



# FUNdamentals @ Home Guide

**Special Olympics**  
**Olympiques spéciaux**  
Canada



Special Olympics was founded upon one simple notion: sport has an incredible capacity to transform lives, change attitudes and make communities stronger. By bringing people together, Special Olympics teaches us to recognize our similarities rather than focusing on our differences.

# FUNdamentals @ Home Guide





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When Active Start and FUNdamentals by Special Olympics Canada were first implemented they were probably the most significant programmatic initiatives for the physical activity and sport participation of young children with intellectual and developmental disabilities ever in Canada. Building upon this success, the Active Start and FUNdamentals @ Home Guides will provide parents and caregivers opportunities to engage in physical activity and skill development with their children at home and in their communities. By reinforcing the skills, knowledge, and attitudes learned in their weekly sessions with Special Olympics, the families will be able to play, learn and participate together. This will increase the likelihood that these important early skills will be practised in multiple contexts, be valued by the whole family, and increase the probability that the children will participate in physical activity and sport for life; which will, in turn, have a positive impact on their health and overall quality of life. By empowering families to engage in physical activity together, everyone will benefit.

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# FUNdamentals @ Home Guide

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### **The Special Olympics Movement**

Special Olympics was founded upon one simple notion: sport has an incredible capacity to transform lives, change attitudes and make communities stronger. By bringing people together, Special Olympics teaches us to recognize our similarities rather than focusing on our differences.

From St. John's to Victoria to Whitehorse, the reach of our grassroots movement is profound and the benefits to those children, youth and adults with an intellectual disability who are registered in its programs, as well as those that matter most to them, is undeniable.

As a chapter within the larger global movement - there are now more than 229 accredited programs in 170 countries servicing more than 3.7 million individuals - Special Olympics Canada has come a long way since it began in 1969. Then, one single competition attracted 1,400 individuals with an intellectual disability from across the country. Today, more than 38,000 children, youth and adults with an intellectual disability are registered in our programs which run literally every day of the week out of local sport clubs. They, in turn, are supported by an extraordinary network of more than 18,000 volunteers; Canadians from all walks of life who are committed to help accomplish something remarkable, something extraordinary.

And so, Special Olympics is no longer just an event. Rather it has become one of the world's most powerful and effective social movements. One that is fortunate to receive tremendous support from a loyal group of community, corporate and government partners as well as individual supporters who all share in our belief in the extraordinary power of sport and the success that can be had through Special Olympics.

For individuals with an intellectual disability, Special Olympics is often the only place where they have an opportunity to participate in their communities, and to develop a strong belief in themselves. For many, it is a gateway to empowerment, competence, and acceptance. Special Olympics Canada is here to serve the needs of this disability population - from its very youngest to its more mature, from the individual who will stay active for life, regularly participating in sport at his or her local club, through to the athlete who will advance and compete at national and international competitions.



SPECIAL OLYMPICS CANADA CEO SHARON BOLLENBACH  
WITH FUNDAMENTALS PARTICIPANT JOSEPH

### A message from our CEO

On behalf of Special Olympics Canada, I would like to thank you for being part of the Special Olympics Movement. Whether your child's enrollment in **FUNDamentals** is their first experience with Special Olympics Canada or they have advanced from our **Active Start** program; their participation will build the foundation for a lifetime of memories and skill building, made possible through active participation in sport.

For decades, Special Olympics Canada has encouraged the benefits of a healthy and active lifestyle through participation in Special Olympics programs that improve the wellbeing of individuals with an intellectual disability. All ages and abilities are welcome to participate in Special Olympics programs, as we aim to enrich the lives of individuals with an intellectual disability across the country, strengthening communities and changing attitudes to create a more inclusive society.

In 2009, Special Olympic Canada launched the **FUNDamentals** program nationwide. FUNDamentals is an innovative sports play program for youth with intellectual disabilities between the ages of seven to twelve, it is designed to enhance their fundamental movement skills and physical literacy while also introducing sport specific skills. This program engages athletes through a variety of developmentally appropriate activities that are designed to foster physical, cognitive and social development.

We are excited to see the **FUNDamentals** program continuing to expand across Canada. We currently have programs running in each of our 12 provincial/territorial chapters and the number of athletes participating in this great program continues to grow every year.

a lifetime of memories  
and skill building, made  
possible through active  
participation in sport

**Sharon Bollenbach,**  
Chief Executive Officer Special Olympics Canada X



# FUNdamentals @ Home Guide

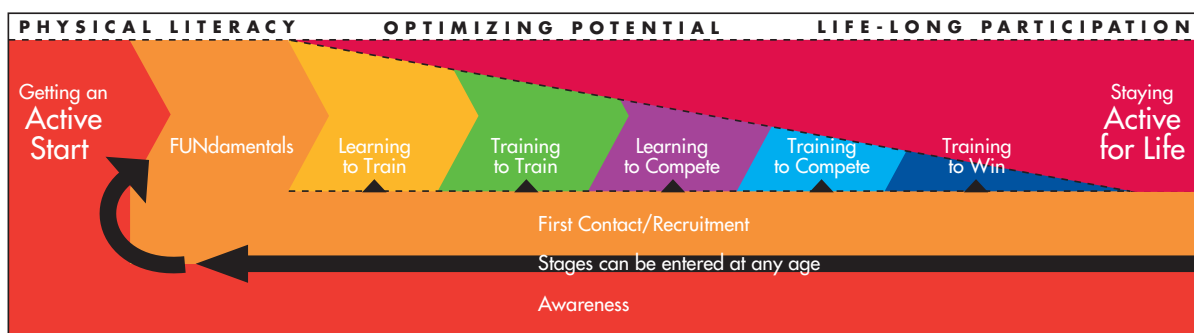
## Long Term Athlete Development (LTAD) and Special Olympics

Not just for adults, Special Olympics Canada has developed a model for our athletes that ensures their physical wellbeing is nurtured from a very young age onward. With our initiatives for young athletes, as well as our programs and services for adults, we have become a well-respected organization in the athletic field.

Acting as a framework for those who choose to stay active for life in community or recreational programs, or those who seek to reach the podium in competitive training programs, the Long Term Development Model (LTAD) guides the physical literacy of each individual with an intellectual disability, including those as young as two years of age.

The following diagram illustrates a long-term approach to developing Special Olympic Athletes:

**Active Start** is for children aged 2 - 6



**Fundamentals** is for children aged 7 - 12

The middle stages - **Learning to Train, Training to Train, Learning to Compete, Training to Compete, and Training to Win** - reflect a competitive pathway where athletes will have an opportunity to participate in local and regional competitions with the possibility to advance to provincial, national and even world games. Alternatively, the **Active for Life** stage reflects a recreational pathway. Whichever pathway an athlete chooses, and regardless of age and competitive drive, our programs are designed to promote physical activity while helping individuals reach their sport goals in a fun and safe environment.



# Positive Interaction

# FUNDamentals @ Home Guide

## Fundamentals – Rationale

The Special Olympics Canada **FUNDamentals** program is the first of its kind in Canada and provides specific training and educational opportunities for young athletes with an intellectual disability, many of whom have no other avenues for structured physical fitness. **FUNDamentals** is also designed as a continuation for those who have graduated from our **Active Start** program and are looking to develop more sport-specific related skills that will contribute to future sport participation. **FUNDamentals** is based on the rationale that through continued participation in developmentally appropriate activities, there is an excellent opportunity for improvement in an individual's physical, social, and cognitive abilities. **FUNDamentals** also expects that caregivers will apply the educational information to provide similar opportunities in the home environment.

## Fundamentals – Traditional Program

A traditional **FUNDamentals** program runs over a span of 12 weeks. Individuals gather once a week, in a group setting at a central location. A program leader leads athletes through a variety of activities designed to improve fundamental movement skills and enhance physical literacy while introducing sport specific skills. Program leaders are guided by the Special Olympics Canada **FUNDamentals** program leaders guide which was developed so that volunteers responsible for a **FUNDamentals** program have the tools to ensure that the experiences of athletes are positive and safe. The Guide provides specific information relating to athletes with an intellectual disability between the ages of 7 and 12. It introduces the values of positive movement experiences during childhood development, the importance of nutrition, and sport-specific activities aimed at improving basic motor and sport skills. The Guide also introduces the importance of family involvement in facilitating the growth in young athlete self-esteem, confidence, and ability to socialize with peers and in group settings.

## Fundamentals @ Home

In traditional **FUNDamentals** programs, parents/caregivers of participants are expected to participate in weekly group sessions and have always been encouraged by program leaders to continue with their child's physical literacy development in the home setting. Special Olympics Canada understands that facilitating home activities can be challenging for some; this was the impetus behind the **FUNDamentals @ Home Guide**. This guide is designed to reinforce and further develop the skills that your child is learning at his/her weekly group sessions. The goal of the **FUNDamentals @ Home Guide** is to provide activities and games that complement the lessons from the weekly group sessions, and allow your young athlete to continue to improve their fundamental movement skills while staying physically active.

### How To Use This Guide.

Your child's participation in a **FUNDamentals** program will continue to improve their physical fitness and physical literacy. The 12 week program is designed to improve fundamental movement skills such as running, jumping and balancing; while introducing sport specific skills focused towards softball, basketball and soccer. Supplementing this training with practice in a home setting following each of their weekly group sessions will reinforce newly learned skills while improving confidence and ability.

The **FUNDamentals @ Home Guide** is designed to supplement your child's weekly group sessions in a fun, family environment. Ideally, you will be able to work through the weekly activities at least once, and ideally two or three times in between group sessions. Activities are designed for participation outside (in a park, the back yard, or driveway) or inside (a basement, rec room, or nearby gymnasium). Please refer to **APPENDIX A** for further detail regarding proper activity spaces.

As you progress through this guide, you may find that your child is more drawn to certain activities but shies away from others. Be sure to use the notes section at the back of the guide to record any successes and challenges that your child experiences. Also be aware that some of the activities progress in difficulty. **Remember to always work at your own pace and not to be discouraged if your child does not complete each activity. It is fine to work on only a few skills each week. You will have plenty of time when repeating the program to work on some of the more difficult achievements.**

We encourage you to speak to your program leader and/or local Special Olympics staff about your family's experience with this guide as they may be able to recommend changes and adaptations to the activities listed that are more suitable for your child. We also encourage your child's siblings/friends to participate in these activities.

Finally, we encourage you to use this guide in conjunction with the Special Olympics Canada Young Athletes Nutrition Guide which is available from your **FUNDamentals** program leader or chapter. At the end of each **FUNDamentals @ Home** activity, you will find a nutrition focused activity that references this guide.

### Equipment

We have tried to minimize the amount of equipment needed for activities in this guide. Please see **APPENDIX A** for a rundown of recommended equipment. Here, you will also find our recommendation for proper clothing/attire for participants.



Let me win  
But if I cannot win  
Let me be brave  
in the attempt

Special Olympics Athletes Oath

# FUNdamentals @ Home Guide - Week 1

## Group Session

Session 1 served as an introduction to the **FUNdamentals** program as parents / caregivers and athletes familiarized themselves with the surroundings, got a chance to interact with the other athletes, experiment with the equipment and get an overall sense of the structure of the program.

## Reinforcement @ Home

This time can be used as an introduction to future sessions in the home setting. Explain to the athlete that over the next several weeks, they will be spending some time at home repeating some of the activities and playing some games from the weekly group sessions.

## You Will Need

You should take a look through the guide and make sure you have the necessary equipment to complete the activities. This is also a good time to source out a location for the activities to take place. Please refer to **APPENDIX A** for recommendation regarding proper equipment and ideal locations for activity.

## Activities

### Warm-Up

- A) Have athlete complete stretches such as; touch toes, reach to the sky, wiggle arms and legs, move neck and ankles. Explain the importance of stretching before participating in physical activity. See **APPENDIX B** more detailed stretching instructions.

### I Spy with My Little Eye

- A) Place coloured floor markers and bean bags all over the floor. (household objects or paper taped down to floor can also work)

- B) Call out the name and colour of the object then have the athlete move to the object as quickly as they can.
- C) Repeat until you have called all of the objects.
- D) As athlete improves, encourage them to travel to the object in a different manner; walking backwards, hopping, skipping, etc.

### Balloon Body Toss

- A) Hand athlete a balloon
- B) The object of the game is to keep the balloon in the air using various body parts
- C) Call out body parts and encourage athlete to change how they keep balloon in the air; left hand, right hand, left foot, right foot, left knee, right knee, head, elbows.

### Free Play

- A) Allow athlete to explore the equipment and play without structure.
- B) Focus on positive interaction and having fun with the child.

### Nutrition Guide

- A) Review Page 5 of the Special Olympics Canada Young Athletes Nutrition Guide. Explain to your child the importance of eating from each of the four food groups.

# Week One



## FUNdamentals @ Home Guide - Week 2

### Group Session

This week's group session was titled An Introduction to Athletics - Running. Program Leaders worked to build on the running skills that were introduced during your child's **Active Start** participation.

### Reinforcement @ Home

Follow a series of exercises designed to improve running ability. Key characteristics and teaching cues for this skill are outlined in **APPENDIX C**. During all activities, remind your child to keep their head up and eyes forward.



## Fundamentals @ Home Guide - Week 2

### You Will Need

Ensure you have ample space for this, and all activities throughout the guide (SEE APPENDIX A)

Always ensure proper clothing is worn by all participants (SEE APPENDIX A)

4 Pylons (plastic bowls can work)

Tennis Ball

### Activities

#### Warm-Up

Have athlete complete stretches such as; touch toes, reach to the sky, wiggle arms and legs, move neck and ankles. (SEE APPENDIX B)

#### Square shuffle

- A) Spread out four pylons / bowls to create a square with a few metres in between pylons.  
"Ready, set, go": athlete runs from one pylon to the next to complete the square.
- B) As the athlete's stamina improves, have them complete the square 2, 3, or 4, etc. times per try.
- C) Time how long it takes child to complete course; then challenge them to beat their time
- D) Switch things up by crating different shapes / courses with the pylons.

#### Ball Chase

- A) Stand at one end of open space, with child standing next to you. Slowly roll ball across the floor then have child run to "cut off" the moving ball and sprint back to you with it.
- B) As athlete improves, increase speed of roll and distance they travel to retrieve it.

#### Red Light / Yellow Light / Green Light

- A) Athlete stands in ready position with parent nearby. Parent alternates calls of:  
"Red Light": child jogs slowly "on the spot"  
"Yellow Light": child extends arms straight out then runs "on the spot" at moderate pace while touching knees up to extended hands.  
"Green Light" child runs "on the spot" as fast as they can.
- B) As child's stamina increases, stretch out the length of each series of "calls"

#### Nutrition Guide

- A) Review Page 8 of the Special Olympics Canada Young Athletes Nutrition Guide.  
Explain the importance of drinking lots of fluids; especially when participating in physical activity.

# FUNdamentals @ Home Guide - Week 3

## Group Session

This week's group session was titled Jumping. Program Leaders expanded on the jumping skills that were taught during **Active Start**, with a focus on jumping for height and distance.

## Reinforcement @ Home

Follow a series of exercises designed to improve their jumping ability. During activities, focus on bending of the knees which is a key component of jumping. Other key characteristics and teaching cues for this skill are outlined in **APPENDIX C**.

## You Will Need

Masking Tape  
Measuring tape

# Wee

## Activities

### Warm-Up

Have athlete complete stretches such as; touch toes, reach to the sky, wiggle arms and legs, move neck and ankles. (SEE **APPENDIX B**)

### Jumping for Distance

- A) Ask child to try jumping without bending their knees. This will be difficult - which should help emphasize the importance of bending knees when preparing to jump.
- B) Explain importance of bending knees before take-off; "Jump like a frog"
- C) Have child jump using proper technique (knees bent, arms swing back before launch then "up to the sky" upon lift-off. Point out the difference in ease and distance when they bend their knees.
- D) Make a line using tape a short distance away. Encourage child to jump past the line. Increase distance of target line as child improves. Use measuring tape to record personal best distance and challenge athlete to "beat" their best jump.

### Grab the Coconut

- A) Have them jump up to retrieve an object (scarf or sock) that is being held above. Pretend that object is a coconut hanging on a coconut tree.
- B) Increase height of object as they improve.
- C) Encourage athlete to try to retrieve object with left hand and right hand.
- D) Jumping height will increase with improved technique.

### Directional Two-Foot Jump

- A) Have child stand facing you with feet together. Point and verbalize direction as they jump in that direction on cue ("left", "right", "forward" or "back"). Try to ensure they keep feet together throughout jumping motion. Complete series of 15 jumps with 1 second intervals in between each jump. Repeat series as necessary



**Nutrition Guide**

- A) Review Page 11 of the Special Olympics Canada Young Athletes Nutrition Guide. Explain the importance of making healthy eating choices.

# FUNdamentals @ Home Guide - Week 4

## Group Session

This week's group session was titled Athletics - Throwing. Program Leaders introduced proper throwing technique with an emphasis on throwing for accuracy.

## Reinforcement @ Home

Follow a series of exercises designed to improve throwing ability. Key characteristics and teaching cues for these activities are outlined in **SEE APPENDIX C**.

## You Will Need

Tennis Balls or bean bags  
Masking Tape or Hoop

## Activities

### Warm-Up

Have athlete complete stretches such as; touch toes, reach to the sky, wiggle arms and legs, move neck and ankles. (**SEE APPENDIX B**)

### Set Up

- A) Athlete stands in ready position with parent near-by.
- B) Parent identifies target in room as athlete shuffles feet to align (pretend athlete is on skateboard; nose of skateboard should be pointing at target) to the target while raising elbows to shoulder height in proper throwing position. Child's front elbow should be pointing directly at target.
- C) Repeat process by identifying a new target.
- D) Identify targets in quick succession and have child move accordingly.

### Target Practice

- A) Using masking tape or hoop, mark target on wall.
- B) Athlete stands 3 - 5 metres from target and throws tennis ball or bean bag at target.
- C) As athlete improves, move back throwing distance and / or decrease target size.
- D) Player scores a point each time they successfully hit the target.

### Rapid Toss

- A) Mark target on wall.
- B) Have child stand with a batch of small balls or bean bags near their feet.
- C) Instruct them to throw ball at target on wall, then bend over and pick up another ball and throw it at the same target in quick succession; continue until all balls have been thrown.
- D) Encourage athlete to move quickly by counting the number of throws they can make in a 10 or 15 second span.

**Nutrition**

A) Review Pages 13 / 14 of the Special Olympics Canada Young Athletes Nutrition Guide and take some time to visit some of the resources provided.

four



## FUNdamentals @ Home Guide - Week 5

### Group Session

This week's group session was titled An Introduction to Soccer - Kicking. Program Leaders introduced the idea of kicking with a purpose as well as some other basic soccer-specific skills.

### Reinforcement @ Home

Follow a series of exercises designed to improve your child's soccer kicking ability. Key characteristics and teaching cues for this skill are outlined in **APPENDIX C**.

### You Will Need

Soccer Ball  
4 Pylons (or plastic bowls)  
Empty Plastic Bottles



## Fundamentals @ Home Guide - Week 5

### Activities

#### Warm-Up

Have athlete complete stretches such as; touch toes, reach to the sky, wiggle arms and legs, move neck and ankles. (SEE APPENDIX B)

#### Dribbling

- A) Explain that dribbling means to control the ball with the feet and that this is an important skill that allows a player to control the ball as they move around the field. Demonstrate moving the ball forward using one foot and have the child mimic this.
- B) Space out pylons in a straight line and have athlete “slalom” up and back through the course.
- C) Ask them to try to keep the ball no further than 1 metre ahead of themselves while dribbling.
- D) As they improve, encourage them to move faster through the course. Reduce distance between pylons.

#### Passing

- A) Introduce the concept of passing (it is a way of sharing on the soccer field) and explain that it is important to pass in order for everyone on a team to have fun and to play better as a group.
- B) Demonstrate how to pass, emphasizing using the “inside” of the foot to strike the ball.
- C) Stand roughly 2 to 3 metres away from the athlete and pass the ball back and forth.
- D) Increase passing distance as athlete improves.
- E) Introduce the idea of using the “non-dominate” (left foot if child is right-handed and right foot if child is left-handed) foot to send and receive passes.
- F) Set up empty plastic bottles as “bowling pins” and have athlete see how many they can knock down per pass

#### Introduction to Shooting

- A) Explain that goals are scored by shooting the ball into the net.
- B) Demonstrate a proper kick by bringing the foot backwards, using the inside of the foot to make contact, and following through towards a target.
- C) Line up the athlete roughly 4 to 5 metres away from the wall and have them practice shooting.
- D) Set up two pylons a few metres apart to form a “net”; encourage them to kick the ball through the “net” in order to score a goal.

#### Nutrition

Complete the activity **My Food Guide Rainbow** on Pages 19 of the Special Olympics Canada Young Athletes Nutrition Guide.



# FUNdamentals @ Home Guide - Week 6

## Group Session

This week's group session was titled Soccer - Running. Program Leaders reviewed basic soccer skills and facilitated mini soccer games amongst the group.

## Reinforcement @ Home

Follow a series of exercises designed to improve your child's soccer skills ability. Build on the kicking activities from last week. Remember that these are more advanced soccer skills that will take time and practice in order to achieve.

## You Will Need

Soccer Ball  
Tape  
Empty Plastic Bottles

## Activities

### Warm-Up

Have athlete complete stretches such as; touch toes, reach to the sky, wiggle arms and legs, move neck and ankles. **(SEE APPENDIX B)**

### Pendulum Drill

- A) This drill builds basic dribbling skills and encourages the use of both feet.
- B) While stationary, and with knees bent and weight on the balls of feet, have athlete try to one-touch the ball back and forth from right foot to left foot and back. Encourage athlete to maintain control of the ball with the inside of the feet.
- C) Once athlete becomes adept at moving the ball back and forth quickly, they should try the drill while moving forward.
- D) Advanced players are able to do this drill moving forward with their heads up.

### Advanced Passing

- A) Reiterate the importance of passing and explain that passes can be long or short, fast or slow, and can be made and received with both the right and left foot.
- B) Reiterate using the "inside" of the foot to strike the ball when passing.
- C) Stand roughly 8 to 10 metres apart and pass the ball back and forth at varying speeds.
- D) Increase the distance between passes as athlete improves.
- E) Ensure that the athlete is able to send and receive passes with both the right and the left foot.
- F) Send up empty plastic bottles as "bowling pins" and have athlete see how many they can knock down per pass.

# Six



## Advanced Shooting

- A) Explain that the ball can be harder for a goalie to stop if a player is able to “raise” the shot off the ground.
- B) Demonstrate that kicking the lower half of the ball can result in lifting the ball into the air.
- C) Line up the athlete about 4 to 5 metres away from the wall and have them practice kicking a ball.
- D) Tape a line on the wall and have the athlete try to shoot above the line.
- E) Introduce the idea of being able to shoot with both the right and the left foot.

## Nutrition

Complete the activity **My Healthy Plate** on Pages 20 of the Special Olympics Canada Young Athletes Nutrition Guide.

# FUNdamentals @ Home Guide - Week 7

## Group Session

This week's group session was titled Advanced Soccer Running and Kicking. Program Leaders focused on further improving the athlete's soccer skills by working on passing, kicking and dribbling skills.

## Reinforcement @ Home

Follow a series of exercises designed to improve your child's advanced soccer skills ability. Build on the activities from last week. Remember that these are more advanced soccer skills that will take time to master. Be patience and allow athlete to work through activities at their own pace.

## You Will Need

Soccer Ball  
Beach ball  
4 Pylons (or plastic bowls)

## Activities

### Warm-Up

Have athlete complete stretches such as; touch toes, reach to the sky, wiggle arms and legs, move neck and ankles. (SEE APPENDIX B)

### Ball Stop

- A) Explain to athlete that in the game of soccer, a player is not allowed to touch the ball with their hands. Instead a player can try to stop a ball that is "in the air" with their body.
- B) Stand 2 - 3 metres from athlete and slowly lob a beach ball at them.
- C) Encourage them to stop/block the ball without using his hands.
- D) Alternate tosses at thigh and chest area.
- E) Switch to real soccer ball as athletes confidence increases.

### Precision Passing

- A) Stack pylons on top of each other to create a single/narrow tower.
- B) Have athlete attempt to knock over tower with pass from various distances.
- C) Encourage use of right and left foot.

### Expert Shooting

- A) Remind athlete that the ball can be harder for the goalie to stop if the player is able to raise the shot off the ground.
- B) Reiterate that kicking the lower half of the ball can result in lifting the ball into the air.
- C) Line up the athlete about 6 to 7 metres away from the wall and have her practice kicking a ball.
- D) Tape a "x" on the wall and have the athlete try to hit it
- E) Ensure that the athlete shoots with both the right and the left foot.



week

**Nutrition**

Complete the activity **Name This Food** on Pages 20/21 of the Special Olympics Canada Young Athletes Nutrition Guide.

# FUNdamentals @ Home Guide - Week 8

## Group Session

This week's group session was titled Introduction to Basketball - Catching. Program Leaders introduced basic basketball-specific skills.

## Reinforcement @ Home

Follow a series of exercises designed to improve your child's basic basketball skills. Explain to your child that the main components of basketball are dribbling, passing, and shooting. Key characteristics and teaching cues for these skills are outlined in **APPENDIX C**.

## You Will Need

Basketball or Soft Medium Sized Rubber Ball  
Tape

## Activities

### Warm-Up

Have athlete complete stretches such as; touch toes, reach to the sky, wiggle arms and legs, move neck and ankles. (SEE **APPENDIX B**)

### Bouncy Ball

- A) Introduce the concept of bouncing or dribbling so that the athlete becomes familiar with the ball and how it bounces.
- B) Have child drop the ball and catch it with two hands after it has bounced off the floor.
- C) Have child try bouncing and catching with 1 hand.
- D) Have child try to bouncing the ball off the ground multiple times. Count how many times can they bounce the ball before losing control of it. Try to improve on this number.

### Partner Passing

- A) Position athlete roughly two metres away; hold ball and face them.
- B) Pass the ball (no bounces) to athlete. Have them pass the ball back in the same manner.
- C) Progress to a "bounce pass"; Pass the ball to athlete on a single bounce. Then have them return the ball in the same manner. Ball should bounce roughly "half-way" between you and the athlete.
- D) As athlete improves, increase the amount of space between the two of you.
- E) Regardless of distance, ensure the ball is being passed on no more than a single bounce
- F) As athlete improves, alternate between one and two handed passes.





### **Pivot Around the Clock**

- A) Explain the importance of being able to “pivot” in the game of basketball. Explain that they are not allowed to “pick up” their pivot foot. Demonstrate proper technique for them.
- B) Using tape, mark out the following locations on the ground; 12pm, 3pm, 6pm, 9pm.
- C) Have athlete in ready position while they hold basketball with two hands in the centre of the clock.
- D) Alternate “calls” of different times as they pivot to that time.
- E) Have them practice with right pivot foot then with left pivot foot.

### **Nutrition**

Complete the activity **Food Group Art** on Pages 22 of the Special Olympics Canada Young Athletes Nutrition Guide.

# FUNdamentals @ Home Guide - Week 9

## Group Session

This week's group session was titled Basketball Skills. Program Leaders continued to introduce basketball-specific skills.

## Reinforcement @ Home

Follow a series of exercises designed to improve basketball ability. Explain to child that improving dribbling, passing, and shooting skills will make them a better basketball player.

## You Will Need

Basketball or Soft Rubber Ball  
Pylons (or plastic bowls)  
Hoop

## Activities

### Warm-Up

Have athlete complete stretches such as; touch toes, reach to the sky, wiggle arms and legs, move neck and ankles. (SEE APPENDIX B)

### Dribbling

- A) Have athlete stand in place and practice dribbling with one hand and with two hands.
- B) Have athlete try walking in a straight line while dribbling. Set up pylons (or use tape) to create straight lane to guide them.
- C) Set pylons as "slalom" course and have athlete try to dribble through it.
- D) Encourage athlete to dribble at their side, rather than in front of themselves.
- E) Alternate dribbling with right hand and left hand.

### Wall Ball

- A) Provide athlete with an appropriate ball depending on the strength of the wall (for indoor / drywall use a bouncy ball and for a cement or brick wall use a basketball)
- B) Stand 3 metres away from wall and demonstrate how to pass the ball by bouncing it on the ground, letting it hit the wall, and then catching it as it bounces back.
- C) Progress the activity by moving farther from the wall or add tricks such as clapping, or spinning, in between the bouncing and catching of ball.

## Fundamentals @ Home Guide - Week 9

### Shooting

- A) Introduce shooting by explaining that it is the way a player scores points in Basketball.
- B) Allow the athlete to have success throwing a basketball into the air and developing a feel for the motion of shooting.
- C) Progress to using a hula hoop as a target. Hold it vertical to the ground to allow for an easy target for athlete.
- D) As athlete improves, switch to setting the hula hoop as a horizontal target.
- E) Vary the distance and height of the target.

### Nutrition

Complete the activity **Food Group Bingo** on Pages 23 of the Special Olympics Canada Young Athletes Nutrition Guide.



# Week 9



# FUNdamentals @ Home Guide - Week 10

## Group Session

This week's group session was titled An Introduction to Softball - Striking. Program Leaders introduced of running, hitting and throwing as they pertain to the game of softball.

## Reinforcement @ Home

Follow a series of exercises designed to improve your child's softball ability. Key characteristics and teaching cues for this skill are outlined in **APPENDIX B**. Explain to child that the main components of the game of Softball are Running, Catching, Throwing and Hitting.

## You Will Need

Softball (a soft foam or nylon ball is ideal)  
Bat (a foam or plastic bat is idea)  
Glove

## Activities

### Warm-Up

Have athlete complete stretches such as; touch toes, reach to the sky, wiggle arms and legs, move neck and ankles. **(SEE APPENDIX B)**

### Running Bases

- A) Set up baseball diamond by placing mats (bases) on ground. Use as much space as you have. (Ideally, between 3 - 10 metres between bases). A variety of household items can serve as bases.
- B) Have athlete stand at home plate in the ready position
- C) Yell out "Single", "Double", "Triple", or "Home Run" and instruct them to run the corresponding base.
- D) Have athlete walk back to home place and give him time to "catch their breath"
- E) Repeat.

### Throwing Motion

- A) Using the following guidelines - have child mimic a proper throwing motion (without a ball in hand). Try to reinforce the skills learned in FUNdamentals Session 4.
  - stand perpendicular to target
  - focus eyes on target
  - bend and raise elbows to shoulder height (behind ears) with front elbow facing target and ball 30 cm's from ear
  - step toward target with leg opposite of throwing arm
  - shift body weight from "back foot" to "front foot"
  - rotate hips then release ball "out front" towards target
  - continue rotating trunk after release as throwing arm follows down and across the body.



- B) Complete series of 10 “throws” then review ways for child to improve technique.
- C) Repeat.

### Hitting Motion

- A) Using the following guidelines, have child mimic a proper hitting motion (without a bat in hands)
  - focuses eyes on object being struck
  - display preparatory back swing
  - rotates hips and trunk in full striking action
  - transfers weight from “back foot” to “front foot”
  - follow through along swinging path
- B) Complete series of 10 swings then review ways for child to improve technique.
- C) Repeat.

### Nutrition

Complete the activity **How To Choose Healthy Foods When Eating Out** on Pages 24/25 of the Special Olympics Canada Young Athletes Nutrition Guide.

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# FUNdamentals @ Home Guide - Week 11

## Group Session

This week's group session was titled Softball Skills Continued. Program Leaders worked on further progressing athlete's softball skills.

## Reinforcement @ Home

Follow a series of exercises designed to improve Softball ability. Encourage athlete to focus on the ball at all times during activities. Take time to review the key characteristics and teaching cues for these skills in **APPENDIX C**.

## You Will Need

Glove  
Bean Bag or Tennis Ball  
Foam Softball  
Batting Tee or Large Pylon

## Activities

### Warm-Up

Have athlete complete stretches such as; touch toes, reach to the sky, wiggle arms and legs, move neck and ankles. (SEE **APPENDIX B**)

### Catching

- A) Have athlete stand in ready position with glove open and the "palm" of the glove facing "out" towards you (so that you can see what is written (the label) on the palm if the glove)
- B) Stand 3 - 5 metres from athlete with a ball in your hand. You can start with tennis ball and advance to softball as their confidence improves.
- C) Kneel on one knee and lob an underhand toss aimed at the child's glove so they can make a catch
- D) Collect ball from child and repeat
- E) Tell the child to imagine the ball has eyes and that it wants to see the writing on the palm of the glove all the way until it reaches it. This will help the child keep their glove "square" to the ball and increase the likelihood of a catch.

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### Throwing

- A) Provide child with a ball or beanbag that can easily be thrown with one hand.
- B) Tape target on wall and have athlete stand 5 metres away in ready position.
- C) Encourage child to throw the ball at the target using motion outlined in Session 10.
- D) Collect ball and repeat.
- E) Move back from target as child improves.

### Hitting Motion

- A) Place ball on batting tee.
- B) Have child assume proper batting stance then strike ball with bat using motion outlined in Session 10
- C) Collect ball and repeat

### Nutrition

Complete the activity **Give Me 5** in the Healthy Foods When Eating Out on Pages 26 of the Special Olympics Canada Young Athletes Nutrition Guide.



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## FUNDamentals @ Home Guide - Week 12

### Group Session

This week's group session was titled Fun Day. Program Leaders focused on reviewing then having athletes practice skills learned throughout the **FUNDamentals** Program.

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## Fundamentals @ Home Guide - Week 12

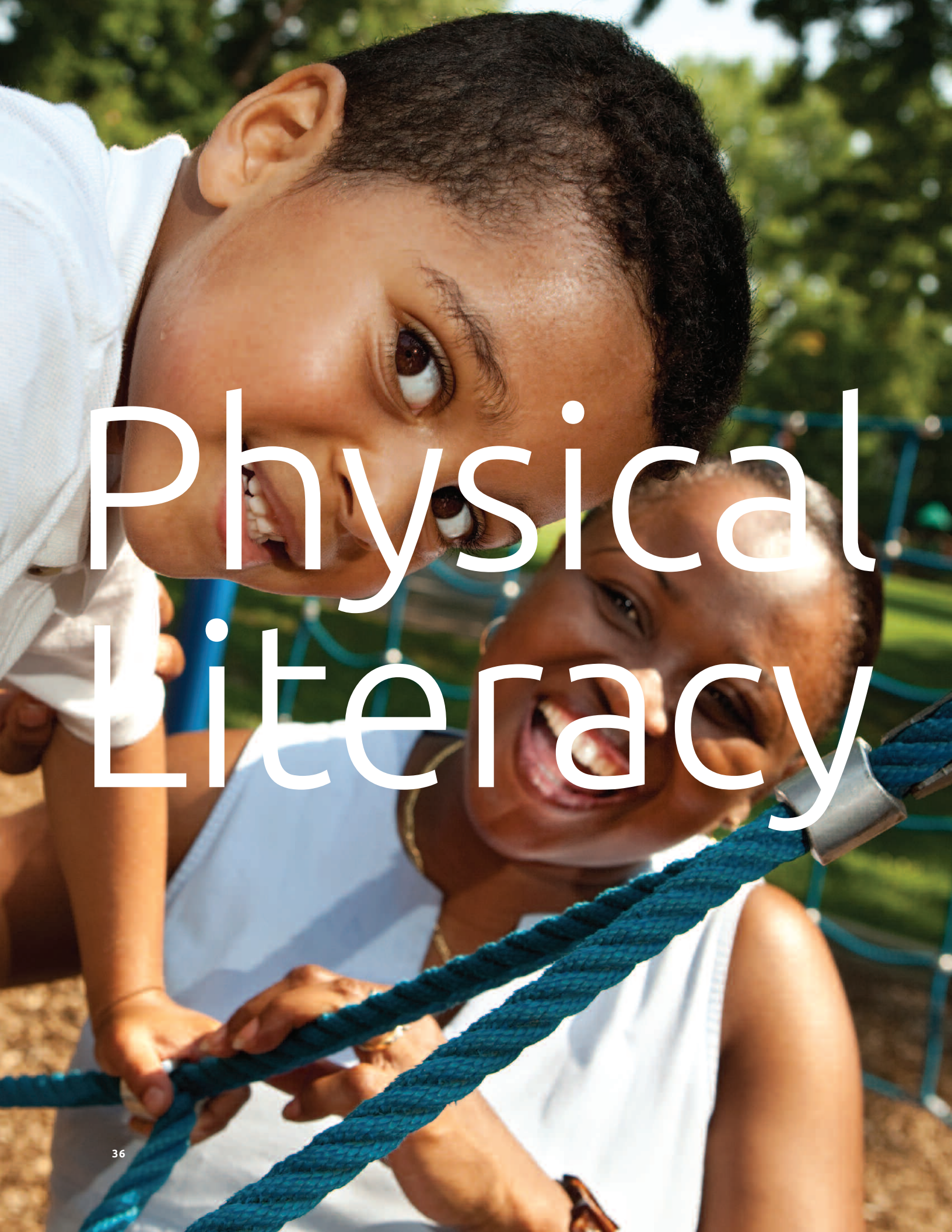
### Reinforcement @ Home

Take this opportunity to review and practice any of the activities outlined during the first 11 sessions. Mix activities that the athlete seemed to enjoy and excel at with activities that you feel could use improvement. Try to get a feel for what sport the athlete would prefer to pursue; Soccer, Softball or Basketball.

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# Physical Literacy

## Conclusion

Congratulations on completing the Special Olympics Canada **FUNDamentals** program. Whether this was your child's first go-around or they were repeating the program, participation has improved their fundamental movement skills, enhanced their physical literacy and further prepared them for participation in a sport specific Special Olympics club such as a softball, basketball or soccer program.

Special Olympics Canada hopes that you and your athlete has had a beneficial and positive experience with the **FUNDamentals** program and that your participation is the continuation of a long-standing relationship with us. We offer athletes of all ages amazing sport opportunities as they progress along our Long Term Athlete Development Model; these range from recreational activities, to local competitions, all the way to possibly representing Canada at a Special Olympics World Games.

The **FUNDamentals** program strives to provide young athletes with in-depth introduction to sport-related motor skills, training, and competition while maintaining an atmosphere of fun and meaningful interaction. An additional role is providing continued education about nutrition, physical fitness, and the importance of the support of the family unit in developing a healthy athlete. **FUNDamentals** program also serves as gateway to continued involvement with Special Olympics.

Depending on your child's age, we look forward to seeing them again at the next **FUNDamentals** session, or welcoming them into a sport specific program in your local community, as you your child continues their journey through a lifetime of sport! For more information regarding programs in your area, please contact your local Special Olympics Chapter representative.

# Appendix A

## Activity Space

Activities are designed for participation outside (in a park, the back yard, driveway) or inside (a basement, rec room, or gymnasium). We have tried to make most of the activities in this guide conducive to small spaces. Please be aware of your surroundings and ensure that there is ample space to conduct an activity. Athlete safety should always be the primary concern.

## Proper Clothing

We encourage all participants to wear loose fitting, athletic attire as well as proper running shoes when performing the activities outlined in this guide. Wearing proper clothing and footwear will help participants function at a high level, get the most out of the activity, and ensure personal safety.

## Equipment

The activities in this guide can be completed with minimal equipment. The following is a list of necessary items; all of which are generally available at a local hardware, sporting goods or “dollar” store.

Beach Ball  
Large Bouncy (soft rubber) Ball  
Soccer Ball  
Basketball  
Tennis Ball  
Bean Bag  
Scarf  
Masking or Painter’sTape  
Pylons  
Foam Softball  
Hula-Hoop  
Paddle or Foam / Plastic Bat

FLAGHOUSE is the official Special Olympics Canada FUNdamentals equipment supplier. We have partnered with them to create an **FUNdamentals@ Home** Equipment Kit. This kit consists of the items listed above as well as a few other items that can help enhance the activities outlined in this guide. It can be purchased by calling:

**FLAGHOUSE CANADA**  
**1-800-265-6900**

Ask for Customer Service

When speaking to a representative, please reference the **FUNdamentals@ Home** Kit

### Warm Up and Cool Down Ideas

The following warm-up and cool-down information can be accessed through the Ministry of Education, Daily Physical Activity in Schools: Resource Guide, 2005. [www.edu.gov.on.ca](http://www.edu.gov.on.ca)

It is important that students do a **warm-up** before starting daily physical activities. A proper warm-up sets the tone for the class and reduces the risk of injury during an activity.

To warm up, students should participate in some low-intensity aerobic activity, such as brisk walking. Using the large muscles and gradually increasing speed and intensity in this type of activity gradually increases the heart rate and blood flow to the muscles. During the warm-up, it is important to follow up with stretches that move the joints through their full range of motion. Stretches such as arm circles and flexing and extending of the arms and legs are helpful.

### Sample Warm-up Ideas

1. Have students march on the spot, slowly increasing the speed. Point to one body part at a time, and have students move that body part in a variety of ways. If you are not pointing to a body part, the students continue to march in place. Movements should begin light to moderate activity to get the heart rate up and then lead into stretching.
2. Have groups of 4 - 6 students move around the activity area in single file, slowly increasing their speed (e.g., walk, speed walk, slow jog, run). Have the last student in the line hold a pinnie or marker and move to the front of the line. Once the student gets to the front, he or she passes the pinnie or marker back until the new last student in line gets it, and then this student moves to the front. Each time all the members of the group have taken a turn, the speed slightly increases. Have students continue for 2 - 3 minutes.
3. Choose a student leader to call out an animal and demonstrate how that animal moves. Have students move around the activity area imitating that animal and the way it moves (e.g., horse - galloping; snake - slithering; bunny - hopping). Choose new leaders frequently and emphasize picking animals that move vigorously. Each time an animal is chosen the activity level should increase.
4. Have students work in groups of 3 - 5 and line up one behind the other. Have the first student lead the group around the activity area using a variety of movements. Every 30 seconds, have student change leaders and increase their speed (e.g., slow walk, walk, speed walk, jog).

## Appendix B

### Sample Stretches

Content included from Ophea's Physical Activity Resource Centre (<http://parc.ophea.net/>)

#### Arms

##### **Tall as a House, Small as a Mouse, Wide as a Wall**

Stand on tiptoes with arms overhead, stretching fingers up to the sky as "tall as a house". Hold. Crouch down, hugging knees and tucking head down towards chest to curl up as "small as a mouse". Hold. Slowly return to standing position and extend arms and legs out on each side of body to stretch as "wide as a wall". Hold.

##### **Scarecrow (activity for range of motion)**

Pretend to be a scarecrow, putting arms out to the side, parallel to the ground, palms facing backward. Bend arms at the elbows and let hands swing down and towards the body.

##### **Shake and Splash (activity for range of motion)**

Gently shake hand as if shaking water off fingers. Flick fingers away as if splashing water. Flick other body parts (e.g., toes, hips, arms) as if flicking water.

##### **Arm Swing (activity for range of motion)**

Swing arms slowly forward and back. Swing arms in front of body. Swing arms overhead.

##### **Growing Flowers**

Stand with feet shoulder-width apart. Crouch down, tucking head towards chest and folding arms across front of body, like the closed petals of a flower. Slowly rise to standing position while unfolding arms. Extend arms overhead, like a flower opening. Repeat.

#### Neck

##### **Neck Stretches**

Slowly tilt head to the right side, moving right ear towards right shoulder. Hold. Repeat on left side. Slowly tilt head forward, moving chin towards chest. Hold. Slowly roll head across chest from shoulder to shoulder in a half circle. Repeat four times.

##### **"I Don't Know!"**

Slowly tilt head side to side, shrugging shoulders. Raise hands in a gesture to indicate, "I don't know!"

### **Shoulders**

#### **Swan Dive**

Raise arms outward from sides to shoulder height. Slowly press arms backward and hold. Feel a stretch across chest and down arms. Repeat.

#### **Snail Stretch**

In a kneeling position, with arms stretched forward in front (on the floor), try to touch armpits to the floor. Keep posterior high, and pretend it is the snail's shell. Press low to the ground and pretend to be a small snail.

### **Hands and Wrists**

#### **Fist and Stretch**

Make a tight fist, then spread out and relax the fingers.

#### **Wrist Circle**

Rotate wrists by drawing circles with hands.

#### **Finger Press**

Place hands in a steeple position. Press the ends of the fingers together. Pretend to make hands look like a spider doing push-ups on a mirror!

### **Back**

#### **Be a Star**

Stand with feet placed wide apart, moving onto tiptoes and extending arms over head to look like five points of a star. Hold stretch while standing on tiptoes.

#### **Hug Me**

Hug yourself tightly. Release.

#### **Cat Stretch**

Stand with feet shoulder-width apart, knees slightly bent. Bend forward, placing hands on knees and keeping the back flat. Slowly arch the back upward into a rounded position. Hold. Return to flat back. Repeat.

#### **Horse / Camel (or Cat)**

Get down on hands and knees. The horse position is with back slightly arched and head up; the camel position is with back curled and head down. Hold each position.

#### **Foot Flexers (activity for range of motion)**

Lie on back, legs vertical, knees bent. Alternately flex and extend the ankles. Try both feet together.

## Appendix B

### **Ankle Rotation (activity for range of motion)**

Lie on back or sit, using hands for support, legs bent in front. Raise one leg off the ground and rotate the foot at the ankle. Repeat with other foot.

### **Hips and Waist**

#### **Sit 'n' Twist**

Sit with one leg stretched out in front, the other bent with foot flat on the floor. Twist body around from the waist on the straight-leg side, and try to look behind.

#### **Side Bends**

Stand with feet shoulder-width apart, knees slightly bent. Bend at the hips from one side to the other. Hold the position. Do not bounce. Keep body facing straight forward.

#### **Seat Walk (activity for range of motion)**

In a sitting position on the floor with legs straight out in front and together, move forward, using only the hips to begin movement.

### **Legs**

#### **Shin Stretch**

Hold onto desk, chair, or wall for balance. Stand with feet slightly apart. Lift one foot and move it slightly behind you, gently pressing the top of the toes into the floor. Feel a stretch up the shin. Keep knee of supporting leg slightly bent. Hold. Repeat with the other leg.

#### **Calf Stretch**

Stand with both feet together, lean forward, and place hands on the floor in front of feet. Press with arms to straighten legs, and push with shoulders. Push up with arms and straighten arms and legs. Cue words: "Make your body into a triangle."

#### **Lunge and Reach**

Stand with legs wide apart and knees bent. Place hands on thighs. Slowly lunge to the side by bending one leg and straightening the other. Keep feet flat on the floor. Alternate sides.

#### **Butterfly (stretch for inner thighs)**

Sit with legs bent in front, knees to the side, soles of feet touching. Using hands, gently press knees towards the floor. Hold.

### **Full Body**

#### **Sky Stretch**

While standing on tiptoes, stretch arms over head, reaching up as high as possible. Hold. Repeat.

#### **Funny Body Shapes**

Make interesting shapes (poses) with bodies or by using specified body parts, expressing such emotions or states as the following: anger, strength/weakness, fatigue/energy, sadness/happiness Hold body in each shape.

#### **Body Stretch**

Pretend to be a puppet controlled by strings. Be loose and limp, then tighten and stretch. Stretch up high, reaching with fingers, arms, legs, tiptoes, whole body.

#### **Tight Body Exercise**

Make whole body as stiff and tight as possible. Tighten one body part at a time: one arm, both arms, one leg, both legs, buttocks, whole body. Be as straight as a pencil and tighten all your muscles to stay straight. (The teacher can check tightness by trying to move or lift students' bodies to see if they stay tight or go loose and bend.)



## Appendix B

### Running - Teaching Cues and Key Characteristics

#### Teaching Cues

- Demonstrate how to slightly bend elbows while swing arms freely forward and backward at the sides.  
**Cue:** Remind them to have swinging L's (arm position) while running.
- Encourage them to keep their heads up and eyes forward.  
**Cue:** Laser beam eyes - remind them to pick a target and point their laser beam eyes at target.
- Encourage them to slow down when changing directions.

Phase	Key Characteristics
INITIAL	<ul style="list-style-type: none"><li>• uses arms for force production only slightly</li><li>• moves with heavy, flat-footed steps</li><li>• uses wider base of support and feet may turn out</li><li>• running resembles a fast walk</li></ul>
INTERMEDIATE	<ul style="list-style-type: none"><li>• displays some lift off the ground (flight between steps)</li><li>• swings arms sideways</li><li>• doesn't display full extension of push-off leg</li><li>• displays less knee drive forward</li></ul>
MATURE	<ul style="list-style-type: none"><li>• may focus eyes forward; body may travel vertically (up and down)</li><li>• runs with flight, extending supporting leg at push-off</li><li>• bends arms at 90 degrees and swings in a forward and backward motion</li><li>• swings arms in opposition to feet</li><li>• brings recovery foot close to bum</li><li>• focuses eyes forward</li></ul>

## Jumping - Teaching Cues and Key Characteristics

### Teaching Cues

- Provide verbal cues to encourage a backward swing and a full forward swing of the arms.
  - Cue:** For backward swing, reach backwards to the wall.
  - Cue:** For backward swing, push arms back.
  - Cue:** For forward swing, reach through for a favourite toy.
  - Cue:** For forward swing, hit the superman position.
- Bend Knees.
  - Cue:** Push down like a coiled spring to explode off the floor.
  - Cue:** Athlete pretends they are a frog and “bounces” multiple times which will help them with bending knees when jumping.

Phase	Key Characteristics
INITIAL	<ul style="list-style-type: none"> <li>• displays little or no bending on take-off or landing</li> <li>• leads with one foot on take-off</li> <li>• uses arms in an unproductive (or counterproductive) manner</li> <li>• may bend head down</li> </ul>
INTERMEDIATE	<ul style="list-style-type: none"> <li>• makes a small, preparatory crouch</li> <li>• initiates jump by arm action with some forward swing</li> <li>• takes off and / or lands unevenly</li> <li>• displays 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 the 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>

## Appendix C

### Throwing - Teaching Cues and Key Characteristics

#### Teaching Cues

- If an athlete is losing balance while throwing, take the body out of the throw and have them sit while practicing, then progress to kneeling and then to standing.
- Before throwing, bend and hold object at shoulder height behind ear.  
**Cue:** Non-throwing arm is pointed at the target so the arms form a J-shape.
- Rotate hips during throw so that opposite shoulder is in line with the target at completion of throw.
- Focus eyes on target.  
**Cue:** Laser eyes

Phase	Key Characteristics
INITIAL	<ul style="list-style-type: none"><li>• stands facing target</li><li>• holds elbows tightly against the body with elbow action mainly in the forward direction</li><li>• displays little or no trunk rotation</li><li>• does not shift body weight</li></ul>
INTERMEDIATE	<ul style="list-style-type: none"><li>• positions feet together</li><li>• displays little or no follow-through</li></ul>
MATURE	<ul style="list-style-type: none"><li>• steps forward on the same leg as throwing arm</li><li>• holds ball behind the head</li><li>• rotates shoulder towards throwing side</li><li>• shifts body weight from back to front</li><li>• makes arm action that is forward and high over the head</li></ul>
	<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 that 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>

## Kicking - Teaching Cues and Key Characteristics

### Teaching Cues

- Use markers beside the ball to have athlete step beside ball.  
**Cue:** Stand behind and slightly to the side of the ball.  
**Cue:** Step forwards onto the marker with your non-kicking foot.
- Focus eyes on the ball  
**Cue:** Watch the ball
- Have the athlete swing the kicking leg back and then fully through the hip.

Phase	Key Characteristics
INITIAL	<ul style="list-style-type: none"> <li>• doesn't prepare or follow through</li> <li>• kicks at the ball</li> <li>• uses arms for balance</li> <li>• initiates kick at knee</li> <li>• tends to use toes</li> <li>• uses dominant leg</li> <li>• holds body stiffly</li> </ul>
INTERMEDIATE	<ul style="list-style-type: none"> <li>• does some preparation</li> <li>• keeps the kicking leg bent</li> <li>• tends to use top of the foot</li> <li>• displays improved balance and body control</li> <li>• relaxes body more</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 body at waist, initiating kick from hip</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>

## Appendix C

### Catching - Teaching Cues and Key Characteristics

#### Teaching Cues

- Use soft, flexible objects such as scarves and lightweight, slow-moving beach balls for initial catching.
- Progress from large to smaller balls.
- Use brightly-coloured objects that are distinguishable from the background.  
**Cue:** Ready; watch the ball; keep your eyes on the ball.
- Have athlete move directly into the path of the ball.  
**Cue:** Get behind the ball; make your tummy the target.

Phase	Key Characteristics
INITIAL	<ul style="list-style-type: none"><li>• displays poor tracking of the object</li><li>• extends arms in preparation with palms up</li><li>• uses a scooping action with the arms</li><li>• shies away from the object (turns head away)</li><li>• uses the body to catch the ball</li><li>• positions feet together</li></ul>
INTERMEDIATE	<ul style="list-style-type: none"><li>• positions one foot ahead of the other</li><li>• holds elbows at sides at 90-degree angles</li><li>• points palms inwards with thumbs</li><li>• brings object back to the chest and traps it</li><li>• often displays poor timing when catching</li></ul>
MATURE	<ul style="list-style-type: none"><li>• focuses eyes on the object throughout the catch</li><li>• positions body in the path of the object</li><li>• positions one foot slightly 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>

## Striking - Teaching Cues and Key Characteristics

### Teaching Cues

- Start with stationary objects, and then advance to moving ones. Progress from striking off a tee, to a suspended hanging ball or balloon, to a slow-moving ball.  
**Cue:** Keep eyes on target
- Use large objects to start.  
**Cue:** Use a beach ball on a tee and work down to a tennis or softball
- Stress making a big swing to get the elbows away from the body  
**Cue:** Do a big back swing and follow through.  
**Cue:** Extend elbows at contact and follow-through.

Phase	Key Characteristics
INITIAL	<ul style="list-style-type: none"> <li>• uses a vertical chopping action when swinging</li> <li>• is stationary and stands with feet together</li> <li>• faces trunk in the direction of ball</li> <li>• does not rotate the trunk</li> <li>• does not transfer body weight</li> </ul>
INTERMEDIATE	<ul style="list-style-type: none"> <li>• turns trunk with limited hip rotation</li> <li>• makes some weight transfer</li> <li>• positions feet shoulder-width apart</li> <li>• holds elbow close to the body and slightly bent</li> <li>• makes a somewhat horizontal swinging action</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 full striking action</li> <li>• transfers weight from back to front</li> <li>• follows through along swinging path</li> </ul>







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