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# Lesson Plan Guide





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# Introduction and Overview

## Introduction and Overview to the Lesson Plan Guide

Welcome to Special Olympics Texas and the Young Athletes Program. You are about to become involved in one of our organization's most important programs. Through the Young Athletes Program, you will have the opportunity to change the lives of young participants in an extremely positive and exciting way.

Young Athletes is a program for athletes ages two to seven. It focuses on developing fundamental motor tracking and eye-hand coordination through physical play. This participation-based program also introduces the child to the world of sports and prepares them for competition, which can start at age eight.



The Young Athletes Program Lesson Plan Guide was developed to ensure that leaders responsible for a program have been provided the necessary tools to ensure that the experiences of participants are both positive and safe. The Young Athletes Program Lesson Plan Guide was developed as a companion tool to the resources that have been presented by Special Olympics. The Lesson Plan Guide is designed to educate program leaders in the areas of positive movement skills, nutrition, and the importance of parent/caregiver involvement in the lives of children with intellectual disabilities.

This guide provides specific information relating to athletes between the ages of two and seven years old with intellectual disabilities. The guide will assist leaders by introducing the values of positive movement experiences during childhood development, details surrounding the importance of nutrition, and sport-specific activities aimed at the improvement of basic motor skills. The Young Athletes Program Lesson Plan Guide will also introduce the importance of family involvement, which will facilitate the growth in athlete self-esteem, confidence and ability to interact with peers and in group settings.

The additional resource provided to all program leaders is the Special Olympics Young Athletes Activity Guide. This guide is an innovative program activity guide for children with intellectual disabilities, designed to introduce a number of activities with a focus on appropriate play.



## Young Athletes Program Rationale

The Special Olympics Texas Young Athletes Program is the first of its kind. It provides specific training and educational opportunities for children with intellectual disabilities and their families, many of whom do not have any other avenues for structured physical fitness.

This program relies on the rationale that if children with intellectual disabilities are provided early instruction in the areas of basic motor skills and developmentally appropriate play, there is an excellent opportunity for improvement in physical, social and cognitive abilities.

The Young Athletes Program also rests on the idea that the caregivers will take the educational information presented and provide similar opportunities in the home environment for their child. Young Athlete parent/caregiver kits are available through Special Olympics Texas.



## Motor Skills Development: The Basics

Basic motor skills are the building blocks on which all movement is based. By introducing children to movement early in life, they will develop the basic motor skills needed for continued advancement in sports and games, as well as daily activities. Within the first five years of life, basic motor/movement skill patterns normally emerge as a child deals with the challenges of locomotion and he/she manipulates the numerous objects encountered in his/her environment. A young child will exhibit movements that appear to be quite random. As the child develops, his/her movements become more orderly and recognizable. It is believed that the sequence of development of motor/movement skills is predictable and approximately the same for all children. However, for an individual with intellectual disabilities, the progress of development will be delayed. Most young children with intellectual disabilities begin to show a lag in motor skill development. They may lack the balance, dexterity, coordination, and motor/movement skill necessary for performing daily activities.

Early intervention is especially important for children with intellectual disabilities because of the developmental delay that most of these children exhibit. Young children who receive instruction at an early age will be more capable of participating in more complex movement skills as they grow older.

The best way to develop basic motor/movement skill is through early intervention, practice and work at the individual's ability level. The more movement experiences an individual is exposed to, the better their skill will become because of the amount of practice time they will receive. However, it is important to recognize that it is not only the quantity of practice time, but also the quality of time that makes the difference.



## Motor Skills Development: The Skills

Basic motor/movement skills are divided into three main areas: manipulation, transport and balancing. A brief description of each of these categories of motor/movement skills is provided, as well as a set of 12 lesson plans for different movement skills. This plan allows a coach to structure basic motor/movement skills programs.



### 1. Manipulation Skills

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

- Rolling
- Bouncing
- Catching
- Underhand Throwing
- Overhand Throwing
- Striking
- Kicking



### 2. Transport Skills

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

- Running
- Jumping
- Hopping
- Galloping
- Skipping



### 3. Balancing Skills

These skills are necessary to maintain and control body position and posture while at rest or in motion.

They are characterized as static (stationary) or dynamic (moving).

## Development Perspective

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

### 1. Development is qualitative.

Movement patterns will increase mechanical efficiency. As a child acquires skill, the quality of performance increases.

### 2. Development is individual.

All individuals progress through the same sequence, but they will go at their own rate. Having generalized expectations of what each child should be able to do in your program is not realistic because children will be at different stages and development is dependent upon experiences.

### 3. Development is sequential.

Progress from simple to more complex actions in a somewhat predetermined sequence (e.g., crawling happens before walking and catching 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.

Development is not static; it is progression forward toward a goal or regressing due to lack of practice.

### 6. Development is multi-factorial.

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



## General Descriptions of the Components of a Lesson Plan

### 1. Characteristics Table and Objectives

At the beginning of each lesson plan is a characteristic table of the movement skill on which the lesson is focused. Movement progresses from simple to complex, initial to mature. Most participants will begin showing characteristics of the initial stage. It will not happen in one lesson. Skill development is dependent upon a number of factors (strength, coordination, maturation, etc.) It is your job as the instructor to know the key characteristics and use the teaching cues and hints to help develop the participant by improving each skill and eventually moving them to the next stage within the skill.



### 2. Warm-Up

The warm-up is an important component of a lesson plan. A warm-up, if implemented properly, can prevent many injuries. The warm-up gets the participants moving and should be designed to get the participants ready for the activities that follow. The warm-up can be fun and accomplished by playing different games. However, it is important to be sure that the warm-up incorporates the muscles that are going to be used during the lesson. It is also a good idea to try to incorporate some form of mild stretching.

### 3. Introduction

The introduction can be incorporated into the warm-up; however, it can be implemented separately as well. The purpose is to introduce the participants to the skill on which they will focus. The introduction describes the skill and how to perform it properly by providing participants with an example of the final goal.

### 4. Individual Skill Development

The goal of this component is to develop specific skills that will help the young athlete participate in a wide variety of daily activities and hobbies. The individual skills focused on in the sample lesson plans provided are basic motor/movement skills. Most motor/movement skills are learned gradually and follow a natural progression. Therefore, it is important to break a skill into simple steps. By breaking the task into simple steps, you will be able to determine the level of complexity at which each participant is ready to start practicing a skill. This component also provides key words and teaching cues that should be reinforced so the participant will develop and understand movement vocabulary.



## 5. Specific Skill Games and Activities

Quality practice and repetition are essential for improving basic motor/movement skills. The purpose of this component is to provide you with different games and activities that are designed specifically to improve the motor/movement skill practiced in the previous section. These games and activities are a fun and effective way to practice individual skills.

## 6. Cool Down/Nutrition Break

The cool down is an important component of a lesson plan. It allows the instructor/coach to slow the participants down. In the Young Athletes Program, the nutrition break will be used as a cool down opportunity, as well as an information session for caregivers.

One of the major goals of the Young Athletes Program is to promote healthy nutrition and food choices. By demonstrating appropriate snacks to young participants and providing caregivers with nutrition information, you are establishing a strong foundation for healthy food choices later on in the child's life.



## Key Points to Consider in Your Lesson Plans

- 1. Create a child-centered environment to promote learning.**
  - Children and youth perceive and experience the world differently than adults.
  - Activities should stimulate the cognitive (thinking), affective (feeling) and motor aspect of the child.
- 2. Children learn through their environment and through the guidance of their coaches.**
- 3. Optimally challenge each child in the activity.**
  - Provide opportunities to make the activity easier or harder based on each child's needs.
  - Aim for each child to have an 80% success rate in the activity to build confidence and feelings of competence.
- 4. Provide opportunities for the child to have a sense of control.**

Give them a choice in equipment and activities.
- 5. Make the activities in each lesson FUN.**

One main reason children participate in physical activity is because they enjoy it.

# Young Athletes Program Kit

Each registered Young Athletes Program will have access to a Young Athletes kit which will include an assortment of items that will be utilized as part of lesson plans or different activities that may be created by the facilitator.

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

## Young Athletes Kit Contents:

- KidNastic Balance Beam
- Scarves
- Coated Foam Baseball
- Flyweight Ball
- Plastic Paddle
- 1 Set - Numbered Floor Spots (0 - 9)
- Ball Bag
- 1 Set - Poly Stars
- Bean Bags
- Giant Steeple Brick
- Long Bar
- Short Bar
- Small Flat Hoop
- Small Cones



Further equipment can be purchased through Special Olympics Texas. Please contact your Special Olympics Texas area office for further information on how to order a kit.



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**Lesson 1:**  
**Lesson Guide Introduction**

# Lesson 1: Program Introduction Lesson Plan Information

## Young Athletes Program Introduction

The introduction session is an opportunity for the program leaders to introduce the program to both the caregivers and participants. The objectives of this session are to:

- Introduce children and caregivers to the purpose and structure of the program.
- Provide an opportunity for children and caregivers to experiment with the equipment.
- Lead small group games to familiarize participants with the structure of the program.



It is important during the introduction session to touch on the following:

- Parent participation is a must during the Future Stars Sports Day event.
- Children with and without intellectual disabilities are included in the program.
- Present the structure of each lesson.
- Provide the location and time of the weekly program.
- Review the Young Athletes forms and volunteer registration procedures.
- Explain the Young Athletes Program roster.

## Lesson Plan Information

The following lesson plans have been developed using the Special Olympics Young Athletes Activity Guide. Please refer to the guide for further activity description and additional activities. Also included is the "Training DVD", which acts as an instructional video and demonstrates children performing the activities within the lesson plans.

It is important to remember that any activity can be modified to meet the needs of your participants and the environment. It is your aim as the coach to provide children with an opportunity to experience these objectives.

The 12 lesson plans provided can be repeated or you can create your own using the information in the Young Athletes Activity Guide. If you create your own, remember to cover all movement skills that are laid out in the Young Athletes Activity Guide. The lesson plans include a number of activities listed for each skill; you do not need to complete all of the activities in one session. You can select the activities that will work best for your specific group of participants.



# Lesson 1: Lesson Guide Introduction

## 45 Minute Time Period

Movement Skills	Activity
	<b>Welcome and Introductions</b>
Body Awareness	<b>Warm-Up</b> - Start with the song "Head, Shoulders, Knees and Toes." Have all participants, including caregivers, participate in a number of stretches – touch your toes, touch the ceiling, wiggle arms and legs, ankles, etc.
Instruction and Explanation	<b>Divide Groups</b> - Divide up participants and caregivers when presenting the program to avoid distractions.
Awareness/Fitness	<b>I Spy with My Little Eye</b> - Place different color floor markers and bean bags all over the floor. Pick an athlete and have them call out the name of an object that is visible and then everyone races to the object by walking, running, crawling, etc. The game progresses by the instructor calling out a general item and all participants find that particular item or by calling out a color and all participants find an item of that color.
Awareness/Fitness	<b>Obstacle Course</b> - After setting up a series of cones, hoops, ropes, etc., have the participants play "follow the leader." Sing or chant the activities, such as over/under, around/between, on/off, slow/fast.
Awareness/Fitness	<b>Free Time</b> - Opportunity for participants to play without structure, explore the equipment and have fun with other participants. Ensure that participants are being supervised during this session.
Classroom Management	<b>Collect All Equipment</b> - Ask participants to assist with picking up the equipment. Assign athletes a particular item to pick up and put away.
Nutrition Education	<b>Nutrition Break</b> - After the participants have been active, it is important to begin the process of introducing nutritious snack choices. This break also provides an opportunity to introduce a nutrition tip to caregivers.
Explanation	<b>Question Time</b> - Provide a few minutes to address any questions that caregivers may have.
Good-Bye	<b>Good-Bye and See Everyone Next Week</b> - Provide information to caregivers for next week's activities.





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**Lesson 2:**  
**Foundational Skills and Balance**



# Lesson 2: Foundational Skills and Balance

## Objectives of Lesson 2 are to introduce:

- Movement Concepts
- Body Concepts – locomotion, non-locomotion, body shapes, the body in action
- Spatial Concepts – directions, levels, pathways
- Effort Concepts – time (fast/slow), force, effort
- Relationship Concepts – over, under, onto, with people
- Dynamic and Static Balance

The key characteristics and phases of static and dynamic balance are listed on the next two pages. Remember, you want your participants to continually learn new skills and improve their current skills. Don't expect them to go from the initial phase to the mature phase overnight. There are many factors that contribute to skill development; once they have the requisite skills and strength, they will be able to move through the phases.

<b>Static Balance</b>	
<b>Phase</b>	<b>Key Characteristics</b>
Initial	<ul style="list-style-type: none"> <li>- Excessive use of the arms (extraneous movement)</li> <li>- Brief balancing on one foot</li> <li>- Inconsistent leg preference</li> </ul>
Intermediate	<ul style="list-style-type: none"> <li>- Arm and/or leg is held tightly against the body</li> <li>- Better performance on the dominant leg</li> <li>- Eyes focused ahead</li> </ul>
Mature	<ul style="list-style-type: none"> <li>- Maintains a steady balance</li> <li>- Adjusts body to maintain balance</li> <li>- Both arms are out</li> <li>- Free leg is not up against the body</li> <li>- Eyes are focused forward</li> </ul>

## Teaching Hints and Cues for Static Balance

- Progression starts by balancing facing the wall or holding onto something, then moving to holding on with one hand and finally moving away from the wall.
  - Encourage the child to loosen their grasp as balance is gained.
- Encourage good body position.
  - Cue: Stand nice and tall.
- Encourage a forward eye focus.
  - Hint: Focus on an object that isn't moving.
- Provide opportunities for experimentation so that the child learns the best position in which to balance.





<b>Dynamic Balance</b>	
<b>Phase</b>	<b>Key Characteristics</b>
Initial	<ul style="list-style-type: none"> <li>- Assistance needed</li> <li>- Slow shuffle step</li> <li>- Dominant foot leads</li> <li>- Eyes focused on feet</li> <li>- Body tense and rigid</li> </ul>
Intermediate	<ul style="list-style-type: none"> <li>- Balance easily lost</li> <li>- Overuse of the arms (extraneous movement)</li> <li>- Initial demonstration of alternative foot pattern</li> <li>- Poor spacing of feet</li> <li>- Eyes focus down</li> </ul>
Mature	<ul style="list-style-type: none"> <li>- Maintains balance while using alternative stepping action</li> <li>- Maintains an upright posture</li> <li>- Maintains balance by using arms as needed</li> <li>- Focuses eyes forward</li> </ul>

## Teaching Hints and Cues for Dynamic Balance

- Offer a hand or use the wall for assistance.
  - Progress to less support from the wall or hand as balance is gained.
- Encourage the child to place the toes of one foot against the heel of the other foot.
- Encourage the child to focus ahead by looking forward and slightly down.
  - Hint: Pick a place on the beam or line to focus on.
- Start low to the ground. Make sure the athlete has mastered this position before moving to a beam.
- Encourage arms held out to the side.
  - Cue: Airplane arms.



# Lesson 2: Foundational Skills and Balance

45 Minute Time Period

Movement Skills	Activity
	<b>Welcome and Introductions</b>
Body Awareness	<b>Warm-Up</b> - Start with the song "Head, Shoulders, Knees and Toes." Have all participants, including caregivers, participate in a number of stretches – touch your toes, touch the ceiling, wiggle arms and legs, ankles, etc.
Body Awareness	<b>Sports Songs</b> - Sung to the tune of "The Wheels on the Bus." Use motions the athletes have done spontaneously; encourage them to replicate those motions in the song.
Body Concepts Spatial Concepts and Fitness	<b>I Spy with My Little Eye</b> - Place different color floor markers and bean bags all over the floor. Pick an athlete and have them call out the name of an object that is visible and then everyone races to the object by walking, running, crawling, etc. The game progresses by the instructor calling out a general item and all participants find that particular item or by calling out a color and all participants find an item of that color.
Strength Spatial Concepts and Fitness	<b>Inchworm Wiggle</b> - Have all participants bend forward so that their hands and feet are on the ground and encourage the athletes to move like an inchworm. Demonstrate for participants and have them follow. Bend over with hands and feet on the ground, walk hands forward and then walk feet to hands.
Strength/Fitness	<b>Bunny Hop</b> - Have all of the participants hop like a bunny, bending forward so that hands and feet are on the ground. Have the participants hop by moving the hands forward and then hop the feet up to the hands.
Strength/Fitness	<b>Bridges or Tunnels</b> - If physically able, have the participants play this game. Tunnels: One athlete forms a tunnel by touching the ground with his/her feet and hands or by getting down onto hands and knee. The other participant crawls, scoots, walks or runs through the tunnel. Bridges: One participant forms a bridge by sitting with his/her feet and hands flat on the ground and pushing his/her bottom up in the air. The other player crawls, scoots, walks or runs under the bridge. Can be modified by simply placing feet or hand on the wall or an object. Use volunteers to make tunnels.



# Lesson 2: Foundational Skills and Balance

45 Minute Time Period

Balance	<b>Balance Beam</b> - Have participants follow a straight path, walking along a rope or balance beam. Progress to straddling the rope or beam while walking, then walk on top of the rope or beam.
Static Balance	<b>Coach Says</b> - Ask the participants to copy your movements and assume different positions. Encourage the children to perform actions that require balance, such as standing on tiptoes or heels, standing with one foot directly in front of the other or standing on one foot. Try balancing on three body parts, four body parts, one hand and two feet, one hand and one foot or one foot.
All Movement Concepts	<b>Free Time</b> - This opportunity is for participants to play without structure with the equipment and have fun with other participants. Ensure that participants are being supervised during this session.
Cooperation	<b>Collect All Equipment</b> - Ask participants to assist with picking up the equipment. Assign athletes a particular item to pick up and put away.
Cool Down	<b>Sing Song</b> - "If You're Happy and You Know It." Do actions like turn around, march on the spot, jump up and down, bounce, etc. End with a good stretch.
Nutrition Education	<b>Nutrition Break</b> - After the participants have been active, it is important to begin the process of introducing nutritious snack choices. This break also provides an opportunity to introduce a nutrition tip to caregivers.
Good-Bye	<b>Good-Bye and See Everyone Next Week</b> - Provide information to caregivers for next week's activities.

### Items required for lesson:

- Floor Markers
- Bean Bags
- Cones
- Hoops
- Rope or Balance Beam





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**Lesson 3:**  
**Walking and Running**



# Lesson 3: Walking and Running

## Objectives of Lesson 3 include:

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

<b>Running</b>	
<b>Phase</b>	<b>Key Characteristics</b>
Initial	<ul style="list-style-type: none"> <li>- Little use of arms for force production</li> <li>- Heavy, flat-footed step</li> <li>- Uses wider base of support; feet may turn out</li> <li>- Motion resembles more of a fast walk</li> </ul>
Intermediate	<ul style="list-style-type: none"> <li>- Some lift off ground (flight between steps)</li> <li>- Arms swing sideways</li> <li>- Doesn't display full extension of push-off leg</li> <li>- Less knee drive forward</li> <li>- Eyes may focus forward; body may travel vertically (up and down)</li> </ul>
Mature	<ul style="list-style-type: none"> <li>- Runs with flight, extending supporting leg at push off</li> <li>- Arms bent at 90 degrees and swings in a forward and backward motion</li> <li>- Swings arms in opposition to feet</li> <li>- Recovery foot comes close to seat</li> <li>- Focuses eyes forward</li> </ul>

## Teaching Hints and Cues

- Show the child that the elbows are slightly bent while swinging the arms freely forward and backward at the sides.
  - Cue: Remind the child to have swinging L's (arm position) while running.
- Remind the child that elbows should brush the body.
  - Hint: Attach sponges to the child's elbow and tell them to brush their body with the sponge to get the correct feeling.
- Encourage the children to keep their heads up and eyes forward.
  - Cue: Remind the child to pick a target and point their "laser beam eyes" at the target.
- Encourage the child to slow down when changing directions.
- Recommend pushing off from the balls of the feet and running lightly.
  - Hint: During the warm-up, walk on the toes so that the child can feel the ball of the foot.
- Practice kicking the heels up behind the body while running.
  - Hint: Kick the target on your seat.



# Lesson 3: Lesson Guide Introduction

## 45 Minute Time Period

Movement Skills	Activity
	<b>Welcome and Introductions</b>
Body Awareness	<b>Warm-Up</b> - Start with the song "Head, Shoulders, Knees and Toes." Have all participants, including caregivers, participate in a number of stretches – touch your toes, touch the ceiling, wiggle arms and legs, ankles, etc.
Body Concepts Spatial Concepts Relationship Concepts	<b>Do You See What I See?</b> Coach: "Do you see what I see?" Students: "What do you see?" Coach: "I see ....." Children act out the movements (no sounds just bodies moving). <u>Moving like:</u> Seals walking on ice; popcorn popping in the microwave; hippo walking on a tight rope; horses galloping in the field; dog walking with a sore paw; soldiers marching.
Walking/Running	<b>Follow the Path</b> - Using the cones, floor markers and hoops, set up a path for the participants to follow. When appropriate, set the path up in a way that allows the participants to experience going side to side and stepping over obstacles. Stagger the participants along the paths so they are all starting at different points. This positioning reduces standing in line and keeps them active instead of waiting. Have the participants complete the path multiple times.
Walking/Running	<b>Bean Bag Relays</b> - Set up bean bags on one side of gym in hoops. Have participants start at opposite sides of gym, run and pick up a bean bag, then run the bean bag back and put it in the hoop. Have participants go at the same time. Repeat with walking or with a bean bag on the head.
Walking/Running	<b>Bean Bag Relays - Here, There and Everywhere.</b> The coach gives verbal and visual signals for the directions. "Here" signal: Two arms straight out in front, children form a straight line (no touching). "There" signal: Point to a wall; children run towards that wall. "Everywhere" signal: Wave hands all over the place; students travel in general space using good body control.



# Lesson 3: Lesson Guide Introduction

## 45 Minute Time Period

Awareness/Fitness	<b>Obstacle Course</b> - After setting up a series of cones, hoops, ropes, etc., have the participants play "Follow the Leader." Sing or chant the activities we are doing such as over/under, around/between, on/off, slow/fast.
Awareness/Fitness	<b>Tails</b> - Using the scarves, tuck them in your pocket. Encourage children to chase you or their volunteer partner to catch the tail (scarf). Once they have caught the tail, the adults chase them to get it back.
Awareness/Fitness	<b>Free Time</b> - This opportunity is for participants to play without structure with the equipment and have fun with other participants. Ensure that participants are being supervised during this session.
Cooperation	<b>Collect All Equipment</b> - Ask participants to assist with picking up the equipment. Assign athletes a particular item to pick up and put away.
Cool Down	<b>Sing Song</b> - "If You're Happy and You Know It." Do actions like turn around, march on the spot, jump up and down, bounce, etc. End with a good stretch.
Nutrition Education	<b>Nutrition Break</b> - After the participants have been active, it is important to begin the process of introducing nutritious snack choices. This break also provides an opportunity to introduce a nutrition tip to caregivers.
Good-Bye	<b>Good-Bye and See Everyone Next Week</b> - Provide information to caregivers for next week's activities.

### Items required for lesson:

- Floor Markers
- Bean Bags
- Cones
- Scarves
- Hula Hoops





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**Lesson 4:**  
**Jumping**



## Objectives of Lesson 4 include:

- Introduce jumping to participants.
- Focus on the key component to jumping - bending the knees.
- Continue to work on skills learned in previous weeks.

Jumping	
Phase	Key Characteristics
Initial	<ul style="list-style-type: none"> <li>- Little or no knee bend on take off or landing</li> <li>- One foot leads on take off</li> <li>- Unproductive (or counterproductive) use of arms</li> <li>- Head may be bent down</li> </ul>
Intermediate	<ul style="list-style-type: none"> <li>- Small preparatory crouch</li> <li>- Arm action initiates jump with some forward swing</li> <li>- Uneven take off or landing</li> <li>- Incomplete extension at take off</li> </ul>
Mature	<ul style="list-style-type: none"> <li>- Takes off and lands on two feet (toe-ball-heel)</li> <li>- Bends knees and body (at waist) in preparation for the jump</li> <li>- Swings arms fully in a backward-forward direction</li> <li>- Extends body in flight</li> <li>- Focuses eyes forward</li> </ul>

## Teaching Hints and Cues

- Provide verbal cues to encourage a backward swing and a full forward swing of arms.
  - Cue: For backward swing - reach backwards to the wall.
  - Cue: For backward swing - push our rocket launchers back (e.g., arms back).
  - Cue: For forward swing - reach through for your favorite toy.
  - Cue: For forward swing - hit the superman position.
- Land on toes.
  - Cue: Motorcycle landings - feet shoulder-width apart, arms at shoulder level in front of you, knees bent like you are riding on a motorcycle.
- Knee bends.
  - Cue: Like a spring - push down on the coiled spring to explode off the floor.
  - Cue: Tigger tails.
- Afraid to jump.
  - Provide floor targets to jump on or over.
- Earthbound.
  - Provide an opportunity to jump on small trampoline or bouncing device.
  - Progressions for jumping: jumping in place, in directions (forward, backward, side to side), from various heights, for distance or in patterns.



Movement Skills	Activity
	<b>Welcome and Introductions</b>
Body Awareness	<b>Warm-Up</b> - Start with the song "Head, Shoulders, Knees and Toes." Have all participants, including caregivers, participate in a number of stretches – touch your toes, touch the ceiling, wiggle arms and legs, ankles, etc.
Body Awareness	<b>Sports Songs</b> - Sung to the tune of "The Wheels on the Bus." Use motions the athletes have done in the previous week.
Knee Bend/Jumping Body Awareness Spatial Concepts	<b>Do You See What I See?</b> Coach: "Do you see what I see?" Students: "What do you see?" Coach: "I see ....." Children act out the movements (no sounds just bodies moving). <u>Moving like:</u> Popcorn popping in the microwave; snowmen melting; monkeys swinging; crouching giants; lions leaping; butterflies flying.
Jumping	<b>Frog Jumping/Leaping Lizards</b> - Have participants jump like a frog on floor markers, then have them progress to a lizard by leaping over the floor markers. Volunteers must be available to assist with this activity due to the potential for injury.
Jumping	<b>Jumping High</b> - Encourage the participant to jump over a rope or marker, then have the participant jump up to retrieve an object being held above their head. If participants cannot clear feet from floor, encourage jumping up for an object while jumping down from a beam or step.
Jumping	<b>Step and Jump</b> - Encourage participants to step up on a block, balance beam or step, and then jump down from it. Progress by having the child jump further out to a marker or jump down from a higher step or surface.
Knee Bend	<b>Ring Around the Rosey</b> - Play "Ring Around the Rosey" multiple times to encourage bending the knees. "Ring around the rosey, a pocket full of posies. Ashes, ashes, we all fall down."



# Lesson 4: Jumping 45 Minute Time Period

Jumping/Balancing	<b>Hot Hoops</b> - Set hoops up around the gym in a circle. Have the children start in a hoop and encourage them to jump out of the hoop, then run, walk, or march to talk or march to the next hoop. Have the participants jump into and out of each hoop.
Awareness/Fitness	<b>Obstacle Course</b> - After setting up a series of cones, hoops, ropes, etc., have the participants play "Follow the Leader." Sing or chant the activities we are doing such as over/under, around/between, on/off, slow/fast.
Awareness/Fitness	<b>Free Time</b> - This opportunity is for participants to play without structure with the equipment and have fun with other participants. Ensure that participants are being supervised during this session.
Cooperation	<b>Collect All Equipment</b> - Ask participants to assist with picking up the equipment. Assign athletes a particular item to pick up and put away.
Cool Down	<b>Sing Song</b> - "If You're Happy and You Know It." Do actions like turn around, march on the spot, jump up and down, bounce, etc. End with a good stretch.
Nutrition Education	<b>Nutrition Break</b> - After the participants have been active, it is important to begin the process of introducing nutritious snack choices. This break also provides an opportunity to introduce a nutrition tip to caregivers.
Good-Bye	<b>Good-Bye and See Everyone Next Week</b> - Provide information to caregivers for next week's activities.

## Items required for lesson:

- Floor Markers
- Bean Bags
- Cones
- Blocks
- Hula Hoops



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# Lesson 5: Ball Rolling and Underhand Throwing



# Lesson 5: Ball Rolling and Underhand Throwing

## Objectives of Lesson 5 include:

- Introduce ball rolling (encourage no bouncing).
- Introduce underhand throwing (encourage keeping the ball in the air).
- Continue to work on skills learned in previous weeks.

<b>Ball Rolling</b>	
<b>Phase</b>	<b>Key Characteristics</b>
Initial	<ul style="list-style-type: none"> <li>- Ball is batted or pushed at</li> <li>- Ball held between both hands with palms facing each other</li> <li>- Straddle stance</li> <li>- Sharp bend at waist</li> <li>- Arm swing through the legs</li> <li>- Trunk lifts with release of the ball</li> <li>- Eyes focus on the ball</li> </ul>
Intermediate	<ul style="list-style-type: none"> <li>- One foot ahead of the other</li> <li>- Ball held with one hand on top, the other hand on the bottom</li> <li>- Backward arm swing at side of body</li> <li>- Limited knee bend</li> <li>- Eyes focus alternately on the ball and the target</li> <li>- Limited follow through on forward swing</li> <li>- Focuses eyes on target</li> <li>- Rolls ball with a backward and forward arm swing (1 arm)</li> </ul>
Mature	<ul style="list-style-type: none"> <li>- Steps forward with leg opposite to the hand holding the ball</li> <li>- Bends knees and release the ball along the floor</li> <li>- Follows through with hand point to the target</li> </ul>



# Lesson 5: Ball Rolling and Underhand Throwing

## Teaching Hints and Cues

- Begin with large balls and decrease size with practice.
- Start with sitting, then kneeling and finally standing while rolling the ball.
- Bending the knees and trunk, take a long step into it.
  - Cue: Long and low.
- To get the opposite arm and foot working together. Call the leg “peanut butter” and the arm “jelly”. They want to come together to make a sandwich.
  - Cue: Peanut butter and jelly.
  - To get opposite arm and leg movement, color code them so that red arm and red leg are moving together.
- Suggest using the follow-through hand to point in the direction that the ball is intended to go.
  - Cue: Wave at the target when you are finished throwing.
- Encourage child to watch the target.
  - Cue: “Laser eyes.”
- To reduce bouncing the ball, make children believe it is a delicate egg. Bring in hard-boiled eggs to use for practice. They don’t want to crack the shell.
  - Cue: Gentle, soft; don’t break the egg.



# Lesson 5: Ball Rolling and Underhand Throwing

## Underhand Throwing

Phase	Key Characteristics
Initial	<ul style="list-style-type: none"> <li>- Feet positioned together</li> <li>- No forward step</li> <li>- Throws from chest using a two-hand push</li> <li>- No backswing or follow through</li> </ul>
Intermediate	<ul style="list-style-type: none"> <li>- More of a side arm action</li> <li>- Feet positioned together</li> <li>- May step forward with foot on same side as throwing arm</li> <li>- Small backswing</li> <li>- Poor timing in releasing ball</li> <li>- Mostly a wrist flick action</li> </ul>
Mature	<ul style="list-style-type: none"> <li>- Focuses eyes on target</li> <li>- Uses a full backward and forward arm swing</li> <li>- Transfers weight from back to front foot</li> <li>- Steps forward with foot opposite to throwing arm</li> <li>- Releases object in front for body at about waist height</li> <li>- Follows through with hand pointing to the target</li> </ul>

### Teaching Hints and Cues

- Use markers on the floor to help a child learn to step forward with the opposite foot.
  - Cue: Use colors to help the child remember – red arm goes with red shoe on the red marker.
  - Cue: Use the “peanut butter” and “jelly” teaching cues to have the child step forward with the opposite arm as the throwing arm.
- Have the child make full arm swing movement backwards and through.
  - Cue: Swing their arm back like an elephant trunk.
- Use large targets and then progress to smaller ones.
- Tell the child to point their hand at the target when they are finished.
- Release the ball around waist level.
- Practice rocking from back foot to front to improve weight transfer.
- Point toes at the target.
  - Cue: Your foot is a flashlight you want it to light up the target.





# Lesson 5: Ball Rolling and Underhand Throwing 45 Minute Time Period

Movement Skills	Activity
	<b>Welcome and Introductions</b>
Body Awareness	<b>Warm-Up</b> - Start with the song "Head, Shoulders, Knees and Toes." Have all participants, including caregivers, participate in a number of stretches – touch your toes, touch the ceiling, wiggle arms and legs, ankles, etc.
Body Awareness	<b>Sports Songs</b> - Sung to the tune of "The Wheels on the Bus." Use motions the athletes have done in the previous week.
Ball Rolling	<b>Rolling and Trapping</b> - Sit opposite a participant with legs outstretched in a straddle position, so that legs are touching and a diamond shape is formed. Have the participants roll the ball to each other and catch/stop it with their hands. Progress this activity to kneeling and then standing. Encourage child not to bounce the ball.
Ball Rolling	<b>Target Practice</b> - Set up hoops against the wall. Encourage participants to roll ball from straddle position through the hoop. Progress to kneeling and then standing. Encourage child to keep the ball on the ground (no bouncing). Use the smaller hoops to make it harder.
Body Awareness	<b>Obstacle Course</b> - Set up a series of cones, hoops, ropes, etc. that focus on jumping and other skills that you have covered. Have the participants play follow the leader. Sing or chant the activities such as over/under, around/between, on/off, slow/fast. Include rolling a ball at a target.
Throwing	<b>Two-Hand Underhand</b> - Encourage the participant to stand with bent knees and hold an inflatable ball or fairly large ball with fingers pointing down. Ask the participant to look at their partner's hands and toss the ball into them. The partner should be close in proximity to ensure that the ball can be caught.
Throwing	<b>One Hand Toss</b> - Encourage the participant to stand with bent knees holding a small ball or beanbag with one hand. Ask the participant to toss the ball at the person or a target. Progress to tossing an object through a hoop or toward a different target.



# Lesson 5: Ball Rolling and Underhand Throwing 45 Minute Time Period

Throwing Ball Roll	<b>Around the Circle</b> - Sit in a circle with all participants. Roll or throw the ball to someone in the circle. Add a second ball to make it more challenging. If group is larger than 10, split into two circles (minimum 5 per circle).
Awareness/Fitness	<b>Free Time</b> - This opportunity is for participants to play without structure with the equipment and have fun with other participants. Ensure that participants are being supervised during this session.
Cooperation	<b>Collect All Equipment</b> - Ask participants to assist with picking up the equipment. Assign athletes a particular item to pick up and put away.
Cool Down	<b>Sing Song</b> - "If You're Happy and You Know It." Do actions like turn around, march on the spot, jump up and down, bounce, etc. End with a good stretch.
Nutrition Education	<b>Nutrition Break</b> - After the participants have been active, it is important to begin the process of introducing nutritious snack choices. This break also provides an opportunity to introduce a nutrition tip to caregivers.
Good-Bye	<b>Good-Bye and See Everyone Next Week</b> - Provide information to caregivers for next week's activities.

## Items required for lesson:

- Floor Markers
- Bean Bags
- Cones
- Scarves
- Balls



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**Lesson 6:**  
**Catching and Trapping**



# Lesson 6: Catching and Trapping

## Objectives of Lesson 6 include:

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

Catching	
Phase	Key Characteristics
Initial	<ul style="list-style-type: none"> <li>- Poor tracking of object</li> <li>- Arms are extended in preparation with palms up</li> <li>- Uses a scooping action of arms</li> <li>- Shies away from object (turns head away)</li> <li>- Body is used to catch the ball</li> <li>- Feet positioned together</li> </ul>
Intermediate	<ul style="list-style-type: none"> <li>- One foot positioned ahead of the other</li> <li>- Elbows held at sides at 90 degrees</li> <li>- Palms point inward with thumbs</li> <li>- Object is brought back to the chest and trapped</li> <li>- Timing of catch is often poor</li> </ul>
Mature	<ul style="list-style-type: none"> <li>- Focuses eyes on object throughout the catch</li> <li>- Positions one foot slight ahead of the other in a balanced stance</li> <li>- Catches object with hands</li> <li>- Relaxes arms and absorbs the force of the object</li> </ul>

## Teaching Hints and Cues

- Use soft, flexible objects that are lightweight and slow moving for initial catching (e.g., scarves, beach balls).
- Progress from large to smaller objects.
- Use brightly colored objects distinguishable from the background.
- Use verbal cues: ready, watch the ball, eyes on the ball.
- Have the child move directly in the path of the ball.
  - Cue: Get behind the ball; make your tummy the target.
  - Use a tethered ball or a suspended ball to start.



# Lesson 6: Catching and Trapping 45 Minute Time Period

Movement Skills	Activity
	<b>Welcome and Introductions</b>
Body Awareness	<b>Warm-Up</b> - Start with the song "Head, Shoulders, Knees and Toes." Have all participants, including caregivers, participate in a number of stretches – touch your toes, touch the ceiling, wiggle arms and legs, ankles, etc.
Body Awareness	<b>Sports Songs</b> - Sung to the tune of "The Wheels on the Bus." Use motions the athletes have done in the previous week.
Ball Rolling	<b>Rolling and Trapping</b> - Sit opposite a participant with legs outstretched in a straddle position, so that legs are touching and a diamond shape is formed. Have the participants roll the ball to each other and catch/stop it with their hands. Progress this activity to kneeling and then standing. Encourage child not to bounce the ball.
Catching	<b>Goalie Drill</b> - Have the participant stand in front of 2 cones that have been set up to form a goal. Encourage the child to stop the ball with his/her hands so that the ball doesn't roll between the cones.
Body Awareness Fitness	<b>Tails</b> - Tuck scarves in your pocket. Encourage the children to chase you or a partner to catch the tail. Once they have caught the tail, the adults chase them to get it back.
Catching	<b>Scarf Catch</b> - Standing in front of participant, drop a scarf down from above their head. Have them try and catch it. Encourage eyes on the target.
Trapping	<b>Big Ball Catch</b> - Stand facing the participants and slowly bring the ball toward them. Repeat several times, moving more quickly each time. Next, have the participants grab the ball from your hands. Then, tell him/her that the ball will be let go right before it reaches his/her hands. Practice this several times before actually tossing the ball.



# Lesson 6: Catching and Trapping 45 Minute Time Period

Throwing Ball Rolling	<b>High Ball Catch</b> - Kneel, facing the participant, who is about three feet away. Gently toss a beach ball or large ball at the child and encourage catching the ball with fingers pointing up. Be sure the toss is done from the chest level and with the fingers pointing up. Progress by moving further away and mixing up high and low tosses. If a big ball is too difficult, have them catch something like a scarf that moves more slowly through the air.
Running/Walking Throwing	<b>Bean Bag Relays</b> - Set up bean bags on one side of the gym in hoops. Have participants start at the opposite side of the gym, run and pick up a bean bag, and then run the bean bag back and underhand throw the bean bag into a hoop. Have participants go at the same time, making sure they each have their own hoop and beanbag. Repeat with walking or inchworm.
Awareness/Fitness	<b>Free Time</b> - This opportunity is for participants to play without structure with the equipment and have fun with other participants. Ensure that participants are being supervised during this session.
Cooperation	<b>Collect All Equipment</b> - Ask participants to assist with picking up the equipment. Assign athletes a particular item to pick up and put away.
Cool Down	<b>Sing Song</b> - "If You're Happy and You Know It." Do actions like turn around, march on the spot, jump up and down, bounce, etc. End with a good stretch.
Nutrition Education	<b>Nutrition Break</b> - After the participants have been active, it is important to begin the process of introducing nutritious snack choices. This break also provides an opportunity to introduce a nutrition tip to caregivers.
Good-Bye	<b>Good-Bye and See Everyone Next Week</b> - Provide information to caregivers for next week's activities.

## Items required for lesson:

- Balls - a variety of sizes
- Cones - with bar
- Scarves
- Bean Bags



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# Lesson 7: Overhand Throwing and Catching



# Lesson 7: Overhand Throwing and Catching

## Objectives of Lesson 7 include:

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

Overhand Throwing	
Phase	Key Characteristics
Initial	<ul style="list-style-type: none"> <li>- Body faces target</li> <li>- Elbows are held tightly against the body; elbow action is mainly in the forward direction</li> <li>- Little or no trunk rotation</li> <li>- No shift of body weight</li> <li>- Feet are positioned together</li> <li>- Little or no follow through</li> </ul>
Intermediate	<ul style="list-style-type: none"> <li>- Steps forward on the same leg as throwing arm</li> <li>- Ball is held behind the head</li> <li>- Shoulder rotates towards throwing side</li> <li>- Body weight shifts from back to front</li> <li>- Arm action is forward and high over head</li> </ul>
Mature	<ul style="list-style-type: none"> <li>- Focuses eyes on the target</li> <li>- Bends and holds elbow back at shoulder height behind ear</li> <li>- Rotates hips so the opposite shoulder is in line with the target</li> <li>- Steps forward with the opposite foot to throwing arm</li> <li>- Shifts weight from back to front</li> <li>- Leads throw with elbow and follows throw down and across the body</li> </ul>





# Lesson 7: Overhand Throwing and Catching

## Teaching Hints and Cues

- Focuses eyes on the target.
  - Cue: Laser eyes.
- Bends and holds elbow back at shoulder height behind ear.
  - Cue: Non-throwing arm is point at target so the arms make a J shape.
- Provides numerous opportunities and verbal cues for stepping with the foot opposite to the throwing arm.
  - Hint: Use markers on the floor for stepping pattern.
  - Cue: Throwing arm is "peanut butter"; opposite foot is "jelly." They come together.
  - Cue: Use colored bands or tape on each limb; you want the same two colors to come together
- Rotates hips so that the opposite shoulder is in line with target.
  - Cue: Want tummy to face target; pretend your tummy is a flashlight and you want it to point at your target.
- Shifts weight from back to front foot - practice rocking motion.
- If child is losing balance while throwing, take the body out of the throw and have the child sit while practicing, then progress to kneeling and then standing.
- Point toes at target.
- Provide objects that are easy to grip.

This song comes from Play Skills by the Heart And Stroke Foundation.

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

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



# Lesson 7: Throwing and Catching

## 45 Minute Time Period

Movement Skills	Activity
	<b>Welcome and Introductions</b>
Body Awareness	<b>Warm-Up</b> - Start with the song "Head, Shoulders, Knees and Toes." Have all participants, including caregivers, participate in a number of stretches – touch your toes, touch the ceiling, wiggle arms and legs, ankles, etc.
Body Awareness	<b>Sports Songs</b> - Sung to the tune of "The Wheels on the Bus." Use motions the athletes have done in the previous week.
Movement Skills and Fitness	<b>Follow the Leader</b> - Encourage the participants to follow the leader as you walk in different ways (fast, slow, march, etc.) and move different parts of your body (arms up, arms out, etc.) Move sideways, use the balance beam and other pieces of equipment.
Throwing	<b>Two-Hand Throwing</b> - Using a sideways stance, encourage the participant to rock back and forth. As the participant rocks to the back foot, ask them to raise their arms over their head. When rocking forward, encourage them to bring their arms forward to throw the ball.
Throwing	<b>Overhand Throwing</b> - Using the same technique as two-hand throwing, encourage the participant to bring arms back and forward overhead to throw a small ball.
Overhand Throwing	<b>Throw Through the Hoop</b> - Encourage children to throw a small ball or bean bag through the hoop using a two-hand overhand throw. Try throwing with one hand through the target.
Throwing	<b>Throwing for Distance and Accuracy</b> - Encourage participants to throw a small ball as high or far as possible. Set up markers at different distances so the participant can focus toward a goal or target.
Throwing/Catching	<b>Bounce Ball</b> - Using big balls, have participants bounce the ball to their partner and try and catch the pass. Encourage participants to keep their eye on the ball.



# Lesson 7: Throwing and Catching

## 45 Minute Time Period

Throwing/Catching	<b>Wall Ball</b> - Using big balls, have participants throw a ball at the wall and try and catch their own throw. Encourage participants to keep their eye on the ball. If it is too easy, have them move further away from the wall; if it is too hard, stand closer to the wall. Try one hand and two hands.
Advanced Skill	<b>Bounce and Catch</b> - Stand behind the participant and assist him/her in bouncing and catching a ball. Then, stand in front of the child and bounce the ball so that the participant can catch the ball without moving. Encourage your participant to bounce pass the ball back to you. Progress at greater distances between players and smaller balls.
Awareness/Fitness	<b>Free Time</b> - This opportunity is for participants to play without structure with the equipment and have fun with other participants. Ensure that participants are being supervised during this session.
Cooperation	<b>Collect All Equipment</b> - Ask participants to assist with picking up the equipment. Assign athletes a particular item to pick up and put away.
Cool Down	<b>Sing Song</b> - "If You're Happy and You Know It." Do actions like turn around, march on the spot, jump up and down, bounce, etc. End with a good stretch.
Nutrition Education	<b>Nutrition Break</b> - After the participants have been active, it is important to begin the process of introducing nutritious snack choices. This break also provides an opportunity to introduce a nutrition tip to caregivers.
Good-Bye	<b>Good-Bye and See Everyone Next Week</b> - Provide information to caregivers for next week's activities.

### Items required for lesson:

- Floor Markers
- Balls - large and small
- Targets or Hula Hoops
- Scarves





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## Lesson 8: Kicking



## Objectives of Lesson 8 include:

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

<b>Kicking</b>	
<b>Phase</b>	<b>Key Characteristics</b>
Initial	<ul style="list-style-type: none"> <li>- No preparation or follow through</li> <li>- Kicking the ball</li> <li>- Arms used for balance</li> <li>- Kick initiated at knee</li> <li>- Tendency to use toes</li> <li>- Dominant leg used</li> <li>- Body held stiffly</li> </ul>
Intermediate	<ul style="list-style-type: none"> <li>- Some preparation</li> <li>- Kicking leg stays bent</li> <li>- Tendency to use top of the foot</li> <li>- Improved balance and body control</li> <li>- Body more relaxed</li> </ul>
Mature	<ul style="list-style-type: none"> <li>- Focuses eyes on the ball at contact</li> <li>- Steps beside the ball with non-kicking foot</li> <li>- Bends kicking leg (knee over ball) to contact ball with shoelaces</li> <li>- Swings arms in opposition to kicking foot</li> <li>- Follows through with kicking leg pointing to the target</li> </ul>

## Teaching Hints and Cues

- Start with a larger ball and work towards a smaller ball.
- Start from stationary and move towards a moving object.
- Use markers beside the ball to teach the child step beside the ball.
  - Stand behind the ball and slightly to the side.
  - Step forwards onto the marker with your non-kicking foot.
- Focus eyes on the ball.
  - Cue: Watch the ball.
- Have the child swing the kicking leg back and then fully through from the hip.
- Encourage opposite hand and foot.
  - Hint: Use colors so that the two red limbs come forward and back at the same time, such as tying a string around the right hand and the right ankle.



# Lesson 8: Kicking

## 45 Minute Time Period

Movement Skills	Activity
	<b>Welcome and Introductions</b>
Body Awareness	<b>Warm-Up</b> - Start with the song "Head, Shoulders, Knees and Toes." Have all participants, including caregivers, participate in a number of stretches – touch your toes, touch the ceiling, wiggle arms and legs, ankles, etc.
Body Awareness	<b>Sports Songs</b> - Sung to the tune of "The Wheels on the Bus." Use motions the athletes have done in the previous week.
Body Awareness	<b>Frozen Color Game</b> - Scatter different colored equipment around the room. Ask participants to move around the gym in different ways (crawling, walking, running, etc.). Call out a color and everyone has to go touch an object of that color. Increase difficulty by calling out a body part with the color (foot on red, elbow on blue, etc.).
Kicking	<b>Kicking an Object</b> - Place a large ball on the ground and have the child stand behind it. Have the child kick the ball toward you with his/her preferred foot. If it is too easy for a child, try different size balls.
Kicking	<b>Penalty Kick Prep</b> - Place the ball on the ground and have the child run up to the ball and kick it toward you.
Kicking	<b>Kicking for Distance</b> - Encourage the child to run up to the ball and kick it for distance by having him/her kick the ball past various markers.
Kicking	<b>Kicking for Accuracy</b> - Place a ball on the ground. Encourage the participant to run up to the ball and kick it toward a goal or between two cones. Vary the distance between the cones to increase difficulty.
Kicking	<b>Pathway Kick</b> - Set up a pathway using cones or markers. Have participants kick the ball down the pathway and then bring it back on the outside of the pathway.
Kicking	<b>Kickball</b> - Roll or kick the ball toward the child and encourage him/her to kick the moving ball toward you or a target.



# Lesson 8: Kicking

## 45 Minute Time Period

Advanced Skill	<b>Obstacle Course</b> - After setting up a series of cones, hoops, ropes, etc., have the participants play "Follow the Leader" and go through the obstacle course. Include a station in the course that focuses on kicking.
Awareness/Fitness	<b>Free Time</b> - This opportunity is for participants to play without structure with the equipment and have fun with other participants. Ensure that participants are being supervised during this session.
Cooperation	<b>Collect All Equipment</b> - Ask participants to assist with picking up the equipment. Assign athletes a particular item to pick up and put away.
Cool Down	<b>Sing Song</b> - "If You're Happy and You Know It." Do actions like turn around, march on the spot, jump up and down, bounce, etc. End with a good stretch.
Nutrition Education	<b>Nutrition Break</b> - After the participants have been active, it is important to begin the process of introducing nutritious snack choices. This break also provides an opportunity to introduce a nutrition tip to caregivers.
Good-Bye	<b>Good-Bye and See Everyone Next Week</b> - Provide information to caregivers for next week's activities.

### Items required for lesson:

- Floor Markers
- Balls - large
- Cones





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**Lesson 9:**  
**Striking**



## Objectives of Lesson 9 include:

- Introduce striking to participants.
- Focus on keeping eyes on the ball/target.
- Work on skills learned in previous weeks.

Striking	
Phase	Key Characteristics
Initial	<ul style="list-style-type: none"> <li>- Swinging action is a vertical chopping action</li> <li>- Feet are together and stationary</li> <li>- Trunk faces direction of ball</li> <li>- No trunk rotation</li> <li>- No transfer of body weight</li> </ul>
Intermediate	<ul style="list-style-type: none"> <li>- Trunk turned with limited hip rotation</li> <li>- Some transfer of weight</li> <li>- Feet are positioned shoulder-width apart</li> <li>- Elbow is held close to the body and slightly bent</li> <li>- Swinging action is somewhat horizontal</li> </ul>
Mature	<ul style="list-style-type: none"> <li>- Focuses eyes on object being struck</li> <li>- Displays preparatory back swing</li> <li>- Rotates hips and trunk in striking action</li> <li>- Transfers weight from back to front</li> <li>- Follows through along swinging path</li> </ul>

## Teaching Hints and Cues

- Start with stationary objects prior to moving objects.
  - Progression: Off of a tee, to a suspended hanging ball or balloon, to slow a moving large ball, to a small ball.
  - Cue: Eyes on target.
- Use large objects to start.
  - Beach ball on a tee and then work down to a baseball size.
- Stress making a big swing to get the elbows away from the body.
  - Cue: Big back swing and follow through.
  - Elbows extended at contact and follow through.
- Adjust the child's hand position according to left- and right-hand abilities.
  - Right-handed - right hand should be above the left ear.
  - Left-handed - left hand should be above the right ear.



# Lesson 9: Striking

## 45 Minute Time Period

Movement Skills	Activity
	<b>Welcome and Introductions</b>
Body Awareness	<b>Warm-Up</b> - Start with the song "Head, Shoulders, Knees and Toes." Have all participants, including caregivers, participate in a number of stretches – touch your toes, touch the ceiling, wiggle arms and legs, ankles, etc.
Body Awareness	<b>Sports Songs</b> - Sung to the tune of "The Wheels on the Bus." Use motions the athletes have done in the previous week.
Striking	<b>Handball</b> - Place a large ball on a cone. Have the participant hit the large ball with an open hand off of the cone.
Striking	<b>Ball Tapping</b> - Tap a ball toward the child and have them tap the ball back towards you with an open hand. Progress to having the child turned sideways in a ready position.
Striking	<b>Side Striking</b> - Using a sideways stance, encourage the child to strike a large ball off a cone with a paddle.
Striking	<b>Keep the Ball in the Air</b> - Using their hand or racket, encourage the athletes to keep the ball in the air. See how many times they can keep it in the air as individuals. Work as a group to keep the ball in the air.
Striking	<b>Intermediate Tennis/Softball</b> - Using a sideways stance, encourage the child to strike a bounced large ball with a racket, paddle, etc.
Awareness/Fitness	<b>Free Time</b> - This opportunity is for participants to play without structure with the equipment and have fun with other participants. Ensure that participants are being supervised during this session.
Cooperation	<b>Collect All Equipment</b> - Ask participants to assist with picking up the equipment. Assign athletes a particular item to pick up and put away.



# Lesson 9: Striking 45 Minute Time Period



Nutrition Education	<b>Nutrition Break</b> - After the participants have been active, it is important to begin the process of introducing nutritious snack choices. This break also provides an opportunity to introduce a nutrition tip to caregivers.
Good-Bye	<b>Good-Bye and See Everyone Next Week</b> - Provide information to caregivers for next week's activities.

### Items required for lesson:

- Floor Markers
- Balls - large
- Cones
- Paddle or Racket
- Scarves



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**Lesson 10:**  
**Advanced Skills**



# Lesson 10: Advanced Skills 45 Minute Time Period

## Objectives of Lesson 10 include:

- Introduce participants to a number of advanced skills that require athletes to combine skills that were introduced earlier in the season.
- Provide children with the opportunity to learn new skills that will challenge their abilities.

Movement Skills	Activity
	<b>Welcome and Introductions</b>
Body Awareness	<b>Warm-Up</b> - Start with the song “Head, Shoulders, Knees and Toes.” Have all participants, including caregivers, participate in a number of stretches – touch your toes, touch the ceiling, wiggle arms and legs, ankles, etc.
Advanced Skills	<b>Bounce and Catch</b> - Stand behind the participant and assist him/her in bouncing and catching the ball. Then, stand in front of the child and bounce the ball so that the participant can catch the ball without moving. Encourage your participant to bounce-pass the ball back to you. Progress at greater distances between players and use smaller balls.
Advanced Skills	<b>Dribble</b> - Stand behind the participant and assist him/her in bouncing a ball with two hands, but without catching it. Provide less assistance as skills improve. Progress to a different ball and then bouncing or dribbling with one hand.
Advanced Skills	<b>Punting</b> - Encourage the child to practice balance by standing on one leg, with the leg forward and the arms out to the sides. Then, have the child swing the kicking leg back and forward. Finally, have the child hold a large ball in both hands, drop it and kick it.
Advanced Skills	<b>Galloping</b> - Place a series of markers on the ground in a straight line. Have the participant step onto the marker with his/her preferred leg. Then, ask the participant to bring up the trailing foot to the marker and hop onto it. Continue leading with preferred foot. The lead foot is the bunny; the trail foot is the fox. The fox chases the bunny, but never quite gets the bunny.
Advanced Skills	<b>Skipping</b> - Place a series of markers on the ground in a straight line. Have the child step onto the marker and then perform a low hop on that foot. As the hopping foot lands, place the other foot on the next marker.



# Lesson 10: Advanced Skills

## 45 Minute Time Period



Advanced Skills	<b>Teacher's Favorite</b> - This exercise allows coaches to choose an activity from the past lessons that works on skills that athletes had trouble with or that the athletes really enjoyed.
Awareness/Fitness	<b>Free Time</b> - This opportunity is for participants to play without structure with the equipment and have fun with other participants. Ensure that participants are being supervised during this session.
Cooperation	<b>Collect All Equipment</b> - Ask participants to assist with picking up the equipment. Assign athletes a particular item to pick up and put away.
Cool Down	<b>Sing Song</b> - "If You're Happy and You Know It." Do actions like turn around, march on the spot, jump up and down, bounce, etc. End with a good stretch.
Nutrition Education	<b>Nutrition Break</b> - After the participants have been active, it is important to begin the process of introducing nutritious snack choices. This break also provides an opportunity to introduce a nutrition tip to caregivers.
Good-Bye	<b>Good-Bye and See Everyone Next Week</b> - Provide information to caregivers for next week's activities.

### Items required for lesson:

- Floor Markers
- Balls - large







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**Lesson 11:**  
**Stations**



### Objectives of Lesson 11 include:

- Provide athletes with the opportunity to practice the skills they have been taught throughout the season in a fun and cooperative manner.
- Develop athlete abilities in the areas of cooperation and teamwork.
- Encourage the caregivers to participate alongside their child.
- Have fun while learning.

Station week is a great opportunity for coaches to work on skills that need developing or to reinforce successfully developed skills.

Be sure to incorporate caregivers in each activity. If a station is not working out on a particular day, feel free to introduce an activity that the children enjoyed in previous weeks.

Movement Skills	Activity
	<b>Welcome and Introductions</b>
Body Awareness	<b>Warm-Up</b> - Start with the song "Head, Shoulders, Knees and Toes." Have all participants, including caregivers, participate in a number of stretches – touch your toes, touch the ceiling, wiggle arms and legs, ankles, etc.
Explanation	<b>Explanation of Station Day</b> - Explain to participants and caregivers/parents that the purpose of Station Day is to promote participation and not competition. Ensure that all caregivers participate and spectators cheer on the participants during the events. Events can be done one at a time or all at the same time, in a station-style format if space permits.
Station Activities	<b>Stations</b> - The idea of the station activities is to have children use a number of the skills they have learned up to this point in the program by taking part in some of their favorite past activities in group settings. Setting up three to four stations and switching every five minutes allows children to stay engaged and to practice basic skills.
Practice	<b>Station 1: Bean Bag Relay</b> - With two or more children, walk/run from one point to another carrying a bean bag and dropping it into a hula hoop container. Use any distance and as many bean bags as needed.



Practice	<b>Station 2: Catching</b> - Have children play catch with a caregiver with a variety of different objects (scarf/balls), at varying distances and heights.
Practice	<b>Station 3: Throwing</b> - Have children practice throwing a variety of objects at targets or to a caregiver. Provide a variety of distances and targets as skills improve.
Practice	<b>Station 4: Kicking</b> - Have participants practice kicking by using a variety of different sized balls and targets. Vary the size and distance of targets in relation to the skill level of participants.
Awareness/Fitness	<b>Teacher's Favorite</b> - This exercise allows coaches to choose an activity from the past lessons that works on skills that athletes had trouble with or that the athletes really enjoyed.
Awareness/Fitness	<b>Free Time</b> - This opportunity is for participants to play without structure with the equipment and have fun with other participants. Ensure that participants are being supervised during this session.
Cooperation	<b>Collect All Equipment</b> - Ask participants to assist with picking up the equipment. Assign athletes a particular item to pick up and put away.
Cool Down	<b>Sing Song</b> - "If You're Happy and You Know It." Do actions like turn around, march on the spot, jump up and down, bounce, etc. End with a good stretch.
Nutrition Education	<b>Nutrition Break</b> - After the participants have been active, it is important to begin the process of introducing nutritious snack choices. This break also provides an opportunity to introduce a nutrition tip to caregivers.
Good-Bye	<b>Good-Bye and See Everyone Next Week</b> - Provide information to caregivers for next week's activities.

### Items required for lesson:

- All Young Athletes kit items





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**Lesson 12:**  
**Future Stars Sports Day**



Movement Skills	Activity
	<b>Welcome and Introductions</b>
Body Awareness	<b>Warm-Up</b> - Start with the song “Head, Shoulders, Knees and Toes.” Have all participants, including caregivers, participate in a number of stretches – touch your toes, touch the ceiling, wiggle arms and legs, ankles, etc.
Explanation	<b>Explanation of Sports Day</b> - Explain to participants and caregivers/parents that the purpose of the Sports Day is to promote participation and not competition. Participants will be awarded ribbons at the end of the session, which will mimic a competition presentation; however, all participants will receive the same ribbon. Ensure that all caregivers and spectators cheer on the participants during the events. Each of the events can be done one at a time, or all at the same time, in a station-style format if space permits.
Fun	<b>Event 1: Dash and Balance</b> - Both parent/caregiver and participant line up at one end of the space and rush to the other end where two bean bags are waiting. Both the participant and the parent/caregiver must balance the bean bag on their heads or carry the bean back to the starting line. Do this activity multiple times to see which parent/caregiver and participant finishes first.
Fun	<b>Event 2: The Big Goal</b> - With two or more children, walk/run from one point to another carrying a bean bag and dropping it into a hula hoop container. You can use any distance and as many bean bags as needed.
Fun	<b>Event 3: Throw and Catch</b> - Have children play catch with a caregiver with a variety of different objects (scarf/balls) and varying distances and heights.
Fun	<b>Event 4: Obstacle Course of Champions</b> - Both caregiver/parent and participant run an obstacle course where participants must jump over a rope or obstacle, kick a ball between 2 pylons, throw or pick up and drop a bean bag into a hula hoop/container, and walk in a straight line across the balance beam from start to finish. Finally, the last stage of the obstacle course is the nutrition table where participants, with the help of their caregiver/parent must choose a healthy snack from a number of snacks offered.



# Lesson 12: Future Stars Sports Day

(Continued)



Fun	<b>Athletes' Favorite</b> - This time allows the athletes to choose their favorite game or activity that they have participated in throughout the season. Play as many athlete favorites as possible.
Cool Down	<b>Sing Song</b> - "If You're Happy and You Know It." Do actions like turn around, march on the spot, jump up and down, bounce, etc. End with a good stretch.
Nutrition Education	<b>Nutrition Break</b> - After the participants have been active, it is important to begin the process of introducing nutritious snack choices. This break also provides an opportunity to introduce a nutrition tip to caregivers.
Fun	<b>Awards Ceremony</b> - Have participants gather and sit down with parents/ caregivers and provide each with an achievement ribbon. Explain to each recipient that the award is being presented for the lesson's activities and for their contributions throughout the program.
Good-Bye	<b>Good-Bye and See Everyone Next Week</b> - Provide information to caregivers for next week's activities.







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# Nutrition Lessons



## Lesson 1: Introducing 5 Food Groups

### Focus

Talk about the 5 food groups and what belongs in each. Stress water as an alternative to milk as the beverage for athletes when competing. Identify different foods as one of the groups. Talk briefly about the importance of good nutrition for athletes and people, period. Introduce the idea of meal timing, briefly.

### Activity

Assemble 5 hula hoops to represent the food groups spread out in circle. Children gather in middle and toss a bean bag into the correct hula hoop after a facilitator calls out a food or beverage. Optional: kids call out foods as well. The mode of moving is called out: they walk, run, crawl or hop to that circle, as determined by facilitator.

### Handout

Include:

- Examples of foods in each of the 5 groups.
- Importance of drinking milk and water and timing for both.
- Benefits of good nutrition in general and especially for athletes.
- Emphasis on no meal skipping and always eating breakfast.
- Difference between a Registered Dietitian (RD) vs. nutritionist.
- Link to [www.eatright.org](http://www.eatright.org).

## Lesson 2: MyPlate

### Focus

Review the 5 food groups. Introduce MyPlate. Explain what it looks like: show all 5 food groups using different colored objects to emphasize colorful plates. Emphasize the importance of good nutrition.

### Activity

Have 3-4 different bins/hula hoops/containers with a collection of balls or beans bags that are designated as different food groups or have pictures of food attached to them. Assign teams (or do the activity individually, depending on the number of participants) to each food group and have children assemble a correctly portioned plate (to match MyPlate). Kids must dig out items from containers. The plate will have divided lines where each group should go; the plate could be a large circular tarp or hula hoop. The activity should be a team effort. The mode of moving is called out: they walk, run, crawl or hop to that circle, as determined by facilitator.

### Handout

Include:

- MyPlate graphic.
- Emphasis that colorful plates have more vitamins and minerals.
- Tips on getting in vegetables stealthily.
- Importance of good sports nutrition.
- Link to [www.choosemyplate.gov](http://www.choosemyplate.gov).



## Lesson 3: Food is Fuel

### Focus

Introduce the idea of good and “other” foods – foods that are not good for you to eat too much of (especially for future athletes.) There are better options and ways of making certain food choices healthier, more nutrient-dense. Good vs. other, go vs. slow; emphasizing moderation. Some food items fuel the body better. Food is fuel and the body is like a car (machine, engine, etc.)

### Activity

Children are the car, driving through an obstacle course set with coned lanes. Create periodic places where a facilitator has a card with a food item on it. The child must slow down or continue going based on whether or not it’s a good or other food. Optional: on the cards, have the background color to indicate “go” or “slow” (example: an apple cut out and set on a green background).

### Handout

Include:

- List of common good (nutritious) vs. other (calorie dense) foods.
- Emphasis that food is fuel for energy and every individual has different caloric requirements, depending on size, athletic involvement, calories per meal and snack, etc.
- Stress reading nutrition labels.
- Importance of rehydration and timing. Tip: buy water bottles with rulers on them.

## Lesson 4: Better Choices

### Focus

Review good vs. other foods, and the idea that food is fuel. Emphasize food is energy and the very basic idea of balancing and the effects if you don’t. Better foods fuel you more effectively.

### Activity

It’s a race! Have two lanes consisting of two rows of 5-10 hula hoops, each with a photo/physical representation of a different food or beverage. The children must only hop into the hoops with the good food in them. For example, they should hop into the hoop with an apple in it vs. a candy bar, or the one with milk vs. soda. Advanced option: holding ball in between their legs, or for a second round, kids select which food items to place in the middle of the hoops. This way, they’d have to choose the better options. That way they’d have more hoops to jump in, theoretically enabling them to finish the race faster. In all options, the idea of better choices leading to better performance must be stressed.

### Handout

Include:

- Formula of energy balance: calories in and calories out. Balancing is key.
- Effects when energy is imbalanced.
- Importance in allowing children to eat until full, not “once the plate is finished.”
- Tips for portion control such as smaller plates, limiting second helpings, buying blue plates, etc.



## Lesson 5: Assembly Line

### Focus

Talk about the importance of correct portion sizes: what they look like, servings in a meal, in a day, and meal timing.

### Activity

Teams compete to correctly assemble a balanced plate the fastest on an assembly line. At one end, have a container of different balls or other objects designated as foods; at the other end is the plate. Participants either roll or underhand throw a ball of the correct size down the assembly line once a food group is called out. For example, if "Fruits" are called out, the person at the end of the line closest to the basket of foods must grab out a fruit in the correct portion size, so a ball with a photo of a bunch of grapes rather than a single one. "Beverage" may be included as an option to allow kids the chance to grab whatever item represents water. If there's more than one kid on a team, have the kids alternate who is selecting the food item and who is placing it on the plate. Of course, if an incorrect item is selected, the item can be passed back. First team to finish the plate wins.

### Handout

Include:

- Importance of portion size.
- Size references: different types of balls, your hand, etc.; include how these align with calories.
- WebMD reference card.

## Lesson 6: Vitamins

### Focus

Review good vs. other foods and portion sizes. Talk about milk, calcium and other vitamins and minerals. Review the body = car/food = fuel metaphor. Have kids call out different machines that the body is like. If boat is not mentioned, prompt them to mention it and confirm it.

### Activity

The kids are now a boat. They must line up in row(s) and maintain a rowing motion with paddles. They must trap rolling balls (from different directions) representing good foods with a paddle and load it onto their boat. They must choose correctly based on criteria called out. For example, if it's fruit, they must grab fruit in the correct portion size. They can discard "other" foods or foods they don't want, but only during that round – a round being the time allotted before the next criteria is shouted out. Advanced option: if "calcium" or "potassium" or "iron" or "vitamin C" is shouted out, they must select the food that would contain (primarily) that mineral or vitamin. Baskets will be reviewed; points are awarded for the "correct" choices and the most colorful basket, points are taken away for "incorrect" choices. End with group(s) making a plate from the materials they have.

### Handout

Include:

- List of vitamins and minerals, where to find them, and what they do.



## Lesson 7: Good Carbs

### Focus

Review the benefits of a colorful plate and briefly identify the macronutrients – carbohydrates, protein and fat. Discuss where to find carbohydrates; that they aren't synonymous with grains (they're in fruits, veggies, drinks, etc.). Explain the importance of carbs: that they're the number one energy source in the body, important for muscles, that they should be in every meal, and how they benefit athletes. Stress there are good and other carbohydrates. Include portions and caloric intake.

### Activity

Walk on a balance beam holding a ball designated as a food and toss into a good or other basket. The food item will be something that contains (primarily) carbs. Have two teams (if possible) and have a race. Another option is to have a child identify good vs. other carb as it is handed to them by facilitator. If answered correctly, they can continue the activity; a good carb means they can hold the ball, an other carb must be balanced on top of a cone while they walk.

### Handout

Include:

- Review that sugar is a carbohydrate and healthier alternatives (brown vs. white rice, whole wheat vs. white).
- List of good vs. other carbohydrates and what they do for athletes; importance, portions and caloric intake.
- The idea of processing foods and what's happening to nutrients.
- Glycemic load (not the index)
- Mention carbohydrate timing, briefly.

## Lesson 8: Good Proteins

### Focus

Review macronutrients. Talk about the importance of proteins for athletes, where to find them, what they do and identify good and other proteins. Include portions and caloric intake.

### Activity

Have cones set up with balls balanced on top of them representing good and other proteins. Dribble a soccer ball designated as a protein source through loosely spaced flat cones, then kick the ball at a cone with a ball representing a good protein balanced on top of it to knock down the ball. Easier option: have the child identify the balls on tops of the cones as good or other beforehand, then move the cones with "other" proteins farther back, indicating that other proteins can affect performance. With either option, points are given for a good choice and a point subtracted for an other choice.

### Handout

Include:

- Importance and sources of proteins.
- List of good vs. other proteins. Include portions and caloric intake.



## Lesson 9: Good Fats

### Focus

Review macronutrients. Talk about fats, how there's no need to be afraid of them, what they do for athletes and where to find them. Identify good and other fats. Include portions and caloric intake.

### Activity

Hit a ball towards good or other fat basket or throw a hoop (held by facilitator). Add a final cumulative round and include proteins, carbs, and even the food groups.

### Handout

Include:

- Importance and sources of fat.
- Tips: aim for low fat or fat free dairy products, using oil over butter, etc.
- Recommendation to try and avoid trans fats, where to find them, FDA rules and regulations on food labeling.
- Review of nutrition label reading, ingredient list, etc.
- List of good vs. other fats. Include portions and caloric intake.

## Lesson 10: Review (Flag Football)

### Focus

Review the total program. Stress meal timing again. Have open discussion to introduce each topic, then ask questions. How often did people eat, did they drink water, have breakfast, eat from each of the 5 food groups, portion sizes, etc.? Have this status account for the day before the current meeting.

### Activity

Play flag football with scarves and belts. Review each players' nutritional profile – more scarves means better status. Award an extra scarf for drinking the most water (or, a scarf for every 4 glass of water drunk; if they brought water with them), for eating at least 3 meals a day the previous day, including the 5 food groups, identifying a good option (ex. Q: "What's a better option than fruit roll-up?" A: "An apple/banana, etc.") and ask a few other questions for children to answer for extra scarves (ex. Q: "What's a good source of carbohydrate?", "What are carbs good for?", "What does calcium do?")

The person with the most scarves left wins. Once all scarves are snagged, that person can no longer play, but should still cheer for the players.

### Handout

Include:

- Proper food storage.



## Lesson 11: Review (Relay Race)

**Focus**  
Review.

**Activity**  
Review status; ask questions to award extra time in a relay race:

- Best status – 2 second head start
- 2nd – 1.5 sec
- 3rd – 1 sec.

Randomly assign teams. Then, line up the teams side by side, and ask them to run, crawl, inchworm, gallop or skip to the end of the line where they will be asked a question by one of two facilitators. The facilitators will have a flip-board with pre-written questions on them. If the child gets it correct, they grab a ball, run back, and deposit in a basket. If answered incorrectly, no ball is received. The team with most correctly answered questions wins. It's a timed race and the mode of moving is also determined and should be monitored.

**Handout**  
Include:

- Hydration.

## Lesson 12: Review (Obstacle Course/Dance Break)

**Focus**  
Review.

**Activity**  
Include previous nutrition station in the obstacle course; have dance break with Jill Jayne.

**Handout**  
Include:

- Benefits of regular physical activity; use it or lose it.



# Nutrition Tips and Resources

## Teaching Hints

- Don't use the term "bad" foods but "other" foods. Other examples: "go" vs. "slow" or "good" vs. "better".
- Never take away foods, but make them healthier. Think of them as healthy upgrades that give you more energy and nutrients.

## Lesson Plan Ideas

- Use music from Jill Jayne, Rockstar Nutritionist.
- Use Old MacDonald song (p. 73)
- One Nutrition Break could include the kids assembling a snack (light cooking) and talking about it to caregivers and volunteers
- In conjunction with each lesson, provide handouts for caregivers to take home and share with their young athletes.
  - Instead of 8.5"x11" handouts, consider having business card or photo-sized handouts.
  - Always include references and links.
  - Include tips on one side and a recipe on the back.
  - Optional: provide a clear sheet with slots for the cards so that each succeeding lesson handout can fit inside, or provide a magnetic photo sleeve so tips can be displayed on the refrigerator.

## General Nutrition Tips to Emphasize for Young Athletes

- **Carbohydrates** are especially important for Young Athletes! Selecting the right carbs from whole grains, fruits, veggies and low fat dairy are vital components of an athlete's diet.
- **Timing meals** is a must for athletes.
- **Before competition:** Eat meals high in complex carbohydrates, moderate protein and low in fat, fiber 2-4 hours before competitions.
- **During competition:** In between competition, be mindful of when the next event starts. Refuel after events with foods that contain carbohydrates and some protein. Try eating immediately after if time is limited. Examples: sandwiches, bagels, dried fruit, nuts
- **After competition:** Always recover and refuel with a snack within 45 minutes of exercise and a meal within 2 hours containing carbohydrate to re-stock a depleted supply of energy in the muscles and protein to help build muscle. Examples: Peanut butter and jelly sandwich, low fat chocolate milk





# Nutrition Tips and Resources

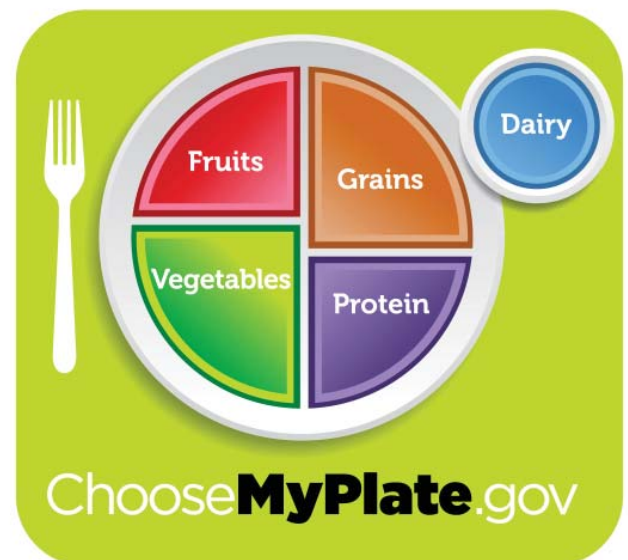
- **Water:** The heat in Texas means drinking adequate supplies of water – not too much and definitely not too little.
  - Monitor urine color – clear to pale yellow is optimal; the darker your urine, the more water you need!
  - Don't wait to feel thirsty or for your child to claim he or she is. Always rehydrate and drink plenty of water daily.
  - 14-22 fluid ounces prior to physical activity
  - 6-12 oz consumed every 15-20 minutes (as tolerated) in order to replace water loss
  - Recovery hydration—make sure athletes drink fluids and eat foods that contain a lot of fluid to stay hydrated until next event or competition
  - Avoid juices, sodas – high sugar content can cause upset stomach, diarrhea. Limit caffeine intake as well.
  - For events >1 hour a sports drink may be beneficial to replete electrolytes lost and provide quick carbs for energy.

A lifetime of sports may be ahead for your child. Growing as an individual, not just as an athlete, means having a solid foundation and making every bite count. Jumping higher, running faster, working harder and performing as safely, optimally and fiercely as possible starts with a solid, sound eating plan. Choosing high quality, nutrient denser foods ensures nutritional adequacy and promotes performance. Being a Special Olympics athlete requires fueling like a champion, each and every day.

## Food Groups

As soon-to-be Special Olympics athletes, it's crucial these young athletes start making sound dietary choices, now.

- Make your plate a vibrant rainbow of colors – this ensures intake of all essential vitamins and minerals.
- Grandma was right – vegetables are good for you. Make half your plate fruits and veggies.
- Choose low-fat dairy for calcium crucial for strong bones.
- Pick whole grain bread for sandwiches rather than white bread.
- Nutrition labels are your friend. Be a selective shopper.





## Portion Sizes

- Moderation is key. Don't eliminate foods you love; always make food enjoyable. Portion sizing is an important aspect of staying healthy!
- WebMD has created some easy guidelines to help you figure out how many servings are on your plate -- and they're in a handy wallet size so you can keep them with you when you're dining out. Cut out and fold on the dashed line. You may want to laminate or tape for lasting use.

<http://www.webmd.com/diet/printable/wallet-portion-control-size-guide>

**WebMD Portion Size Guide**

<p><b>BASIC GUIDELINES</b></p> <p>1 cup = baseball </p> <p>½ cup = lightbulb </p> <p>1 oz or 2 tbsp = golf ball </p> <p>1 tbsp = poker chip </p> <p>3 oz chicken or meat = deck of cards </p> <p>3 oz fish = checkbook </p>	<p><b>GRAINS</b> </p> <p>1 cup of cereal flakes = baseball</p> <p>1 pancake = compact disc</p> <p>½ cup cooked rice = lightbulb</p> <p>½ cup cooked pasta = lightbulb</p> <p>1 slice bread = cassette tape</p> <p>1 bagel = 6 oz can of tuna</p> <p>3 cups popcorn = 3 baseballs</p>	<p><b>DAIRY &amp; CHEESE</b> </p> <p>1 ½ oz cheese = 3 stacked dice</p> <p>1 cup yogurt = baseball</p> <p>½ cup of frozen yogurt = lightbulb</p> <p>½ cup of ice cream = lightbulb</p> <p><b>FATS &amp; OILS</b> </p> <p>1 tbsp butter or spread = poker chip</p> <p>1 tbsp salad dressing = poker chip</p> <p>1 tbsp mayonnaise = poker chip</p> <p>1 tbsp oil = poker chip</p>
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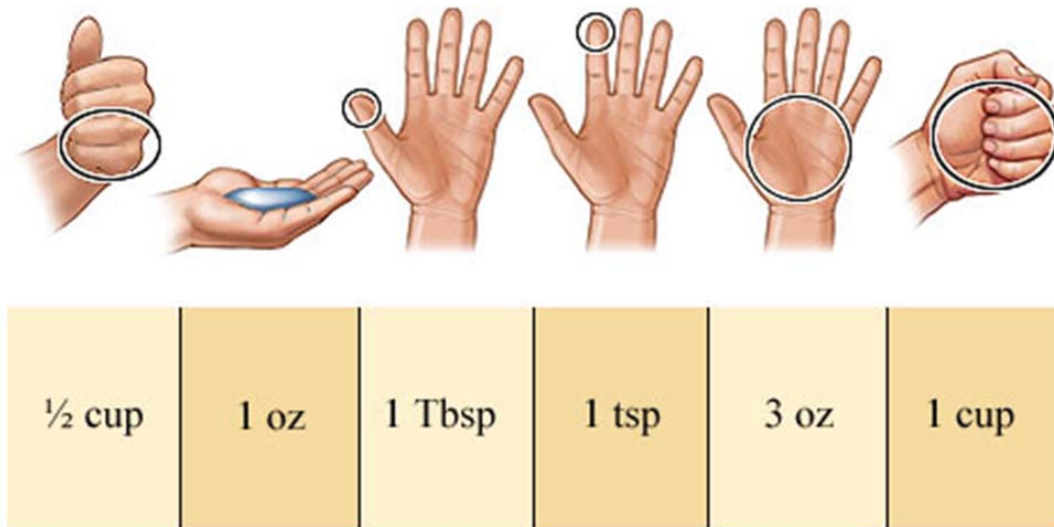
**WebMD Portion Size Guide**

<p><b>FRUITS &amp; VEGETABLES</b> </p> <p>1 medium fruit = baseball</p> <p>½ cup grapes = about 16 grapes</p> <p>1 cup strawberries = about 12 berries</p> <p>1 cup of salad greens = baseball</p> <p>1 cup carrots = about 12 baby carrots</p> <p>1 cup cooked vegetables = baseball</p> <p>1 baked potato = computer mouse</p>	<p><b>MEATS, FISH &amp; NUTS</b> </p> <p>3 oz lean meat = deck of cards</p> <p>3 oz fish = checkbook</p> <p>3 oz tofu = deck of cards</p> <p>2 tbsp peanut butter = golf ball</p> <p>2 tbsp hummus = golf ball</p> <p>¼ cup almonds = 23 almonds</p> <p>¼ cup pistachios = 24 pistachios</p>	<p><b>MIXED DISHES</b> </p> <p>1 hamburger (without bun) = deck of cards</p> <p>1 cup fries = about 10 fries</p> <p>4 oz nachos = about 7 chips</p> <p>3 oz meatloaf = deck of cards</p> <p>1 cup chili = baseball</p> <p>1 sub sandwich = about 6 inches</p> <p>1 burrito = about 6 inches</p>
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# Nutrition Tips and Resources

Left your equipment on the field? No fear, here's an easy, method to consider portion sizes:



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## Hydration Quick Tips

FRONT:

### HYDRATION QUICK TIPS!

- **Before, During, and After Exercise:**
  - \* Exercise < 1 hr (low to moderate intensity): choose water
  - \* Exercise > 1 hr (moderate to high intensity exercise): choose fluids with both carbohydrates and electrolytes
- Replace fluids early and often both during and after exercise (especially in a hot environment)
- Good sources of fluids include sports drinks, water, juices, smoothies, fruits/vegetables, and soups.



BACK:

### SIGNS OF DEHYDRATION

- **Mild-to-moderate dehydration:**
  - \* Thirst
  - \* Muscle weakness
  - \* Sleepiness/tiredness
  - \* Few/no tears when crying
  - \* Decreased urine output
  - \* Headache
  - \* Dry, sticky mouth
  - \* Dizziness/light-headedness
- **Severe dehydration:**
  - \* Extreme thirst
  - \* Lack of sweating
  - \* Low blood pressure
  - \* Confusion
  - \* Delirium/unconsciousness
  - \* Little or no urination (amber-colored)
  - \* Rapid heartbeat
  - \* Sunken eyes
  - \* Irritability
  - \* Fever



# Nutrition Song: Old MacDonald

Old MacDonald has a farm, E-I-E-I-O  
 And on his farm he eats protein, E-I-E-I-O  
 With a pink salmon and a chicken leg  
 And some beans, boiled egg  
 Nuts and peas and tofu  
 Old MacDonald eats protein, E-I-E-I-O

Old MacDonald has a barn, E-I-E-I-O  
 And in his barn he has dairy, E-I-E-I-O  
 With a cow for milk and a goat as well  
 To make cheese, yogurt, cream  
 Mozzarella, feta  
 Old MacDonald eats dairy, E-I-E-I-O

Old MacDonald has a garden, E-I-E-I-O  
 And on his garden he grows veggies, E-I-E-I-O  
 With a carrot here and some broccoli there  
 Ear of corn, peppers, squash  
 Artichokes and spinach  
 Old MacDonald eats veggies, E-I-E-I-O

Old MacDonald has an orchard, E-I-E-I-O  
 And on his orchard he eats some fruit, E-I-E-I-O  
 With an apple here, a nectarine there  
 Raisin, pear, mango, plum  
 Apricots and melon  
 Old MacDonald eats his fruits, E-I-E-I-O

Old MacDonald has a field, E-I-E-I-O  
 And on his field he eats some grains, E-I-E-I-O  
 With some whole wheat here and some wild rice  
 Barley, oats, noodles, grits  
 Tortillas and couscous  
 Old MacDonald eats his grains, E-I-E-I-O

Old MacDonald has a plate, E-I-E-I-O  
 And on his plate he eats 5 groups, E-I-E-I-O  
 With protein here, dairy there  
 Here a grain, there a fruit  
 Vegetables and water, too  
 Old MacDonald is healthy, E-I-E-I-O

Old MacDonald had a farm/barn/garden/field – finally, end with plate  
 Or just “has a farm” or start with what he eats  
 And on this farm he eats dairy/protein/veggies/fruits/ grains/water  
 Or “For protein he eats some \_\_\_\_\_ (have kids fill in)  
 With a portion size of \_\_\_\_\_ (identify it, name it)

Old MacDonald had a farm – a chicken – cluck – protein  
 A field – a grain – rustle – grains  
 A barn – cow – moo – dairy  
 A garden – carrot – crunch - veggies  
 A orchard – apple – much – fruit  
 A plate – 5 groups – clap/ laugh/ dance (happy and healthy) – healthy

\*Old MacDonald has a farm  
 On this farm he eats \_\_\_\_\_ (name a food group)  
 With a \_\_\_\_\_ (point to child and have them name a food in that group)

Old MacDonald has a plate, E-I-E-I-O  
 And on his plate he eats 5 groups, E-I-E-I-O  
 With protein here, and a dairy there  
 Here a grain, there a fruit  
 Vegetables and water, too  
 Old MacDonald is healthy, E-I-E-I-O



## Know Your Food Groups Bean Bag Toss

Have 5 hula hoops to represent the food groups spread in circle. Children (depending on number) can either form two lines (teams) or one and, once called upon, have one run to the center of the hula hoop circle then correctly identify a food into the proper food group by tossing a bean bag into one of the hoops. The facilitator will hand the first child the bag, call out a food (or beverage) then hand the child another bean bag once he/she correctly categorizes the food (children may get confused as to which hoop represents which group, requiring some light assistance or labels – child must correctly identify the food before continuing.) The child must then run back to the starting line and hand off the bag to the next person. In teams or as a single team racing to beat its own record, the children will compete in this relay-style racing to identify the most foods. Have option of kids calling out a food, too. However, mode of moving is called out; they walk, run, crawl or hop, as determined by facilitator.

## What Food Am I?

Have children make (or else you provide) head straps with a clip or some type of contraption to hold a card in place. The card must be placed so that the child wearing the strap and card cannot read what the card says. On this card, a food/beverage item is written. Children will randomly select these cards then attach them to their head gear without looking (to eliminate the possibility of them seeing the front of the card, you can do this for them or have children do it for each other.)

Then, have ask each other only “yes” or “no” questions to try figuring out what food/beverage they are. They can take turns and sit in a circle or walk around and mingle. The first to correctly identify what he or she is must say aloud what they are, naming them the winner.

## Mixin’ It Up!

Make each student a food item and keep a list. Say aloud what each child is, repeating only once. Then, when you start making the salad in the designated area (the bowl) shout out, “Now, let’s add the leafy greens!” This would include any lettuce, romaine or kale, possibly broccoli you may have added. “Cruciferous veggies” would include broccoli and cauliflower. In this case, if a food item – broccoli- has an opportunity to be added again, it doesn’t re-enter the salad. Simply have the broccoli student jump up to acknowledge he fits this category, too.

Categories can be vague or very specific (ex.: “Good source of fiber”; “Source of saturated fat” – this could be any chopped nuts, shredded cheese; “Red fruits or veggies”; “White food items”; “The vegetable that makes you cry when you cut it”; etc.) Once all the ingredients have been added, say you want to mix the salad. If a student was named as oil, vinegar or some other dressing, ask the kids if we add the whole bottle. Remind them to add sparingly and have this student join at the end or else make note of it before. To mix the salad, have the children walk in a circle or jump in place.

Try having children make a smoothie (bowl becomes a blender) or omelet or casserole, etc. Once everyone has named an ingredient, name all of them again, in order (like memorizing the names of students then repeating them down the line) to see if children can name all items by memory, themselves. Write it down and try making the creation for the next lesson.



## Drop The Bag!

In a designated area, have children run only on the painted lines (if you are not in a gym, use masking tape or cones to designate specific lanes to travel in) and try evading the person who is holding a bean bag. That person has 25 seconds to pass the bean bag to someone else by tagging him/ her. Whoever is holding the bean bag when 25 seconds has passed must then hold two bean bags (you'll be keeping your eye on the stopwatch and periodically calling out the time before time is up.) Have the bean bag represent an "other" food that provides no real value to our bodies. When tagging, only one bean bag can be transferred at a time, thus, someone with 2 bags cannot transfer 2 bags to the same person. Bags must be transferred to others at different times and one at a time. Have 5 rounds or so. The person with the least bean bags by the end is the winner.

## Snack Attack!

Have children break into teams or play against you. If you're playing, gently toss bean bags at a designated area to represent a mouth. Children must try and capture the bags in the basket and beat the urge to snack (set up game with a comment about the fact you already had eaten and weren't really hungry anymore. The idea is to battle snacking urges.) Can have green bean bags represent vegetables, which would be OK to snack (in moderation) in which case children can allow. (And/ or) have children work as a group or individually to create a mural for tips on snacking healthily. This can go home with them or serve as a guideline to other students by placing it out during snack time.

## Good or Other Ball Toss & Balance

Walk on a balance beam (or on a painted line/ in a straight line) holding a ball designated as a food item (as named by the facilitator) and toss into a "good" or "other" basket. The theme can be fats (fried chicken vs. baked), carbs (white bread vs. whole wheat), nutrient density (ex: fried vegetables vs. steamed) or one pertaining to another lesson. Have two teams (if possible) and have a race or else let it be the children racing against their own record. If a child incorrectly identifies a food/beverage, let him/her know and have them deposit ball into correct container. Be sure to remember or else write down what you call out so you can check baskets at the end for accuracy. Though it is a race, correctly identifying the foods is important.

Or, after naming a food/beverage and handing it (the ball) to the child, have them individually or as a group identify whether or not is a good choice or an "other." If it's good, they can walk across the beam normally and shoot the ball into a single hoop a few feet from the end. If it's an "other", they must balance the ball on top of a cone (try either end) and walk the beam and shoot into the basket. If the ball falls, they must simply retrieve it and start where they left off.

Extension: Power walk, run while balancing the ball. Instead of having children start at the same spot every time, the facilitator stand in the middle and calls out a food/beverage, and once a child finishes his/her trip, another child on the opposite end, automatically begins. Instead of having a true end point where the child must stop and shoot for a basket, they simply file to the end of the line and another child begins.



## Appetite or Hunger?

Have a tug of war contest (one team appetite, the other hunger) or have a relay race (in teams or against themselves.) Have children run up to counselors and only run back after having correctly identified whether or not a scenario depicts appetite or hunger. Supplies: Rope (opt.)

## Food Tag

There are 2 sets of students in a designated area, on opposite ends. On your go, they must race to the opposite side passed a “safe” line to enter into their new safe zone. There is at least one student in the middle who tries tagging any of the students running back and forth. Once tagged, a student must freeze and keep feet planted in that spot. He or she can bend at the waist and try tagging students who run by, but cannot move (only arms.) This is essentially “Sharks, Minnows and Seaweed” except the tagger can be a free radical, an “Other” food or an empty calorie while the people running are simply fruits and vegetables.

Or, after labeling the students as either a fruit or vegetable (opt. name several foods from all 5 food groups, so long as you remember who is what) you can then call out a category such as “fruits” or “red foods” in order for those corresponding children to

## Red, Green & Yellow Light

After discussion, have children play red light, yellow light, green light. The only red lights will be things like, “Skipping a meal,” and, “eating when you’re not hungry.” Otherwise, it’s just calling out different foods, beverages and having children walk or run towards one side of the wall as you call out foods and beverages. Mode of travel can change (hopping or slow walking, etc.) Green light foods are the nutrient dense foods as listed above under the green banner in the chart while the yellow light foods are the ones parallel to the previously mentioned column. Think of other foods as well – grilled chicken, for example would be a green light vs. fried chicken which would earn a yellow light. Yellow – think caution and moderation, moderation, moderation for these foods/ beverages.

## Blob Tag

The student who is “it” tags another student – once that student is tagged, he/she must hold hands with the tagger and joins him/her in trying to tag the other students, accumulating more and more kids to effectively become a blob. Once tagged, other students cannot let go of each other’s hands; they won’t make a circle - there are always people on the end with free hands to tag more people. Those on the end are the only ones who can continue tagging other students. The blob cannot split up, only move and curl. Call to children’s minds that energy must be balanced for the body to function optimally. Too much energy in the form of calories can mean weight gain. Too little energy is also a form of malnourishment and can mean weakness, tiredness. We must eat and remain physically active, making sure to balance properly.



## Race Ahead with Health

It's a race! Review their own health, eating status; ask questions to award extra time in the relay race. The student with the best status will be given a 2 second head start, 2nd – 1.5 sec, 3rd – 1 sec. Groups will have been randomly assigned to teams to begin with. Then, the teams are lined up side by side, and asked to run, crawl, inchworm, gallop or skip to the end of the line where they will be asked a question by one of the two facilitators (if there's only one facilitator, simply stand with arms out or stand facing the line that children must cross before running back to the line.) The facilitators will have a flip board with pre-written questions on them. If the child gets it correct, they grab a ball and run back, deposit in a basket. If answered incorrectly, no ball is received. Team with most correctly answered questions wins. It's a timed race and the mode of moving is also determined and should be monitored.

## Bowling For Sugar Smarts

Objective: Unlike traditional bowling, children try to knock down pins with healthy "sugar smart" drinks to get points; the first team to collect 50 points wins.

### Materials and Preparation:

- Collect and clean 10 plastic bottles per team (12-16 ounce size water bottles work well; do not use large square-bottom bottles). Remove label from bottles and replace with the beverage/points label
- Print out label page with beverage names and points – copy 1 set per team
- Cut each label and tape at least 5 healthy options to each team's set of bottles
  - Healthy beverage options: water, low-fat milk, 100% fruit or vegetable juice
  - sweet beverage options: fruit punch, Kool-Aid, lemonade, soda, sports drinks
- Small balls (such as spongy soft balls or tennis balls) – 2 per team
- Set up bottles as you would set up bowling pins on one side of a large room or corridor
- Use masking tape to define the bowling line

### How To Play:

1. Small teams will work together to knock down the pins, and collect points based on the beverage bottle that was tipped over.
2. Each player will bowl 2 balls and add up the points based on the following system:
  - o Water = 3 points
  - o Low fat milk = 2 points
  - o 100% juice = 1 point
  - o Flavored milk = 1 point
  - o All other beverages = no points
3. The first team to collect 50 points wins.
4. Remind the players that milk and water are smart drink choices. Explain that 100% fruit juice has a lot of nutrients but it does contain natural sugars so it should still be consumed in small amounts. Flavored milk contains the healthy nutrients (like calcium) that regular milk has, but it also contains added sugar. -- courtesy of President and Fellows of Harvard College and YMCA of the USA





5. Walk on a balance beam holding a ball designated as a food item and toss into a good or other basket. The food item will be something that contains (primarily) carbs. Have two teams (if possible) and have a race.
6. Another option is having child identify good vs. other carbohydrate as it is handed to them by facilitator. If answered correctly, they can continue the activity, but a good carb means they can hold the ball, an other carb must be balanced on top of a cone while they walk.

## Healthy Hula Hop Scotch

It's a race! Have two lanes consisting of two rows of 5-10 hula hoops, each with a photo/physical representation of a different food or beverage. The children must only hop into the hoop with the good food in it. For example, they should hop into the hoop with an apple in it vs. a candy bar, or the one with milk vs. coke. Advanced option, holding ball in between their legs, or for a second round, having kids select which food items to place in the middle of the hoops. This way, they'd have to choose the better options. If so, then they'd have more hoops to jump in, theoretically enabling them to finish the race faster. In all options, the idea of better choices leading to better performance must be stressed.

## Free Radical & Antioxidant Tag

This game is like freeze tag, but the person who is "it" is the free radical (change it up, too – one round he's carbon monoxide, next she's smog, superoxide [produced naturally in the body, specifically the mitochondria]) and one person is an antioxidant (vitamin E, vitamin C, selenium) who can "save" a polyunsaturated fat by "un-freezing" him or her once he/she's been tagged.

Extension: Name children as foods (ex: blueberries or crackers – the blueberries, rich in antioxidants, could serve as the students who "un-freeze" the other foods.) Do this as opposed to naming them as vitamins.

## Make a Plate Race

Have different teams, each trying to assemble their plate fastest and correctly. Have a container of different balls, objects designated as foods on one end of the assembly line with a plate on the other end. Have rows of person(s) and either roll or underhand throw a ball of the correct size down the assembly line once a food group is called out. May include "Beverage" as an option, possibly to allow kids a chance to grab whatever item represents water. For example, if "Fruits" are called out, the person at the end of the line closest to the basket of foods must grab out a fruit and one in the correct portion size, so a ball with a photo of a bunch of grapes rather than a single one. If there's more than one person on a team, have the kids alternate who is selecting the food item and who is placing it on the plate. Of course, if an incorrect item is selecting, the item can be passed back. First team to finish the plate wins.



## Body As A Boat

The kids are now a boat. They must line up in row(s) and must maintain a rowing motion with paddles. They must trap a rolling ball (they roll from different directions) with the paddle (or their arms) and load it onto their boat, without leaving the vehicle (a designated area, a tarp, etc.) However, they must choose correctly, based on whatever criteria is called out or held up on a type of sign. Either continue holding their sign up until the category changes or else hold it up once and put it down as you call out the different foods then roll the ball towards them. For example, if it's fruit, they must grab the fruit items, then grab them in the correct portion size. Any captured balls are loaded into a basket on the boat. Can assign different duties to the students. For example, there can be a captain who has a pretend telescope and must look ahead and exclaim, "Fruit straight ahead. Keep yer eye out for 'em, lads and lassies." This person can be in charge of keeping an eye on whatever category it is to correctly identify which items to capture and load. They can – or a second in command – listen for what item is called, as well, shouting, "Strawberry off the port bow! Grab it crew!"

They can discard foods they do not want only if it hasn't yet been loaded into the basket; otherwise, it has to stay with them.

Baskets will be reviewed, and points awarded to the "correct" choices, point taken away for "non-correct" choices and a point for most colorful basket - meaning you have to either make a list or else remember what you call out. This can be another competition where most points win or personal challenge. End with group(s) making a plate from the materials they have.

Extension: If "calcium" or "potassium" or "iron" or "vitamin C" is shouted out, they must select accordingly the food source that would contain (primarily) that mineral or vitamin. This may be too advanced, simplifying the criteria to just good and other food may be effective.

## Freeze Dance

Play music and have children dance until the music stops. Anyone who moves must stand to the side of the dance floor and cheer on friends. The last one standing wins. Or, play where one child is it and tries making another child laugh. If another student does smile, laugh or move in some way (blinking doesn't count) then he/she will now help the other student in trying to make other children move once the music has stopped and before it starts again.

## Circle of Love and Life

Next, have kids get into a circle then walk/ dance skip around and stop once you say stop. At that point, everyone must stop moving and someone must jump into the circle and say something they like about themselves. Re-start the dance/ walk and next time you call stop, have the person to the left or right of the person before speak, now. Continue doing this until everyone in the circle has said something positive at least once. Afterwards, start over, select a new person to start, and this time have him or her say something they like about the person to his/her left or right. Have each child do this in the same fashion as before.



The Young Athletes Program is designed to help develop the basic movement skills of children with intellectual disabilities and to prepare them for successful participation in future athletic endeavors and everyday activities. The Young Athletes Program Lesson Plan Guide will assist in the creation and development of your program but relies heavily on your commitment to ensure success.

This program is a great starting point for caregivers and their children; however, additional sport and development activities should be encouraged to help develop well-rounded children. Special

Olympics Texas hopes that each participant and caregiver has a beneficial and positive experience with the Young Athletes Program and that this program is the beginning of a long-standing relationship with Special Olympics Texas.

Special Olympics Texas can offer children and athletes a number of amazing sports opportunities that range from participating in local competitions to representing the U.S.A. at the Special Olympics World Games. The possibilities are endless and the Young Athlete Program is the first contact with new athletes and caregivers. Remember, you are one of the most influential and important members of the Special Olympics Texas organization.



Evaluations are an important component in any successful Young Athletes Program. Evaluations provide valuable information and ideas on how to better develop your program and meet the needs of participants, while providing insight into how your program is progressing, the views of others involved and what specific items may need to be adjusted in order to improve future programs. The wealth of information gained through an evaluation can also lead to great ideas or suggestions that will make a significant difference in the quality and effectiveness of your Young Athletes Program.



The two evaluations used for the Young Athletes Program will include the Program Leader Evaluation Form and the Special Olympics Texas Program Evaluation Form that will be conducted by a Special Olympics Texas staff member. Both evaluation forms are included in this lesson guide.

## 1. Program Leader Evaluation Form

The program leader is the best source of information because he or she can provide valuable insight on how to better meet specific participant needs or how to improve the program for all participants. The program leader evaluation should be conducted at the end of the program season; however, it is important to maintain an ongoing dialogue with parents and caregivers and to continually ask for feedback and thoughts on how well the program is meeting expectations. Always encourage caregivers to share their ideas and to become involved!

## 2. Special Olympics Texas Program Evaluation Form

The second evaluation will be conducted by a Special Olympics Texas representative in an effort to ensure that the Young Athletes Program is being conducted in a safe and positive manner. This evaluation is a great resource for ensuring that your Young Athletes Program is meeting Special Olympics Texas' expectations.



The following is the **Program Leader Evaluation Form**, on which you can provide feedback on the Young Athletes Program and how well you feel the program has met your expectations as well as the child's specific needs. You are encouraged to respond honestly and to provide any suggestions on how the Young Athletes Program can be improved.

1. How long has your class been involved with the Young Athletes Program?

Less than one year      1 Year      2 Years      3 Years      4 Years      5 Years

2. During the past year, how often would you say your class participated in the Young Athletes Program?

Every Week      Every 2 Weeks      Once a Month      Never

Other - Please Explain:

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3. If your students were answering this question, how do you think they would rate their experience in the Young Athletes Program?

Lots of Fun      Fun      Okay      Boring      Very Boring

4. What did you most like about the Young Athletes Program? Are there any improvements you would like to see made for next year?

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5. Was the time and day of the Young Athletes Program appropriate?

Yes      No

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

Day: \_\_\_\_\_ Time: \_\_\_\_\_



6. Keeping the benefits of the Young Athletes Program for your class in mind, to what extent do you agree with the following statements?

<b><i>The Young Athletes Program has helped my class:</i></b>	<i>Strongly Agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Don't Know</i>
Learn movement skills (e.g., catching, running, jumping).	1	2	3	4
Learn the social skills needed for playing with other children (e.g., turn taking, following directions).	1	2	3	4
Be more confident in playing with other children.	1	2	3	4
Develop the movement skills that he/she uses to play with children outside the Young Athletes Program.	1	2	3	4

7. Outside of the benefits listed above, are there other ways in which your students benefited from the Young Athletes Program?

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8. Thinking about yourself as the program leader, how would you rate yourself in the following areas:

	<i>Excellent</i>	<i>Good</i>	<i>Fair</i>	<i>Poor</i>
Organized	1	2	3	4
Prepared (had a plan for each program day)	1	2	3	4
Creative (activities, ideas, games)	1	2	3	4
Knowledge (about skills, teaching, children)	1	2	3	4
Interacting with the children	1	2	3	4
Communication with you (the parents)	1	2	3	4

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

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Local: \_\_\_\_\_

Date: \_\_\_\_\_ Facility: \_\_\_\_\_

Program Leader: \_\_\_\_\_

Number of Volunteers: \_\_\_\_\_ Number of Participants: \_\_\_\_\_

**Warm Up**

*Excellent*

*Average*

*Needs Improvement*

- |  |   |   |   |
|--|---|---|---|
| a. Did the program leader bring the group together and introduce the lesson? | 1 | 2 | 3 |
| b. Did the activity include some form of stretching?                         | 1 | 2 | 3 |
| c. Were all the participants active in the warm-up?                          | 1 | 2 | 3 |
| d. Was the length of the warm-up appropriate?                                | 1 | 2 | 3 |

**Individual Skill Development**

*Excellent*

*Average*

*Needs Improvement*

- |   |   |   |   |
|---|---|---|---|
| a. Were skill instruction and practice the main focus of this section?                  | 1 | 2 | 3 |
| b. Were the participants performing activities appropriate for their age/ability level? | 1 | 2 | 3 |
| c. Are the skills broken down into basic components? (ability/learning)                 | 1 | 2 | 3 |
| d. Are all participants involved in the activities?                                     | 1 | 2 | 3 |
| e. Was the time spent on a skill/activity sufficient for learning?                      | 1 | 2 | 3 |

**Skill Specific Games and Activities**

*Excellent*

*Average*

*Needs Improvement*

- |   |   |   |   |
|---|---|---|---|
| a. Did the activities and games focus on the skills introduced in the previous section? | 1 | 2 | 3 |
| b. Did the activities/games accommodate the skill level of each participant?            | 1 | 2 | 3 |



<b>Safety of Facilities and Equipment</b>	<i>Excellent</i>	<i>Average</i>	<i>Needs Improvement</i>
a. Was the size of the facility appropriate for the activities?	1	2	3
b. Was the space safe?	1	2	3
c. Was the equipment used for each activity appropriate?	1	2	3
d. Were spotters provided where necessary?	1	2	3

<b>Overall Impression of the Program</b>	<i>Excellent</i>	<i>Average</i>	<i>Needs Improvement</i>
a. Was the program leader effective?	1	2	3
b. Was the program leader enthusiastic?	1	2	3
c. Was the program leader involved in the activities?	1	2	3
d. Did the program leader use verbal instructions/prompting?	1	2	3
e. Did the program leader use visual instructions/prompting?	1	2	3
f. Were the program leader's instructions clear and concise?	1	2	3
g. Did the program leader have good rapport with the participants?	1	2	3
h. Was the length of the program appropriate?	1	2	3
i. Overall, what was your impression of the program?	1	2	3

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_







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