

8-WEEK PROGRAM GUIDE



Special Olympics Young Athletes



Special Olympics South Carolina Overview

Special Olympics South Carolina's mission is to provide year-round sports training and athletic competition in a variety of Olympic-type sports for children and adults with intellectual disabilities, giving them continuing opportunities to develop physical fitness, demonstrate courage, experience joy, and participate in a sharing of gifts, skills and friendship with their families, other Special Olympics athletes, and the community.



Special Olympics
South Carolina

Young Athletes Overview

Special Olympics Young Athletes is an early childhood play program for children with and without intellectual disabilities, ages 2 to 7 years old. Young Athletes introduces basic sport skills, like running, kicking and throwing to prepare them for participation in full Special Olympics competitions at age 8. Young Athletes offers families, teachers, caregivers and people from the community the chance to share the joy of sports with all children.

Young Athletes provides children of all abilities the same opportunities to advance in core developmental milestones. Children learn how to play with others and develop important skills for learning. Young Athletes is a fun way for children to stay active and establish healthy habits for the future.



Special Olympics
Young Athletes



A letter from our CEO



Special Olympics started in 1968 with Eunice Kennedy Shriver seeing a need, hearing a call and answering it. This Inclusion Revolution began with a simple idea – give individuals with intellectual disabilities the opportunity to show the world what they are capable of. Special Olympics has grown into a global organization, reaching millions of athletes and families, changing lives along the way.

Special Olympics South Carolina welcomes you to the Young Athletes Program. This program is designed to reach our youngest of athletes-giving

them the foundation to be successful, both on and off the playing field. Young Athletes is inclusive, which allows for individuals with and without intellectual disabilities to participate together, learn from each other, and grow. We can't wait for you to be a part of it!

My daughter was a part of our first Young Athletes program, many years ago, and I saw firsthand the benefits of this program. It gave her the opportunity to develop specific sport skills while also working on key developmental skills. It was fun and engaging for not only my daughter but for our entire family. We connected with other families and have maintained those relationships throughout the school years and beyond. We hope you'll find that by being a part of Special Olympics Young Athletes, you'll find a supportive and welcoming home that you can be a part of for many years to come.

Barry Coats
President/CEO of
Special Olympics
South Carolina



Erin when she was in the Young Athletes program

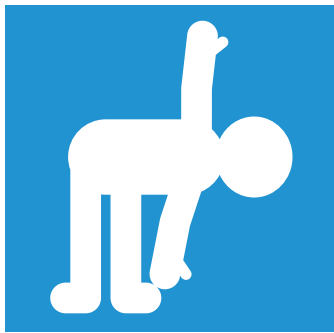


Erin today



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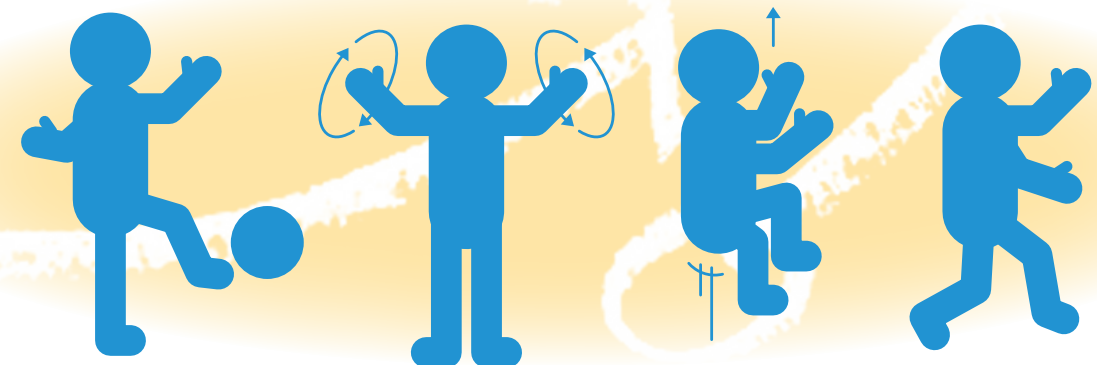
Warm up: Dynamic Stretches

This week's warm up will consist of several dynamic stretches to prepare the athletes for the lesson. Begin with having the athletes stand, shoulder to shoulder facing the lead coach. Lead coach should emphasize the importance of warming up and stretching before being active. Suggested warm up progression:

- Jog/hop/skip/gallop from one side of field to other (dynamic)
- Toe touch for 10 seconds (static)
- Arm circles, pull arm across body to stretch shoulders (static)
- Straight leg kicks (Frankenstein's) (dynamic)

Activity Overview	Structure	Modifications
Animals – Athletes will use their bodies to mimic the movements and sounds of different animals.	<ul style="list-style-type: none"> • Using a large space, athletes will spread out safely • Coaches will demonstrate how to mimic certain animals and move around the space • Before switching animal movements, using a "freeze" call to regain attention • Encourage other athletes to pick their favorite animals 	<p>(MC) – Challenge the athletes to change speeds, faster or slower</p> <p>(LC) – After an animal is called, teacher demonstrates movement</p>
Balloons/Beach Balls – Athletes will stand in a large circle and attempt to keep a beachball in the air as long as possible, using different body parts.	<ul style="list-style-type: none"> • Students will stand in a large circle around the lead coach • If large group, utilize two separate groups (minimum 5-6 athletes per group) 	<p>(MC) – Challenge athletes to use a beach ball</p> <p>(LC) – Rather than continually hitting the balloon in the air, athletes will catch the balloon before hitting it into air again</p>
Snow Cones – Athletes will collect various sized balls using an orange cone to imitate a "snow cone". Once balls are collected, place in a "freezer" outside of the space. Repeat 3-5 times.	<ul style="list-style-type: none"> • Using small circle cones, build a large circle (15ft X 15ft), with athletes standing outside circle • Spread 8-10 balls within the circle (use large, medium, and small balls) <p>Round 1 – On "go" students will enter the circle, retrieve a ball using their hands and place it on top of the circle cones.</p>	<p>(MC) – Challenge the athletes to see how fast the entire group can get all the balls into the drop</p>

Activity Overview	Structure	Modifications
Snow Cones – Athletes will collect various sized balls using an orange cone to imitate a "snow cone". Once balls are collected, place in a "freezer" outside of the space. Repeat 3-5 times.	<p>Continue until all balls are on the circle cones. After all balls are on the cones, athletes will exit the circle.</p> <p>On "GO" athletes will now re-enter the circle, retrieve the balls from the circle cones using their hands and carry them to the "freezer" Before moving onto round 2, repeat round 1 progression so students understand activity.</p> <p>Round 2 – After giving everyone an orange cone, athletes will start outside of the circle with balls spread out around the space. On "GO" athletes will run to a ball, pick it up and place it on the orange cone in their hand to make a "snow cone". Once they have made their "snow cone", athletes will carry the ball and place it on a circle cone until all balls are on a cone. After all balls are on cones, now athletes need to take the ice cream to the freezer using their cones.</p>	<p>(LC) – Challenge the athletes to only use one hand when putting ball on the cone</p> <p>(LC) – Encourage athletes to use a hand to balance the ball on cone if having a hard time</p>
Obstacle Course – Athletes will move through a series of obstacles challenging their foundational motor skills.	<ul style="list-style-type: none"> • Obstacles should require athletes to use different motor skills such as jumping, balance, walking and running • Suggested equipment – Balance beam/steeping stones, Polly spots, cones to run around, crawling under/stepping over hurdles • Ensure each athlete gets several attempts 	<p>(MC) – Challenge the athletes to design their own obstacle course</p> <p>(LC) – Reintroduce/demonstrate each obstacle</p>





Warm up: Beach Ball/Balloons

Standing in a large circle, challenge the group to try to keep the beach ball/balloon in the air if possible. Counting as a group for each successful hit. After 3-4 minutes of this activity, have athletes perform the following stretches:

- Jog/hop/skip/gallop from one side of field to other (dynamic)
- Toe touch for 10 seconds (static)
- Arm circles, pull arm across body to stretch shoulders (Static)
- Straight leg kicks (Frankenstein's) (dynamic)

Activity Overview	Structure	Modifications
<p>Follow the Leader – Athletes will use their bodies to mimic and follow a leader around the classroom.</p>	<ul style="list-style-type: none"> • Athletes will begin by facing the lead coach and mimicking their movements to understand activity (e.g., flap wings like a bird, jump like a frog, walk, and moo like a cow) • Introduce “freeze” call to group when switching from movement to movement • After several rounds, athletes can become leader if appropriate 	<p>(MC) – Place equipment around space and move throughout obstacles</p> <p>(LC) – Leader shouts out what they are doing so others can follow</p>
<p>Hidden Treasure – Athletes will move through a field of cones, using different body parts to knock over cones, and check for hidden treasure.</p>	<ul style="list-style-type: none"> • In a large open space, place 12-15 orange cones around the floor ensuring no cones are within arm’s reach of each other <p>Round 1 – Athletes will begin on Polly spots, when coach says “GO”, athletes will run and knock over all the cones using a body part of their choice. Once all cones are knocked over, athletes will return to their Polly spot. Once all athletes are on Polly spot, coach will encourage athletes to help stand up the cones again. Repeat this progression several times so students understand activity.</p> <p>Round 2 – With athletes on their Polly spots, Coach will hide treasure (small ball, bean bag) under the cones around the</p>	<p>(MC) – Add more cones.</p> <p>(MC) - Challenge athletes to use different body parts to knock over cones.</p> <p>(LC) – Reduce number of cones and add more treasure</p>

Activity Overview	Structure	Modifications
	<p>space. Coach will demonstrate how to go find the treasure by knocking over the cones. Once the treasure is found, athletes must take it to the “treasure chest” before getting more. Repeat several times.</p>	
<p>Walk Tall – Athletes will balance a bean bag on their heads while walking through a series of Polly spots and balance beams.</p>	<ul style="list-style-type: none"> • With athletes seated on their Polly spots, coaches will demonstrate how to “walk tall” with their heads up, backs straight looking straight ahead • Coaches will demonstrate how to move across the Polly spots, emphasizing they cannot step on gym/classroom floor • Once athletes attempt walking through course, coaches must now introduce how to walk with a bean bag on their head showing what happens to bag if they lean left or right 	<p>(MC) – Encourage athletes to change speeds/levels/directions</p> <p>(MC) - Add more equipment to path</p> <p>(LC) – Athletes can use a hand to hold bean bag on head if needed</p>
<p>Obstacle Course/Relay Race – Athletes will move through an obstacle course demonstrating several foundation motor skills such as walking, running, balance, and jumping.</p>	<ul style="list-style-type: none"> • Using several different types of gym equipment, coaches will set up an obstacle course that challenges athletes walking, running and balancing skills • Coaches must demonstrate each component of the obstacle course • Suggested equipment – Polly spots, balance beams and blocks, gym floor lines, cones set up in zig-zag formation 	<p>(MC) – Introduce new obstacles as athletes complete others</p> <p>(LC) – Challenge athletes to use a bean bag</p>





Warm up: Follow the Leader

Athletes will line up behind lead coach and instructed to mimic exactly what the leader is doing. Coach will lead group around space, switching movements several times before switching leaders. Suggested movements:

- Walk tall
- Walk backwards
- Hop/jump
- Flap arms like a bird

Activity Overview	Structure	Modifications
<p>Follow the Leader – Athletes will use their bodies to mimic and follow a leader around the classroom with a focus on jumping and balancing.</p>	<ul style="list-style-type: none"> • Athletes will begin by facing the lead coach and mimicking their movements to understand activity (e.g., Jump high like a frog, leap and land on one leg, one leg hop to other side of the room) • Introduce “freeze” call to group when switching from movement to movement • After several rounds, athletes can become leader if appropriate 	<p>(MC) – Place equipment around space and move throughout obstacles</p> <p>(LC) – Leader shouts out what they are doing so others can follow</p>
<p>Cross the River – Athletes will move from one side of the gym to the other by walking/ balancing on several pieces of equipment (Polly spots, floor lines, steppingstones)</p>	<p>Round 1 - Athletes will begin on their Polly spots as coach demonstrates how to jump for distance. Emphasizing how to swing arms forward and bend knees as they land. Coach will also demonstrate how to leap off one leg and land on one leg. Give athletes an opportunity to try skill before introducing equipment.</p> <p>Round 2 - Using a series of Polly spots, floor lines and steppingstones, create a course that will require athletes to jump and leap from one piece of equipment to the other. Reinforce that the goal of this game is to not touch the floor.</p>	<p>(MC) – Challenge athletes to complete course as fast as possible</p> <p>(LC) – Move markers closer so athletes can step from one to another</p>

Activity Overview	Structure	Modifications
<p>Hopscotch – Athletes will complete a hopscotch course using their balance and jumping skills.</p>	<ul style="list-style-type: none"> • Coach must demonstrate how to properly play hopscotch, reinforcing the leaping and balancing. • If there is a large group, use Polly spots for hopscotch • Athletes will begin by standing on their Polly spots facing coach as they demonstrate how to balance on one leg. (Stand tall, arms extended out to help with balance) 	<p>(MC) – Challenge athletes to complete course as fast as possible</p> <p>(LC) – Reintroduce balance/ jumping/ leaping skills</p>
<p>Balance Beam – Athletes will use their balance skills to walk from one side of a balance beam to the other without touching the floor.</p>	<p>Round 1 – Instruct athletes to balance on one leg stationary, alternating feet. After group understands balancing, choose a line on the gym floor (approx. 10 ft.). Begin with a demonstration of how to walk on the line, heel to toe, then challenge group to try. Introduce bean bags if appropriate. Use Polly spots as “steppingstones” if appropriate.</p> <p>Round 2 – After group attempts walking on floor line, reset and introduce the balance beams from equipment kit. Create a series of balance beams and steppingstones athletes will now attempt to walk through. Use multiple pieces of equipment to build course (balance beams, steppingstones, Polly spots, floor lines). Introduce bean bags if appropriate.</p>	<p>(MC) – Add bean bags to challenge athletes to balance on their heads</p> <p>(LC) – If athletes are struggling take steps back to stationary 1 leg balancing or line walking</p>





Warm up: Coach Says

Athletes cannot move or switch positions unless coach 1 says "Coach says". Incorporate different stretches/movements into game such as:

- Coach says touch your toes
- Coach says reach for the stars
- Coach says hop in place

Activity Overview	Structure	Modifications
<p>Treasure Hunt – Athletes will knock over a series of cones using various body parts.</p>	<ul style="list-style-type: none"> • In a large open space, place 12-15 orange cones around the floor ensuring no cones are within arm's reach of each other <p>Round 1 – Athletes will begin on Polly spots, when coach says "GO", athletes will run and kick over all cones in the space. Once all cones are knocked over, students return to their Polly spot.</p> <p>Round 2 – With athletes on their Polly spots, Coach will hide treasure (small ball, bean bag) under the cones around the space. Coach will demonstrate how to go find the treasure by kicking over the cones. Once the treasure is found, athletes must take it to the "treasure chest" before getting more. Repeat several times.</p>	<p>(MC) – Add more cones</p> <p>(MC) - Challenge students to use different body parts to knock over cones</p> <p>(LC) – Reduce number of cones and add more treasure</p>
<p>Treasure Hunt w/ Soccer balls – Athletes will demonstrate their skills by kicking a soccer ball to knock over a series of cones searching for treasure.</p>	<ul style="list-style-type: none"> • Same set up as prior activity • Coach must demonstrate how to use a soccer ball to kick over the cone to find treasure <p>NOTE – it is okay if athletes carry their ball to the cone and place it down before kicking. Athletes likely will be unfamiliar with dribbling the ball using their feet</p>	<p>(MC) – Add more cones</p> <p>(LC) – Reduce number of cones and add more treasure</p>

Activity Overview	Structure	Modifications
<p>Soccer Bowling – Athletes will kick a soccer ball and knock over a series of cones set up as bowling pins.</p>	<ul style="list-style-type: none"> • Using 3-5 sports cones, set up several bowling lanes for athletes to practice kicking for accuracy. Include an additional cone 5-7 feet to show where to kick from • Coach must demonstrate activity and emphasis that you must kick the ball HARD to knock over "pins" • Split into several groups. No groups larger than five athletes 	<p>(MC) – Move kicking line further back</p> <p>(LC) – Move kicking line closer</p>
<p>Passing Practice – Athletes will pass a soccer ball to a partner standing 7-10 feet away.</p> <p>** This activity can be done using partners or one large group in a circle **</p>	<ul style="list-style-type: none"> • With athletes seated on their Polly spots, Coaches must demonstrate how to properly pass the ball using a kick to their partner <p>Round 1 – Begin with rolling the ball to your partner/in the circle. This will help athletes understand the activity. Encourage using names when passing the ball. Repeat several times.</p> <p>Round 2 – Athletes will stand up and now pass the ball using a kick. Coaches must reinforce keeping the ball rolling on the ground and not kicking it into the air. Continue using names.</p>	<p>(MC) – Make the circle larger</p> <p>(MC) – Add several different sized balls</p> <p>(LC) – Move to more individualized instruction (1 on 1)</p>





Warm up: Treasure Hunt

- Round 1: On “go” athletes will run and knock all cones over as quickly as possible. Once all cones are knocked over, reset
- Round 2: Coach will hide “treasure” under cones. On “go” athletes will run and knock all the cones over while searching for treasure. Once they find treasure they must run and drop it in the treasure chest
- Round 3: Coach will call out a body part which must be used to knock over cones. (e.g. Elbow, knee, foot)

Activity Overview	Structure	Modifications
<p>Balloon Tap – Athletes will repeatedly tap a balloon into the air using their hand and equipment, without touching the floor, as long as possible.</p>	<ul style="list-style-type: none"> • Coach will demonstrate how to tap the balloon into the air, using a flat open hand, contacting the palm <p>Round 1 – Give each child a balloon and challenge them to try to keep the balloon from touching the floor using their hand.</p> <p>Round 2 – Coach will demonstrate how to use a piece of equipment to keep the balloon in the air. Coaches will give each athlete a “racket” and challenge them to keep the balloon up using the racket.</p>	<p>(MC) – Challenge the athletes to tap the balloon in the air while walking</p> <p>(LC) – Throw the balloon into the air and catch, stationary</p>
<p>Balance Ball – Athletes will balance a ball on top of a circle cone and knock it off using their bodies and equipment</p>	<ul style="list-style-type: none"> • Coach will make a large rectangle using the colored circle cones. Coach will also spread a variety of balls within rectangle. Balls must vary in size. Athletes will be seated/standing on their Polly spots <p>Round 1 – On “go”, athletes will run, collect a ball and balance it on top of the bordering circle cones. Repeat until all balls are on top of cones. When all balls are on cones, athletes will return to their seats.</p> <p>Round 2 – On “go” athletes will run and knock the balls off the cones, using a body</p>	<p>(MC) – Challenge athletes to knock all balls off as fast as possible</p> <p>(LC) – Individualized instruction</p>

Activity Overview	Structure	Modifications
<p>Balance Ball – Athletes will balance a ball on top of a circle cone and knock it off using their bodies and equipment</p>	<p>part of the coach’s choice (foot, elbow, head, bottom, hand). Repeat until all balls are knocked off.</p> <ul style="list-style-type: none"> • Repeat rounds 1 and 2 challenging the athletes to strike the ball using different part of their bodies 	<p>(MC) – Challenge athletes to knock all balls off as fast as possible</p> <p>(LC) – Individualized instruction</p>
<p>Beginning Volleyball – Athletes will strike a beach ball over a net onto the other side of a court in a mock volleyball game</p>	<ul style="list-style-type: none"> • Using a line on the floor, Coaches will demonstrate how to hit a volleyball from one side of the line to the other. Coaches will demonstrate how to hit the beach ball to one space, away from the opposing team • Split athletes into two teams with one on either side of the line. Reinforce that they need to work as a team to hit the ball to the other side 	<p>(MC) – Keep score</p> <p>(MC) – Use a larger space</p> <p>(LC) – Allow athletes to catch ball before hitting</p>
<p>Beginning Tee Ball – Athletes will use their hand and a bat to hit a ball off a tee.</p>	<ul style="list-style-type: none"> • Coaches will demonstrate how to hit a variety of sized balls off a tee using their arm/hand • Allow athletes to use their hands/arms before introducing the bat <p>SAFETY – One athlete batting at a time. All other athletes will be spread out as ball retrievers.</p>	<p>(MC) – Challenge athletes to hit the ball as far/hard as possible</p> <p>(LC) – Individualized instruction</p>





Warm up: Beginning Volleyball

Athletes will be spread out around space. Once the teacher throws in the beach ball, athletes will attempt to keep the ball up without touching the ground for as long as possible. Athletes should use an open, flat hand to strike the ball, contacting the palm of the hand.

Activity Overview	Structure	Modifications
<p>Circle Roll – Athletes will roll a ball to one another while seated in a large circle on the floor.</p>	<ul style="list-style-type: none"> Coaches will demonstrate how to roll a ball back and forth on the ground. Coaches will emphasize that the ball does not bounce when we are rolling it Have athletes sit on the floor in a large circle Coaches will rotate balls of varying size throughout this activity 	<p>(MC) – Use athletes names</p> <p>(LC) – Individualized instruction</p>
<p>Beginning Bowling – Athletes will roll a ball attempting to knock down 3-5 orange cones mimicking bowling pins.</p>	<ul style="list-style-type: none"> Coaches will demonstrate how to roll a ball using two hands on the ground to knock over the cones. Coaches must emphasize they must roll the ball hard enough to knock over the cones If possible, split athletes into groups of three, giving each a job. One athlete setting up the cones, one athlete rolling the ball, and one athlete retrieving the ball <p>**Equipment Tip** - Flip the orange cones upside down so they are easier to knock over if athletes are struggling.</p>	<p>(MC) – Move athletes further away from cones</p> <p>(LC) – Move athletes closer to cones</p>
<p>Bean Bag Toss – Athletes will underhand throw a bean bag, attempting to land it on the corresponding</p>	<ul style="list-style-type: none"> Spread 3-4 different colored Polly spots around the floor at varying distance. Furthest Polly spot should be no further then 6ft from throwing cone Provide each group with their 	<p>(MC) – Move throwing cone back</p> <p>(LC) – Individualized instruction</p>

Activity Overview	Structure	Modifications
<p>color Polly spot on the floor.</p>	<p>corresponding-colored bean bags. Use an orange cone to mark where athletes will throw from</p> <ul style="list-style-type: none"> Coaches must demonstrate how to underhand throw the bean bag 	<p>(MC) – Move throwing cone back</p> <p>(LC) – Individualized instruction</p>
<p>Target Practice – Athletes will overhand throw a bean bag, attempting to land it on the corresponding Polly spot/hula hoop.</p>	<ul style="list-style-type: none"> Same set up as prior activity except athletes will now throw overhand. Instead of using one Polly spot, use several of the same color to make the target bigger Use orange cones to mark throwing line. Do not set any Polly spots further than 15 feet from the throwing cone <p>** Equipment Tip ** If available, use hula hoops as targets</p>	<p>(MC) – Move throwing cone back</p> <p>(LC) – Individualized instruction</p>





Warm up: Stretching

This week's warm up will consist of several stretches to prepare the athletes for the lesson. Begin with having the athletes stand, shoulder to shoulder facing the lead coach. Lead coach should emphasize the importance of warming up and stretching before being active.

- Jog/hop/skip/gallop from one side of field to other (dynamic)
- Toe touch for 10 seconds (static)
- Arm circles, pull arm across body to stretch shoulders (Static)
- Straight leg kicks (Frankenstein's) (dynamic)

Activity Overview	Structure	Modifications
<p>Circle Roll – Athletes will roll and trap a ball being rolled to them while seated in a large circle on the floor.</p>	<ul style="list-style-type: none"> • Coaches will demonstrate how to trap the ball using their hands. Coaches will stop the ball using both hands before it gets to them <p>Round 1 – Instruct athletes roll the ball to one another while seated, trapping the ball using both hands.</p> <ul style="list-style-type: none"> • Before moving to round 2, coach must demonstrate how to trap a ball by stopping it with their foot. Coaches will trap the ball by placing the bottom of their foot, on top of the soccer ball to stop it <p>Round 2 – Athletes now will stand up and practice rolling the ball to one another and trapping it using their foot.</p> <p>**SAFETY TIP** Coaches must reinforce to not try to stand on the soccer ball when trapping it. Athletes may try to press down on the soccer ball with their foot and lose their balance.</p>	<p>(MC) – Use athlete's names</p> <p>(MC) – Make circle larger</p> <p>(LE) – Individualized instruction</p> <p>(LE) – Smaller circle</p>

Activity Overview	Structure	Modifications
<p>Goalie Drill – Athletes will attempt to stop a rolling ball from rolling through a "goal", using their hands or feet.</p>	<ul style="list-style-type: none"> • Place 2 orange cones on the group approx. 3-5 feet apart. This will be used as a goal. Place one orange cone 6-8 feet away from goal as the rolling cone • Coaches will demonstrate how to play goalie and stop the ball before it rolls through the cones • Coaches must reinforce athletes must move left to right to defend their goal <p>Round 1 – Athletes can only stop the ball using their hands</p> <p>Round 2 – Athletes can only stop the ball using their feet</p>	<p>(MC) – Make the goal larger</p> <p>(LC) – Partner rolling/trapping</p>
<p>Beachball Toss – Athletes will catch a beach ball using two hands at a high, low, and mid-level.</p>	<ul style="list-style-type: none"> • Athletes will stand in a large circle with coaches in the center. Coaches will rotate around circle, tossing the ball to each athlete • Coaches must toss ball challenging the athletes to reach high or low to catch it 	<p>(MC) – Challenge athletes to move to catch the ball</p> <p>(LC) – Individualized instruction</p>
<p>Bounce Catch – Athletes will catch a ball that is bounced to them using both hands.</p>	<ul style="list-style-type: none"> • Same as last activity however coaches will use a playground ball • Coaches will bounce the ball to each child, challenging them to catch it after one bounce 	<p>(MC) – Challenge athletes to move to catch the ball</p> <p>(LC) – Individualized instruction</p>
<p>Balloon Catch – Athletes will catch a falling balloon using two hands before it touches the floor.</p>	<ul style="list-style-type: none"> • Athletes will start on Polly spots waiting for Coaches to drop the Balloon. Once the coach drops the balloon, athletes must run and try to catch it before it hits the ground • Coaches should start 6 feet from the athlete, moving further away each successful catch 	<p>(MC) – Challenge athletes to catch with one hand</p> <p>(LC) – Individualized instruction</p>



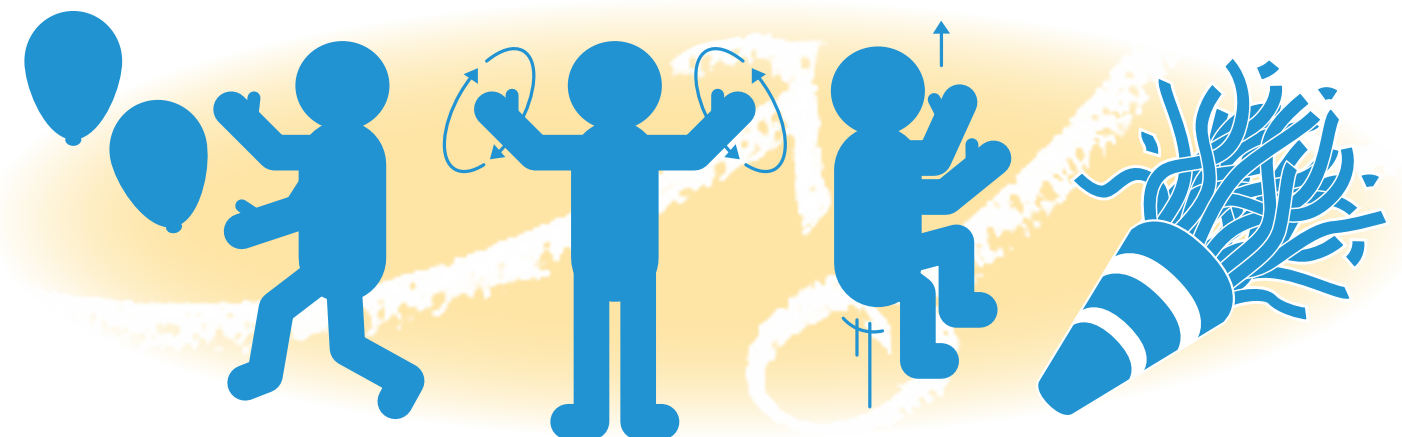
Time to Celebrate!

This week's activities will consist of some favorites from each week. These activities can be changed based on your athlete's preferences!



Activity Overview	Structure	Modifications
<p>Balloon Tap – Athletes will use their hands to keep a balloon from touching the floor for as long as possible.</p>	<ul style="list-style-type: none"> Coach must demonstrate how to hit the balloon with their palm After athletes understand activity, give them a piece of equipment (tennis racket, badminton racket) 	<p>(MC) – Challenge athletes to walk and tap the balloon</p> <p>(LC) – Remove equipment</p>
<p>Bean Bag Toss – Athletes will underhand toss a bean bag landing it on the corresponding color Polly spot.</p>	<ul style="list-style-type: none"> Using a cone to mark the throwing line, set up 5-7 Polly spots on the ground, 4-6 feet away ensuring the bean bags and Polly spot colors correspond Coach must demonstrate how to underhand toss a bean bag landing it on the Polly spot. Each Athlete gets three tosses, no more than four athletes per group 	<p>(MC) – Move throwing cone further distance away from Polly spots</p> <p>(LC) – Reinforce underhand toss</p>
<p>Balance Beam – Athletes will use their balance skills to walk from one side of a balance beam to the other without touching the floor.</p>	<p>Round 1 – Instruct athletes to balance on one leg stationary, alternating feet. After group understands balancing, choose a line on the gym floor (approx. 10 ft.). Begin with a demonstration of how to walk on the line, heel to toe, then challenge group to try. Introduce bean bags if appropriate. Use Polly spots as “steppingstones” if appropriate.</p> <p>Round 2 – After group attempts walking on floor line, reset and introduce the</p>	<p>(MC) – Add bean bags to challenge athletes to balance on their heads</p> <p>(LC) – If athletes are struggling take steps back to stationary 1 leg balancing or line walking</p>

Activity Overview	Structure	Modifications
<p>Balance Beam – Athletes will use their balance skills to walk from one side of a balance beam to the other without touching the floor.</p>	<p>balance beans from equipment kit. Create a series of balance beams and steppingstones Athletes will now attempt to walk through. Use multiple pieces of equipment to build course (balance beams, steppingstones, Polly spots, floor lines). Introduce bean bags if appropriate.</p>	<p>(MC) – Add bean bags to challenge athletes to balance on their heads</p> <p>(LC) – If athletes are struggling take steps back to stationary 1 leg balancing or line walking</p>
<p>Animals – Athletes will use their bodies to mimic the movements and sounds of different animals.</p>	<ul style="list-style-type: none"> Using a large space, athletes will spread out safely Coaches will demonstrate how to mimic certain animals and move around the space Before switching animal movements, using a “freeze” call to regain attention Encourage other athletes to pick their favorite animals 	<p>(MC) – Challenge the athletes to change speeds, faster or slower</p> <p>(LC) – After an animal is called, teacher demos</p>
<p>Soccer Bowling – Athletes will kick a soccer ball and knock over a series of cones set up as bowling pins.</p>	<ul style="list-style-type: none"> Using 3-5 sports cones, set up several bowling lanes for Athletes to practice kicking for accuracy. Include an additional cone 5-7 feet away to show where athletes must kick from Coach must demonstrate how to kick from start cone, aiming at set of 3-5 cones, attempting to knock all the cones over with one kick Coach must emphasize that you must kick the ball HARD to knock over cones Split into several groups. No groups larger than five athletes 	<p>(MC) – Move kicking line further back</p> <p>(LC) – Move kicking line closer</p>



Equipment List

Large playground balls



Medium playground balls



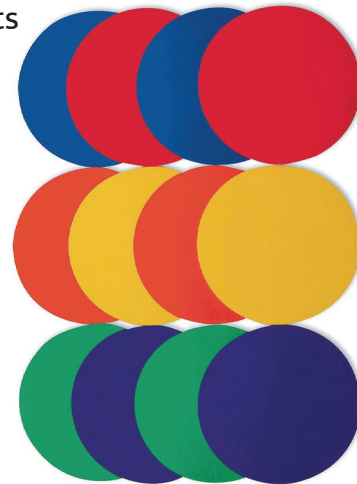
Orange cones



Beanbags



Polly spots



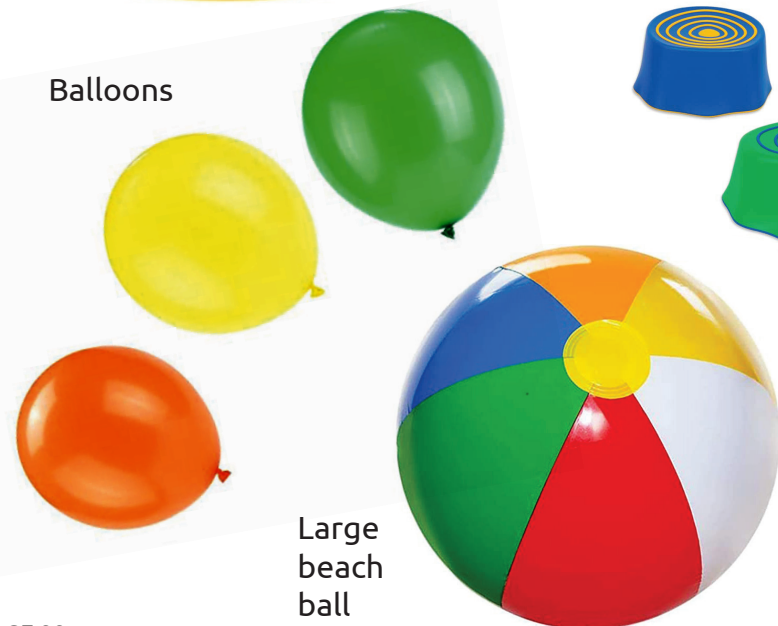
Multicolor circle cones



Balance beam set



Balloons



Large beach ball

Glossary

Activity Overview – The overall goal of that activity for the group or individual by the end of the session

Structure – How each activity should be organized and implemented

Modifications – Changes that can make each activity to make each activity easier or harder for the athlete depending on skill level

Athlete – Individual with an intellectual disability

Partner – Individual without an intellectual disability (e.g., sibling, friend, classmate)

(MC) – More Challenging – Apply if activity is too easy for athlete

(LC) – Less Challenging – Apply if activity is too difficult for athlete





Special Olympics
South Carolina

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