinnie
- Each team's end line is considered the goal
- Teams must defend their goal line using any part of their body, including hands
- Players can move anywhere in their own half of the grid but not over the centre line
- After the players stop the ball they place it on the ground and shoot it at their opponent's goal line
- A goal is scored when a player shoots the ball over the opposing team's goal line



Sport Skills (20 minutes)

1. Punting

Introduction: Explain punting technique.

- Hold ball with both hands at waist level
- step forward placing weight on non-kicking leg, knee slightly bent
- Bend kicking leg slightly, swinging it back from the hip
- While swinging kicking leg forward straighten arms and drop ball into the path of kicking foot
- Keep foot rigid and contact the ball with top of foot (shoelaces)
- Follow through straightening kicking leg

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

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

- Each player has a ball
- Hold the ball with two hands, arms extended out front at waist height
- Drop the ball and kick it lightly straight up with the laces
- Catch the ball and repeat
- Repeat until players feel comfortable performing the skill

→ *Teaching tip: Keep eyes on the ball.*

Coaching Point

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

(FUNdamentals, 2008)

2. Catching and Punting

Introduction: **Explain catching and punting technique.**

- Catch or field the ball, pulling it into the chest
- Step forward placing weight on non-kicking leg
- Swing kicking leg back then forward while dropping the ball into the path of kicking foot
- Keep foot rigid and contact the ball with top of foot (shoelaces)
- Follow through straightening kicking leg

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

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

- Divide the group into pairs, one ball per pair
- Pairs stand 10m apart
- Player A throws the ball to Player B (either a lofted or ground ball)
- Player B catches or fields the ball and punts it lightly back to Player A
- Repeat 5 times then switch roles

→ *Teaching tip: Lean over the kicking leg to propel ball forward rather than just straight up.*

Activity:

Target Practice

- Using cones, place various targets around the practice area and mark each with a different coloured pinnie
- Each player will need a ball
- From an established start point, punt the ball one at a time to a specified cone seeing who can get the closest to the target
- Once all balls have been kicked jog to the ball and in turn attempt to kick it to the next target

Fitness (12 minutes)

Partner Sits

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

STSC

(Sit-Throw-Stand-Catch)

- Each player needs a ball
- Sit holding a soccer ball with your hands
- Throw the ball straight up in the air
- Get up without using hands and catch the ball before it bounces
- Repeat 10 times then rest

*If athletes are having difficulty, allow for one bounce before catching the ball or have the athletes start on their knees

Figure Eights

- Every player needs a ball
- Stand with feet slightly wider than shoulder width apart
- Hold soccer ball in hands
- Bend over at the waist so that the ball is held just above knee level
- Keep knees slightly bent and move the ball in a "Figure 8" pattern, passing it from hand to hand between the legs.
- Perform 5 figure 8's one way, then repeat in the other direction without dropping the ball

Games (15 minutes)

3 vs. 3

- Using cones mark a 15m x 15m grid (one for each group), and a small goal on each end line
- Divide the players into groups of 6, giving each group of three different coloured pinnies, these players are now on the same team
- Each group stands in their grid
- On 'Go' Players play a mini soccer game with 2 outfield players and one goalie
- The object of the game is to shoot the ball into the opponent's goal past the goal keeper
- If the ball is scored or goes out of bounds, the game restarts with a kick-in
- Switch roles every 3 minutes

Inclusion Note

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

(Special Olympics Canada & Coaching Association of Canada)

Cool Down (10 minutes)

1. Cool Down (5 minutes)

Jogging

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

Arm Circles

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

Shake it Out

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

2. Stretching (5 minutes)

*See Stretching Guide p.47

Modifications

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

- Decreasing the size of a grid and/or goals
- Using smaller and/or softer balls
- 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

Nutrition (10 minutes)

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

Answer:

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

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

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

NOTES

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

LESSON 12

Skills:

- Jogging
- Sprinting
- Dribbling
- Passing
- Trapping
- Heading
- Shooting

Equipment:

- Soccer balls
- 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)

Tasks on Command

- Using cones set up a square grid
- Athletes are in the grid
- On 'Go' start dribbling in any direction all around grid
- Leader will call out tasks to be complete by athletes
- Complete the task and return to dribbling

- Tasks:
 - Down (reach down and touch the ball with hand)
 - Up (jump)
 - Juggle(juggle the ball 5 times)
 - Down (put belly on the ground)
 - Trade (exchange balls with another player)
 - 5 (give a High-five to another player)

2. Stretching (5 minutes)

*See Stretching Guide p.47

Games (65 minutes)

Coaching Point

Instill the importance of being a good sport and playing fair

(BC Soccer Association, 2004)

1. Dribbling

Introduction: **Review dribbling key points.**

- 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.

Activity:

Circle Kick-Out

- Using cones mark a circle grid large enough for a small scrimmage
- Each player has a ball
- On 'Go' dribble around the circle
- On 'Game On' keep dribbling but now also try to kick other players' balls out of the circle
- Players whose balls have been kicked outside the circle are out
- The last player with a ball is the winner!

*Players should not be standing still but continuously moving, either dribbling or kicking balls out.

2. Passing

Introduction: **Review key passing points.**

- Look at target, then at ball
- Place inside of non-kicking foot beside ball, pointing towards the target
- Turn toe and knee of kicking foot outward so that the entire inside of the foot is facing the ball
- Swing kicking leg back with the knee slightly bent, then swing leg forward and strike ball just above the centre with the inside of the foot
- Follow through with the leg ensuring the knee is now pointed at the target

Activity:

Gauntlet

- Divide the team into three groups
- Using cones mark a start and end line 10m apart
- Two teams stand 3-5 metres apart between the start and end line, forming two walls of the gauntlet, each person has a ball
- The third team stands at the beginning of the 'gauntlet'
- On 'Go' the players without the balls try to run to the end of the gauntlet without being tagged by the players with the ball
- Players on the outside must use proper passing technique to try and tag the feet of the runners
- If a player is tagged, they grab a ball and join the wall!
- If a runner gets through the gauntlet, they try again starting from the opposite end
- Repeat the sequence until all the runners are out, then switch the teams
- Play until everyone has had a turn at running the gauntlet

3. Trapping

Introduction: **Review trapping key points.**

- Move into position directly facing the oncoming ball with the non-trapping foot facing the ball, keeping eyes on the ball
- Place weight on non-trapping foot
- Bend the trapping leg and point the knee and toe outwards
- Move the foot toward the oncoming ball
- As the ball contacts the inside of the foot, just ahead of the non-trapping foot, move the foot back slightly to cushion the ball

Activity:

Number Game

- Using cones make a grid large enough to play a scrimmage in. Using cones make a goal at each end large enough for all the members of one team to stand in with a little extra space at the ends
- Divide the group into two teams giving each a different coloured pinnie
- Give each person on the team a number, so that each team will have the same numbers (ie. Team A -1, 2, 3 & Team B – 1, 2, 3)
- The leader will call out a number and throw a ball into the middle of the grid
- The two people from each team with that number will race to ball and now it is game
- The object of the game is to score on the other teams goal
- The teammates not involved in the game act as the goalies, but cannot use their hands
- If the ball is scored or goes out of bounds the play is over and the two players return to their net

*Leaders can call out multiple numbers at once or can even call the same pair again if their turn ended abruptly.

4. Shooting

Introduction: **Review key shooting points.**

- Stand at a slight angle behind the ball
- Look first at the target then back down at the ball
- Step forward placing inside of non-kicking leg beside the ball, toes pointed at the target
- Swing kicking leg back then forward contacting the ball just above centre with top of foot (shoelaces)
- Follow through in the direction of the desired target, ensuring toes stay pointed down
- Land on kicking foot

Activity:

World Cup

- Using cones, mark a rectangle grid 16m x 40m or use the 18 yard box
- Use the existing soccer goal or make one out of cones
- Divide the team into pairs, each pair picks a country that they will represent
- All the balls are on the outside of the grid
- Leader throws or kicks a ball into the grid
- Each pair acts as a team trying to get the ball and shoot it in the net
- The team that scores shouts their country's name, steps out of the grid and moves on to the next round

- The process continues until all but one team has scored, this team is now out and will help the leader collect balls that leave the grid
- If the ball is scored, goes out of bounds or a penalty occurs the play is dead and the leader puts a new ball into play
- Each round one group is eliminated from the game until there are two teams left
- The first team to score in this final round is the World Cup winner!

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.47

Modifications

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

- Decreasing the size of a grid and/or goals
- Using smaller and/or softer balls
- 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

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 cards

*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 athlete or caregiver who wants one.

- Explain to athletes and caregivers that a take home package of the Sport Start program is available on
- 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 the Local or to SOBC

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 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						
Jogging						
Sprinting						
Jumping						
MANIPULATION SKILLS						
Dribbling						
Clearing						
Instep passing						
Shooting						
Punting						
Heading						
Trapping with Foot						
Trapping with Thigh						
Chesting						
Throw-In						
Overhand Toss						
Goalie Catch						
Goalie Fielding						
BALANCE						
One Leg Weight Bearing						
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.

	ABILITY LEVEL	5	4	3	2	1
TRANSPORT SKILLS						
Jogging						
Sprinting						
Jumping						
MANIPULATION SKILLS						
Dribbling						
Clearing						
Instep passing						
Shooting						
Punting						
Heading						
Trapping with Foot						
Trapping with Thigh						
Chesting						
Throw-In						
Overhand Toss						
Goalie Catch						
Goalie Fielding						
BALANCE						
One Leg Weight Bearing						
OVERALL ABILITY SCORE						

Goal Setting

Goals are things we want to achieve. They give us something to work toward. They can also help athletes feel good about themselves when they accomplish their goals and motivate them to continue working hard to further develop their skills and abilities.

On the next page you will find a Goal Setting Card which can be photocopied for the each athlete in the group. This should be completed at the end of the 12 lesson program. The athletes will take this card and their evaluation cards home for review. This may help provide incentive for athletes to continue their training at home or to participate in another Sport Start program.

*The first step to improving is to set a major goal. The next step is to break down that goal into manageable tasks. The final piece is to identify the actions that need to be taken to help achieve those goals

Example:

My Major Goal is: To be a better soccer player

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

Contact Information

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 Soccer Association
#510 – 375 Water Street
Vancouver, BC V6B 5C6
Tel: 604.299.6401
bcsoccer@gmail.com
www.bcsoccer.net

BC Wheelchair Sports Association
#210 - 3820 Cessna Drive
Richmond, BC V7B 0A2
Tel: 604.333.3520
Tel: 877.737.3090
info@bcwheelchairsports.com
www.bcwheelchairsports.com

SportAbility – Cerebral Palsy Sports Association of British Columbia
6235A 136 Street
Surrey, BC V3X 1H3
Tel: 604.599.5240
Tel: 877.711.3111
sportinfo@telus.net
www.cpsports.com

MEDICAL PARTNERSHIPS

SportMed BC

1325 Keith Road
North Vancouver, BC V7J 1J3
Tel: 604.903.3880
info@sportmedbc.com
www.sportmedbc.com

Mind in Motion Consulting Inc.

Dr. Laura G. Farres
Suite 400 – 601 West Broadway
Vancouver, BC V5Z 4C2
Tel: 604.512.3256
drlaura@mindinmotion.ca
www.mindinmotion.ca

Autism Society of British Columbia

#303 – 3701 East Hastings Street
Burnaby, BC V5C 2H6
Tel: 604.434.0880
Tel: 888.437.0880
administrator@autismbc.ca
www.autismbc.ca

Cerebral Palsy Association of BC

#801 - 409 Granville Street
Vancouver, BC V6C 1T2
Tel: 604.408.9484
Tel: 800.663.0004
info@bccerebralpalsy.com
www.bccerebralpalsy.com

Down Syndrome Research Foundation

1409 Sperling Avenue
Burnaby, BC V5B 4J8
Tel: 604.444.3773
info@dsrcf.org
www.dsrcf.org

BC Outreach Program for Fetal Alcohol Spectrum Disorder

1270 2nd Avenue
Prince George, BC V2L 3B3
Tel: 250.564.6574
www.fasdoutreach.ca
www.dsrcf.org

COACHES ASSOCIATIONS

Coaching Association of Canada

141 Laurier Avenue West, Suite 300
Ottawa, Ontario K1P 5J3
Telephone: 613-235-5000
coach@coach.ca
www.coach.ca

Coaches Association of BC

#200 – 3820 Cessna Drive
Richmond, BC V7B 0A2
Tel: 604.333.3600
info@coaches.bc.ca
www.coaches.bc.ca

GIRLS AND WOMEN SPORT ASSOCIATIONS

Canadian Association for the Advancement of Women and Sport and Physical Activity

N202 - 801 King Edward Avenue
Ottawa, ON, Canada K1N 6N5
Tel: 613.562.5667
caaws@caaws.ca
www.caaws.ca

ProMOTION Plus

#227 – 3820 Cessna Drive
Richmond, BC V7B 0A2
Tel: 604.333.3475
Tel: 877.55.PROMO
info@promotionplus.org
http://www.promotionplus.org

ABORIGINAL SPORT ASSOCIATIONS

Aboriginal Sports and Recreation Association of BC

Tel: 250.544.8172
asra@asra.ca

Media Resources

Listed below are some links to media resources that will provide visual examples of the sport skills taught in each lesson. Additionally, provided are a few key words that may be searched on-line to find additional information or media links for the soccer skills taught in this manual.

MEDIA LINKS

Dribbling

www.youtube.com/watch?v=op5nMXKypEk&feature=channel

Passing

www.youtube.com/watch?v=-hRbhncyu4k

Shooting

www.youtube.com/watch?v=clX3y4X_4fQ

Clear/Kick

<http://video.google.ca/videosearch?q=chesting&hl=en&emb=0&aq=f#q=push+pass+soccer&hl=en&emb=0>

Thigh Trap

www.youtube.com/watch?v=tp7aHzISKSU

Chest Trap

www.youtube.com/watch?v=3lExstvqB9M&feature=PlayList&p=84F6E985BD56906B&playnext=1&playnext_from=PL&index=1

Instep Trap

www.youtube.com/watch?v=AjCsIBujZzU

Heading

<http://video.google.ca/videoplay?docid=8062993409272958749&ei=xujUSpCAHoScqAOs7piMCg&q=clearing+soccer+ball&hl=en#>

Punting

www.youtube.com/watch?v=uWDMOFxEQuk

Goalie Catching

www.youtube.com/watch?v=XqN_4EIDK8&feature=PlayList&p=EA578D0DC56B5C18&playnext=1&playnext_from=PL&index=3

KEY WORDS

- Chest Trap
- Thigh Trap
- Instep Pass
- Heading
- Shooting
- Goalie Punt
- Goalie Catch
- Dribbling
- Passing
- Shooting

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 to 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 return them to the Leader, Local Coordinator or SOBC. Leader Feedback forms should also be returned to the Local Coordinator or SOBC. All forms will be forwarded to SOBC for review.

Athlete Feedback Form

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
<i>The Sport Start Program has helped me...</i>				
Improve my basic motor skills (Throwing, catching, running, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Move from basic motor skills to Sport skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learn to play and compete with others on a team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learn about the Sport and develop Sport skills that will help me play in organized Sport outside of the Sport Start program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learn about healthy living	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. Overall (e.g., program content, leadership, quality of instruction), how would you rate the quality of the Sport Start program?

- Very Good Good Fair Poor Very Poor

Comments:

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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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
<hr/>				
<i>The Sport Start Program has helped the athletes</i>				
Improve their basic motor skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Move from basic motor skills to Sport skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learn the social skills needed for playing/ competing with others on a team (turn taking, following directions)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learn about the Sport and developed Sport skills that will help them to play outside the Sport Start program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learn about healthy living	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

