

School Tool Kit

R E S O U R C E G U I D E

FOR TEACHERS STARTING A SCHOOL-BASED SPECIAL OLYMPICS SPORT CLUB



**Get Active...
Get Involved!**

LEAF FUND Ontario



Special Olympics
Ontario

TRAINING
COMPETITION
for all

SOO Mission: To provide sports training and competition for people with an intellectual disability



On January 27th, 2006, Special Olympics Ontario launched the new **Get Up...Get Active...Get Involved** program.

Get Up...Get Active...Get Involved... is a series of sport resources, structured support and links to community programs offered by Special Olympics Ontario that involve it's programs, 15,044 athletes and is supported by 7,500 volunteers. Through this program, Special Olympics resources will introduce children to the positive benefits of sport and physical activity.

Through the Active 2010 program the Ministry of Health Promotion has made a three year \$240,000 investment towards SOO school programs and youth initiatives. In addition to support from the Ontario Government, The Leafs Fund, (the charitable arm of the Toronto Maple Leafs), has committed \$100,000 over the next two years to spearhead the **Get Up...Get Active...Get Involved** project and the work of Special Olympics.

Special Olympics Ontario is very excited about receiving the support of the Ontario Government and The Leafs Fund in the expansion of this new program. Through the **Get Up...Get Active...Get Involved** program, SOO will be able to reach out to more schools across the province and encourage students with an intellectual disability to lead healthy active lives through Sport and Physical Education.



Table of Contents

CHAPTER

1 Introduction

- ◆ SCHOOL OUTREACH PROGRAM
- ◆ BENEFITS OF THE CLUB
- ◆ HOW YOU CAN JOIN
- ◆ WHAT YOU WILL RECEIVE

2 Getting Started

- ◆ WHAT TO DO NOW
- ◆ REGISTRATION
- ◆ SAMPLE ACTIVITY CALENDAR

3 Fringe Benefits

- ◆ PROMOTE YOUR SPORT CLUB
- ◆ FUNDRAISING IDEAS
- ◆ COACH TRAINING
- ◆ STUDENT-VOLUNTEER PROGRAM

4 Special Events

- ◆ PASSPORT TO SPORT
- ◆ THE ATHLETE'S OATH
- ◆ PRESENTATION REQUEST FORM

5 How to Order

- ◆ HOW TO ORDER STUFF
- ◆ RESOURCE LIST
- ◆ PURCHASE ORDER FORM

6 Teaching Strategies

- ◆ MOTOR SKILLS DEVELOPMENT
- ◆ BASIC MOTOR SKILLS
- ◆ SETTING OBJECTIVES
- ◆ LESSON PLANNING
- ◆ PREPARATION

7 Integreat Program

- ◆ INTRODUCTION
- ◆ LESSON PLAN TEMPLATE
- ◆ PHASES 1 - 8
- ◆ ADDITIONAL RESOURCES

8 Competition

- ◆ ENTERING THE WORLD OF COMPETITION
- ◆ INDIVIDUAL SKILLS COMPETITION GUIDELINES
- ◆ COMPETITION RULES

9 Wrap-up & Evaluation

- ◆ QUESTIONS?

NOTE: Please refer to the back cover of your manual for contact information for your local SOO staff person and the provincial office. Also, this is our first School Tool Kit. If you have any comments or suggestions, we would greatly appreciate receiving them to help make subsequent editions even better!



Special Olympics
Ontario

School Tool Kit

Introduction

1

SCHOOL OUTREACH PROGRAM

HOW YOU CAN JOIN

BENEFITS OF THE CLUB

WHAT YOU WILL RECEIVE



Special Olympics
Ontario

School Tool Kit



Special Olympics Ontario

School Outreach Program

OUTCOMES

- ◆ To provide students with intellectual disabilities the opportunity to train and compete as Special Olympics athletes
- ◆ To promote Special Olympics community training programs to students, parents and caregivers, thus providing another bridge between school and community for students

HOW YOUR CLASS CAN JOIN Special Olympics Ontario

- 1** Receive your FREE School Tool Kit from your SOO staff person
- 2** Register using enclosed registration forms
- 3** Incorporate SOO sport rules and lesson plans into your training curriculum
- 4** Participate in at least one daytime competition

BENEFITS OF THE SCHOOL SPORT CLUB

Benefits to the Student - Athlete

- ◆ Enhanced confidence and self-esteem; improved motor skills, coordination, and dexterity
- ◆ High-quality, regular physical activity
- ◆ A fun and friendly competitive experience (with Special Olympics placement and participation ribbons)
- ◆ Access to information on Special Olympics community programs, resulting in increased likelihood of lifelong physical activity.

Benefits to the School

- ◆ Association with a highly credible, world-wide, community-based non-profit charitable organization
- ◆ The opportunity to highlight the accomplishments of your students to rest of the school
- ◆ Competition opportunities for student-athletes

- ◆ Free materials and resources required to run a high-quality training program
- ◆ Volunteer opportunities for senior students
- ◆ Insurance for all programs, volunteers and athletes

Benefits to Teachers

- ◆ Access to subsidized coach education for all teachers and senior students assisting with the school program
- ◆ Membership in a network of 4,500 volunteers and teachers
- ◆ Free subscription to both our community coaching newsletter, Club Link, as well as our school-specific newsletter, School Link

Benefits to SOO

- ◆ Increased ability to promote and develop both school-based and community-based

Special Olympics programs, ensuring that students remain physically active with our organization both during and beyond their school years



WHAT YOU WILL RECEIVE

School Tool Kit

The “HOW-TO” guide to setting up and running a school sport club. Highlights:

- ◆ Sport by Sport Lesson Planning Guides complete with a student recognition system
- ◆ Sport Club, Teacher, and Student Registration Forms
- ◆ Sample Calendar of Activities
- ◆ Various types of competition for your students
- ◆ How to Promote your School Sport Club
- ◆ Evaluation

SOO Staff Support

You will always have a direct link to the provincial office and a local staff person assigned to your school. (See the back cover for details.)

Registration Kit

Once you submit your registration forms, you will receive your free SOO Sport Club Supply, which includes a letter from Dr. Frank Hayden, the creator of the Special Olympics movement world-wide, plus posters, balloons, buttons, flyers, and other goodies!

Athlete Speaker

Where available, a Special Olympics athlete registered in a community sport club could come and speak to your class. The presentation would include a video and sports demonstration. The athlete speaker will talk to the class about the Special Olympics athletes’ oath, “Let me win, but if I cannot win, let me be brave in the attempt”. Refer to the Presentation Request Form inside this Kit to book your athlete speaker.

Competition

Your class should have access to at least one daytime competition opportunity with other schools in your area. Your class may be interested in hosting a competition. In addition, your class can participate in the ‘Virtual Provincials’ online or over the telephone.

Coach Training

As registered teachers, you have access to free (and subsidized) coach training. All registered teachers and volunteers with school programs are strongly encouraged to complete the National Coaching Certification Program (NCCP) level 1 Canadian Special Olympics Technical Course by the end of their first year.

SOO Newsletters

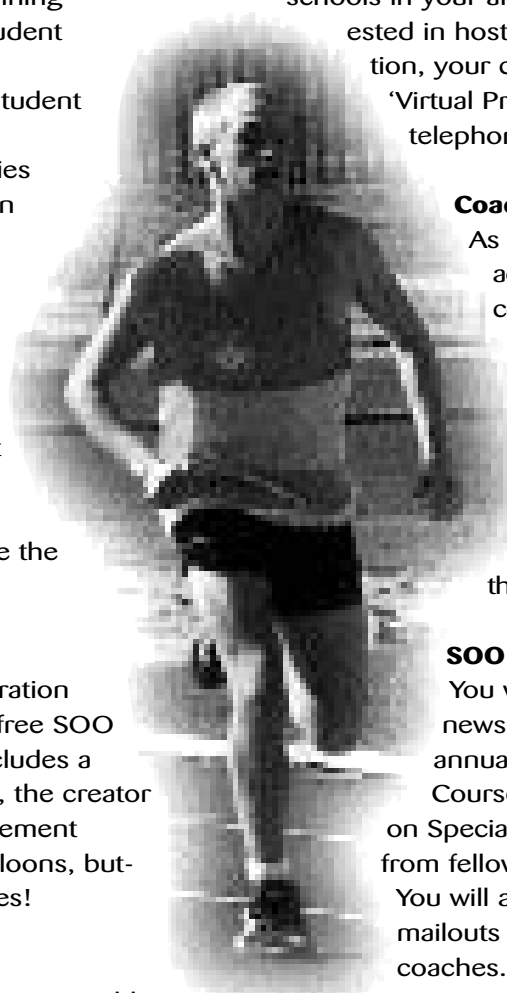
You will receive our community newsletter, Club Link, six times annually, featuring upcoming NCCP Course dates, current information on Special Olympics, good news stories from fellow teachers, and much more. You will also receive any relevant mailouts that go to our community coaches.

Home Link Program

Periodically, you may be asked to distribute flyers containing information on SOO community participation opportunities to your students to take home to their parents/caregivers.

Student Volunteer Opportunities

Becoming a coach and/or organizing a competi-



tion is a great experience for senior students looking for volunteer experiences. They can register as SOO volunteers and work toward the completion of their required 40 volunteer hours.

SOO Resources and Ribbons

Included inside is a Resource List and Purchase Order Form. Many items that can be ordered from SOO are free including competition event placement and participation ribbons, recognition items (certificates), and promotional materials.

SPORTS CELEBRITIES FESTIVAL DAY/PASSPORT TO SPORT

The Annual Passport to Sport is an exciting and educational event, providing an orientation and sports demonstration to 500 student-athletes

from the Greater Toronto Area, prior to the Annual Sports Celebrities Festival Dinner/Auction in December. Students in schools across Ontario can enter fun contests and win valuable prizes! Contests include:

- ◆ Sports Celebrities Festival Pop Quiz
- ◆ Passport to Sport Poster/Banner Contest
- ◆ Athletes' Oath Essay Contest

Getting involved with Special Olympics is easy, it won't cost you anything, and it's fun.

But don't take our word for it, take the word of the 3,000 (and growing) Special Olympics student-athletes that are registered in SOO school programs across the province.

You won't regret it.



Getting Started

2

WHAT TO DO NOW

REGISTRATION

SAMPLE ACTIVITY CALENDAR



WHAT TO DO NOW



Given the hectic pace of your school day, we thought it would be of benefit to supplement the information that we have included in the School Tool Kit with a simple, easy to follow step-by-step guide to starting and running your school club.

After you meet with your SOO staff person,

- 1** Read through your School Tool Kit
- 2** Pick a sport(s)
- 3** Photocopy all registration forms and:
 - ◆ Send one Student-Athlete Form (with letter of explanation provided) home with each student
 - ◆ Have each teacher/teaching assistant that will be involved with the class in sport training complete a Teacher Registration Form in its entirety
 - ◆ Have each volunteer complete the Volunteer Registration form and the Consent to Disclosure of Personal Information (CDPI) Waiver Form for a police check (no charge)
- 4** Collect all registration forms and return them to your SOO Staff person. You can fax or mail them. Contact information is on the back cover.

- 5** Upon receipt of registration forms, the Provincial Office will send your free Supply Kit.

6 If you are practicing in an existing sport:

Continue practicing as you normally would, taking time to read through the lesson plan guidelines and the Integreat Program to see if you would like to incorporate them into your daily/weekly program.

7 If you are starting a new sport:

- ◆ Establish a schedule at the facility (gym, bowling alley, swimming pool)
 - ◆ Ensure you have access to all necessary equipment
 - ◆ Start practicing!
- 8** Ensure you are either hosting or participating in at least one competition during the school year (this may take place in the late spring).
 - 9** Take advantage of all that SOO has to offer:
 - ◆ Athlete Speaker
 - ◆ Coach Training
 - ◆ Virtual Provincial Games
 - ◆ Much, much more - see inside for details!

REGISTRATION FORM GUIDELINES

WHY REGISTER?

All members (teachers, students and others) participating in registered Special Olympics Ontario (SOO) sport clubs must be registered with the provincial office. Registering with SOO automatically registers you with Canadian Special Olympics, however, the only correspondence you will receive will be from SOO.

Registration is an ongoing process throughout the sport season. Individuals register in each sport club in which they participate.

A student-athlete who is registered with Special Olympics Ontario:

- ◆ is eligible for medical coverage under the guidelines of Canadian Special Olympics' insurance policy;
- ◆ is eligible to train with a registered Ontario Special Olympics school or community sport club;
- ◆ is eligible to qualify for competition at Provincial Games, if they are registered by the eligibility deadline and compete in the designated regional competition;
- ◆ will receive correspondence from Ontario Special Olympics

A teacher or volunteer who is registered with Special Olympics Ontario:

- ◆ is eligible for medical coverage under the guidelines of Canadian Special Olympics insurance policy
- ◆ is eligible to coach athletes

in a registered Special Olympics Ontario school or community club

- ◆ is eligible to attend Provincial, National or International competitions (Special Olympics covers the cost of travel, accommodations, meals and uniforms). Please note: NCCP training may be required and minimum age restrictions apply)
- ◆ will receive correspondence from Ontario Special Olympics

THE REGISTRATION PROCESS

Our registration system is based on 3 forms:

- ◆ The Sport Club Registration Form
- ◆ Teacher Registration Form
- ◆ Student-Athlete Registration Form

TEACHER REMINDER

All teachers and students participating in a school sport club with Special Olympics must be registered with Special Olympics Ontario.

Please return all completed forms to your local SOO Staff Person.



SPORT CLUB REGISTRATION FORM

- 1** Check the first box, 'Register new sport club'. Don't worry about 'registration number' because you won't know it yet.

- 2** Pick a name for your sport club (examples given on the Sport Club registration form) Make it up - be creative! Include the full name of your school in your club name.

3 Sport Club Type:

- ◆ (SI) SCHOOL ATHLETIC CLUB: Your club is practicing in more than one sport per year.
- ◆ (SC) SCHOOL SPORT SPECIFIC CLUB: Your school is practicing in only one sport per year.
- ◆ ADAPT COMPONENT: Check if you are doing an ADAPT Program. (The ADAPT Program is a self-directed manual specially designed for Special Olympics community sport programs with emphasis on skill acquisition for younger and/or lower functioning athletes).

- 4** The teacher in charge of the class should register as the Teacher - Main Contact. A teaching assistant or another teacher could register as Teacher - Alternate Contact.

STUDENT ATHLETE REGISTRATION FORM

Parents and teachers each complete parts of this form.

- 1** Please distribute these forms to your students along with a copy of the cover letter outlining the forms to parents and care-givers.
- 2** Please ensure that parents have signed each form. Otherwise, it will have to be sent back home with the student. We cannot process any forms that have not been signed.
- 3** When you have received the form back, please complete the bottom section of the form and return them by fax or by mail to your local staff person (contact information on back cover).
- 4** Please note that if a student is Atlanto-axial positive, certain participation conditions apply (see clause on registration form)

TEACHER REGISTRATION FORM

- 1** Please complete every box on the form.
- 2** It is important that you sign and date the form

If you have any questions about any form, please call your local SOO Staff Person.

REGISTERING VOLUNTEERS

Student-volunteers over the age of 16 and anyone acting in a volunteer capacity assisting teachers with the Sport Club who are not teachers or teaching assistants (ie. parents, caregivers, other individuals) are required to comply with our 3-stage screening process. The teacher registered as the Main Contact for the Sport Club is responsible for ensuring the:

- 1** Completion of a Volunteer Registration Form
- 2** Personal interview
- 3** Two character reference checks
- 2** Completion of a Consent to Disclosure of Personal Information (police background investigation waiver form). There is no cost to the individual for having this check done.

Completed forms must be returned to your local SOO Staff Person.



Fringe Benefits

3

PROMOTE YOUR SPORT CLUB

FUNDRAISING IDEAS

COACH TRAINING

STUDENT VOLUNTEER PROGRAM



Special Olympics
Ontario

School Tool Kit



PROMOTE YOUR SPORT CLUB

HOW TO PROMOTE THE SOO SCHOOL PROGRAM IN YOUR SCHOOL

MAKE AN ANNOUNCEMENT:

Make regular announcements to your entire student body in the morning about the program's accomplishments. Announce upcoming events, competition results, etc.

ADVERTISE

Put up the SOO posters and balloons around the school, or in the front hall display case.

PASSPORT TO SPORT POSTER/BANNER CONTEST

Your school can participate in a provincial poster-banner contest and win a valuable prize. The winning school will be announced the night of the televised dinner auction.

SPORTS CELEBRITIES FESTIVAL TELEVISED DINNER/AUCTION

In the fall, you will receive cards to be sent home to each student to advertise the Sports Celebrities Festival Dinner Auction in December. This is a televised fundraiser in which all proceeds go to Canadian Special Olympics. There is entertainment, sports celebrities and lots more.

THE SPECIAL OLYMPICS ATHLETES' OATH - ESSAY CONTEST

The oath, "Let me win, but if I cannot win, let me be brave in the attempt" is on a full page in the School Tool Kit. Give a copy of it to each teacher in your school, and have teachers ask their students to write an essay on what it means to them. Award the winner or winners prizes from the Registration Kit (we also have t-shirts and other prizes we can give you to

award to your students). Or, send us the essays and we will award prizes to the top writers.

INVOLVE OTHER SCHOOL STUDENTS

CHEERLEADERS

Have students from other classes come out and watch a competition and cheer on the students

FUNDRAISING

Take a look through the fundraising information found on the next page. There are many ways in which all students could get involved to raise money for the entire school, not just for the special needs program - selling CDs for example.

COACHING/VOLUNTEERING

Students can register as volunteers with Special Olympics Ontario, and complete their required 40 hours of volunteer work with our organization. They will then receive a letter of reference confirming the number of hours they have completed.

HOST A COACHING COURSE

Host an NCCP Course (see information following) for your senior students (must be at least 16 years of age). It does not cost the school anything, and provides students with a Special Olympics Level 1 Technical Certificate which they can put toward a complete NCCP Level 1 Certification along with 50 hours of coaching your special needs students.



FUNDRAISING

COMMON FUNDRAISING IDEAS

If your class or school is interested in doing fundraising, here are some ideas. If you are interested in pursuing any of these ideas, a quick call to our Community Fundraising Co-ordinator, at extension 233, will answer any questions and provide you with the information needed to get you on your way!

Remember, you can always employ the human resources of senior students in your school, or call upon one of our local community sport clubs to assist you.

- ◆ School penny drive
- ◆ Bake sales
- ◆ Talent contests
- ◆ Sale of merchandise
- ◆ Casual dress day
- ◆ Hockey draft
- ◆ Raffles (licence required)
- ◆ Bingo (licence required)
- ◆ Silent Auctions
- ◆ A-thons (i.e. Bowl-a-Thon)
- ◆ Barbecues (food provided by a local grocery store)
- ◆ Team Sponsorships
- ◆ Car washes
- ◆ Garage sales
- ◆ Boat Cruise
- ◆ Third Party Ticket Sales-earn a percentage of the ticket price - i.e. hockey games
- ◆ 50/50 draws (licence required)

Holiday Heroes CD Sales

Holiday Heroes is a collection of Christmas music to benefit Special Olympics in Canada. The collection features Michelle Wright, Roy Orbison, Alan Jackson, Rita McNeil, Paul Gross, Kevin Bacon, Donna Summer, and many more artists with hit Christmas songs. Sell this CD in

your school for a quick way to earn money to take your school to a competition, risk-free. Purchase each CD from SOO for \$6.50, sell it for a price decided upon by your school, and keep the profits! For more information on how to obtain the CD, call our Executive Director at extension 225.

ONTARIO LAW ENFORCEMENT TORCH RUN

The Ontario Law Enforcement Torch Run is Special Olympics Ontario's largest fundraising event. The objective of the Torch Run is to raise funds and awareness for Special Olympics. Every year, over 8,000 Law Enforcement Personnel cover 8,000 kilometers in Personnel runs across the province. The runs usually occur within the first two weeks in June. Law Enforcement Personnel collect pledges for the run and host other fundraising events throughout the year.

HOW CAN YOUR SCHOOL GET INVOLVED?

School programs can participate in the runs and have the opportunity to raise funds through the Adpt-A-Cop Program. Teachers and athletes who participate in the runs can collect pledges on an Adopt-A-Cop form. All money raised by schools will remain in the school program. Information on the Torch Run and how your school can get involved will be sent to you in the early spring. For more information please do not hesitate to call the Community Fundraising Co-ordinator at extension 233.



COACH TRAINING

THE NATIONAL COACHING CERTIFICATION PROGRAM

The National Coaching Certification Program (NCCP) is a five level educational program designed to promote and develop excellence in coaching across Canada. The NCCP is offered in over 60 sports and provides coaches at all levels with a systematic way to improve their knowledge and skills in the theoretical, technical, and practical aspects of coaching. NCCP training Levels 1 to 3 certify coaches as competent coaching leaders of school, community, and club sports programs. Levels 4 and 5 represent the top levels of professional training for coaches and are designed to prepare candidates for leadership roles at national and international level of sport competition.

TAKE ADVANTAGE OF OUR COACH TRAINING

ATTEND A COURSE

Stay tuned for your School Link Newsletter for NCCP Canadian Special Olympics Level 1 Technical Course dates. All you have to do is call the Course Host and attend to get certified.

HOST A COURSE

Hosting a CSO Level 1 Technical Course is easy! All you have to do is find a minimum of 15 interested participants (fellow teachers, office staff, senior students, parents), find and book a classroom and gym area, and you are all set. If you are interested in hosting a course, call the SOO at (416) 447-8326, ext. 234.

ABOUT THE CANADIAN SPECIAL OLYMPICS LEVEL I TECHNICAL COURSE

The Canadian Special Olympics (CSO) Level I Technical Course is designed specifically to assist people who are interested in coaching athletes with a intellectual disability in the planning and implementation of their weekly sports program. This course is an excellent learning experience for both teachers and students.

CONTENT

- ◆ Organization of Special Olympics in Canada
- ◆ Intellectual Disabilities
- ◆ Role of the Coach
- ◆ Basic Motor Skills
- ◆ Task Analysis
- ◆ Fitness and Fitness Testing
- ◆ Gym Session
- ◆ Behaviour Management

Course Duration:
8 hours

Course Registration:
No Charge to participants registered with SOO programs (\$30 fee paid for by the Provincial Office). Includes a coaching manual and resource material handouts.

Course Prerequisite:
Applicants for the Canadian Special Olympics Technical

Level I course must be 16 years of age or older as of the day of the course.



In order to become a fully certified Level I Special Olympics coach, candidates must complete a Level I Theory Course, a C.S.O. Level I Technical Course, and complete one year (50 hours) coaching Special Olympians in a Special Olympics Sport Club.

COURSE AND COMMUNITY BENEFITS

Course benefits:

- ◆ Improves athletic training and competitive experiences for persons with a intellectual disability
- ◆ Coaches learn to motivate and challenge athletes to get the most out of their involvement in sport
- ◆ Promotes integrity and fairness in sport
- ◆ Completion of Level 1 Technical required within one year by all registered volunteers
- ◆ Level 1 Technical and Practical Certification is the minimum criteria to be eligible to coach at Special Olympics Ontario Provincial Games
- ◆ Canadian Special Olympics Technical Level 1 is offered province wide and recognized nationally
- ◆ No cost to participants registered as members of SOO

Community benefits:

- ◆ Excellent opportunity for physical educators, coaches, recreationists, etc. to upgrade their professional qualifications and training in sport for people with intellectual disabilities
- ◆ Increased public awareness of local Special Olympics sport programs for people with intellectual disabilities
- ◆ An increased base of local technical expertise dealing with sport and people with intellectual disabilities from which to draw knowledge and advice
- ◆ Develops leaders in Special Olympics Sport Programs
- ◆ Improved overall quality of community sport programs

NCCP CONTENT

THEORY

The content of the theory course forms the educational base of the overall program. Topics such as planning, role of the coach, growth and development, skill development, skill analysis, sport safety, and physical preparation are covered in increasing depth from Level I onwards. This broad base of knowledge is the essential foundation upon which the technical or sport specific course may be built.

TECHNICAL

These courses apply coaching principles to a particular sport. Skills, drills, training methods, strategy and tactics, detection and correction of errors, and psychological preparation are some of the topics covered in these courses. The format is such that both classroom and practical coaching learning sessions are utilized.

PRACTICAL

Coaches are encouraged to apply the knowledge acquired from theory and technical courses to practical coaching experience in their sport. In order to become a fully certified coach, each level of certification requires a minimum number of practical coaching hours. In general, Level I Certification requires one year of practical coaching experience.

CERTIFICATION

One of the objectives of the NCCP is the certification of coaches. Eligibility for certification is dependent upon the successful completion of all components at each level of the program. For example, to be eligible for certification as a Level I coach, the candidate must complete the Theory and relevant Technical course and engage in Practical coaching for a period determined by the specific sport governing body. At Level I, course sequencing is not critical. However, at subsequent levels, it is recommended that theory courses precede technical courses.

STUDENT VOLUNTEER PROGRAM

VOLUNTEER WITH ONTARIO SPECIAL OLYMPICS

ENCOURAGE SENIOR STUDENTS TO VOLUNTEER!

Get your students involved as student volunteers. Students gain valuable volunteer experience that they can use toward future volunteer work or paid employment.

Students of all ages can register with SOO as a volunteer.

Students can:

- ◆ Organize your school competition
- ◆ Help out in your day-to-day training sessions
- ◆ Assist you in the completion of paperwork and other administrative tasks (organizing buses to competitions, entering scores for Virtual Provincials, calling SOO for answers to questions you might have)
- ◆ Provide you with any assistance you may otherwise need in running your program

HOW THIS WORKS

- ◆ Identify students who can assist you
- ◆ Register your student volunteers when you register yourself and your colleagues with this sport club
- ◆ Track the hours that your student volunteers spend as SOO volunteers
- ◆ Note that students under the age of 16 are not required to submit a police waiver form

Because students are registered with SOO, they can apply their SOO-related volunteer work toward their 40 curriculum requirement for community volunteer service as long as it is not during class time (i.e. only if it is after-school, on lunch, during a spare, etc.)

Student volunteers will receive a certificate of involvement and other recognition items from SOO (in Supply Kit).



If you have any questions about this Student Volunteer Program, please call the SOO at (416) 447-8326, extension 230.

WHAT ABOUT OTHER VOLUNTEERS?

If you currently involve (or wish to involve) volunteers (who are not students) in your class, they too can participate in your Special Olympics Sport Club.

BENEFITS OF BEING AN SOO VOLUNTEER

- ◆ Access to subsidized coach education
- ◆ Membership in a network of 5,000 volunteers and teachers
- ◆ Free Subscription to Club Link newsletter
- ◆ Volunteer recognition

Special Events

4

PASSPORT TO SPORT

THE ATHLETES' OATH

PRESENTATION REQUEST FORM



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GET YOUR PASSPORT TO SPORT!

EVENT SPONSORED BY ONTARIO SPECIAL OLYMPICS AND THE SPORTS CELEBRITIES FESTIVAL

DECEMBER (see front cover for exact date)

The Sports Celebrities Festival (SCF) is a not-for-profit charitable organization whose mandate is to raise funds for and awareness of Special Olympics across Canada. To date, it has raised, through special events, net funds in excess of \$6.5 million.



Sports Celebrities Festival events include Breakfasts, Dinner/Auctions, Golf Classics, and a Celebrity Skate. The culmination of these yearly efforts is the annual Sports Celebrities Festival Day held each December in Toronto. Over 50 national and international sports celebrities and more than 2,700 guests attend the SCF Day. It consists of the Celebrity Breakfast, Passport to Sport, the Darryl Sittler Celebrity Skate, a Black-tie Dinner/Auction and a 3-hour live broadcast on TSN. The SCF telecast includes top entertainment, a Pledge Line, where sports celebrities answer calls, and a

Viewer's Auction which allows the Canadian public the opportunity to bid on certain items.

The Event

Passport to Sport is an exciting educational opportunity for students registered with Special Olympics Ontario to receive an orientation to our organization by an on-air sportscaster with TSN, to try out each of our sports, and to meet and get their picture taken with celebrities.

Even though this program is open to all schools, only schools located in Durham, Peel, York, Halton and Toronto regions actually receive an invitation to the event. If you are interested in bringing your school to the event, call the SOO Provincial Office.

EVERYONE CAN PARTICIPATE!

Just because you can't get to the event does not mean that your school cannot participate - you too can get your Passport to Sport! We want to encourage you, your students and their parents and caregivers to participate in the Sports Celebrities Festival Day events. Your class can participate in any or all of the following events, and you can win valuable prizes including:

- ◆ Special Olympics t-shirts
- ◆ Tickets to Toronto sporting events
- ◆ Goodie bags with Special Olympics memorabilia and much, much more!

Here's how you can participate:

1 POSTER /BANNER CONTEST

Posters and banners received by November 19 will be judged and may win great prizes for your class. Guidelines are attached.

2 ESSAY CONTEST

In this Kit you will find a full size sheet with our Athletes' Oath. For students who do not wish to participate in the Poster/Banner Contest, or who additionally want to participate in this contest, this provides students with the opportunity to express themselves. We are looking for any entry (no guidelines with this contest) short or long, which attempts to describe what our Special Olympics athletes' oath is. What does it mean to your students? You can also encourage other students from other classes to participate in this contest. Entries will be judged according to grade, and winners will be selected in December. Entries are due each year on November 19.



CONTEST GUIDELINES

PASSPORT TO SPORT POSTER BANNER CONTEST GUIDELINES

- 1** Contest is limited to one banner per class/group.
- 2** BANNER THEME: “We Can All be Heroes”.
- 3** The banner must display the Ontario Special Olympics logo on it as well as the logo from the Sport Chek and may only display sports which are official Special Olympics sports (see below for sports and sample graphics)
- 4** Entries must be received by 5:00 p.m. December 1st each year to qualify. Winners will be announced at the event.

ONE PRIZE WILL BE AWARDED TO SCHOOLS ATTENDING PASSPORT TO SPORT.

ONE PRIZE WILL BE AWARDED TO SCHOOLS NOT ATTENDING/OUTSIDE THE GREATER TORONTO AREA.

Please Note:

Special Olympics is not Paralympics. Special Olympics is for people with intellectual disabilities, not physical disabilities. Posters will be used at Passport to Sport. You may see your poster on TSN!

PLEASE SUBMIT ALL BANNERS TO:

Special Olympics Ontario Inc.
18 Wynford Drive, Suite 300
Toronto, ON M3C 3S2

ENTRY GUIDELINES

- ◆ Use sturdy paper or cloth measuring no more than 30 inches (width) by 60 inches (length). Banners should be rolled for transportation and fit into a mailing tube.
- ◆ Any colour may be used in the design
- ◆ Any medium may be used (marker, paint, crayon, fabric, computer art etc.)
- ◆ Any design can be used: a collage, an illustration, computer art, or a painting that depicts the contest theme
- ◆ The banner must show at least two, and no other than the Special Olympics sports listed above
- ◆ Special Olympics Ontario and Sport Chek Logos must be visibly drawn or replicated on the banner
- ◆ All entries must be originals
- ◆ Student signatures must appear in a corner of the design and shouldn't interfere with the artwork
- ◆ The entry coupon must be attached with tape to the back of the banner.

Please Note:

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How To Order

5

HOW TO ORDER STUFF

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Special Olympics
Ontario

School Tool Kit



HOW TO ORDER STUFF

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Powerlifting Student.....	N/C
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Floor Hockey Student.....	N/C
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Summer Sports

Athletics (Track & Field) Student.....	N/C
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Soccer Student.....	N/C
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1989 Provincial Summer Games.....40 minutes

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Canadian Special Olympics Games

1992 National Winter Games.....60 minutes

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Special Olympics International Games

1991 International Summer Games..51 minutes

1993 International Winter Games.... 45 minutes

1995 International Summer Games..60 minutes

Invitational

1992 Powerlifting - Video 1.....58 minutes

1992 Powerlifting - Video 2.....58 minutes

PROMOTIONAL VIDEOS

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Law Enforcement Torch Run 1995... ? minutes

National Summer Games

Promo 1994..... 10 minutes

Public Service Announcement.....2 minutes

Fund-raisers

Friends - Sports Celebrities Festival

1994.....4 minutes

Smiles - Sports Celebrities Festival
 1993.....10 minutes
 Everyone's a Hero -
 Sports Celebrities Festival 1992.....5 minutes

**The following videos are available through
 Special Olympics Ontario.**

SPORT TRAINING

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Swim Smarter, Swim Faster 1989

Stroke Techniques.....60 minutes

Swim Smarter, Swim Faster II 1991

Starts, Turns & Finishes..... 60 minutes

Floor Hockey

Fundamentals 1994..... 13 minutes

Powerlifting

Coaching Tips by Larry Sheppard

1989.....30 minutes

Alpine Skiing

Coaching Tips

Softball

Slo-Pitch The Championship Way

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Teaching Strategies

6

MOTOR SKILL DEVELOPMENT

BASIC MOTOR SKILLS

SETTING OBJECTIVES

LESSON PLANNING

PREPARATION



Special Olympics
Ontario

School Tool Kit



TEACHING STRATEGIES

To Assist Teachers, Teacher Assistants, and Student Volunteers

SET APPROPRIATE OBJECTIVES

The teacher should set objectives with the student for basic motor and sport skill development that are realistic, provide a challenge, and provide an opportunity for the student to achieve the task. Setting objectives should be based on the student's current abilities as determined in the skill assessment discussed in subsequent chapters of this kit.

UTILIZE SHAPING

Shaping is a teaching method used when the teacher reinforces the student for correctly performing portions of the skill, leading to the completion of the task. Shaping allows the student to experience success in the components associated with the task, even though he/she may never independently achieve the end result.

For example: If the student is trying to hit in T-Ball, the teacher would reinforce the student for holding the bat correctly, then for moving the bat in the desired direction, regardless of whether he or she hits the ball off the tee.

USE POSITIVE REINFORCEMENT

A reinforcer or reward is something that motivates the student to perform a task. Reinforcers can include social reinforcement, food, or special privileges.

Intrinsic Satisfaction is the most desirable reinforcer for completing a task. For example, a student may be motivated after shooting a basketball and watching it go through the net. No other reinforcement is necessary because the student enjoys the intrinsic reward of the activity.

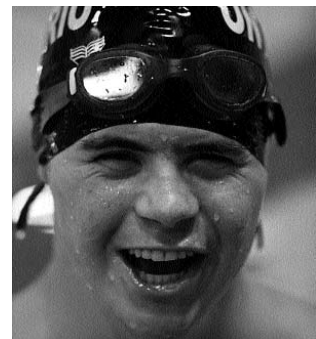
Verbal and Social Reinforcement is the second most desirable reinforcer. These include words of praise, pats on the back, smiles, thumbs up. Many students work hard to earn praise from their teacher, especially if the teacher is enthusiastic.

Primary Reinforcements are the third most desirable reinforcers. Primary reinforcers include such things as food, gifts, special toys, prizes, or having extra privileges.

The frequency of offering reinforcements is known as the Schedule of Reinforcement and can be Continuous or Intermittent. Using Continuous Reinforcement, the reward is given after every successful completion of the task. When using Intermittent Reinforcement the reward is given out periodically resulting in not every completion of the task being rewarded.

As the student learns a skill, he or she might respond to different levels of reinforcement and different schedules of reinforcement for each task. For example, to perform a task of tracking a ball with the eyes, the student might respond to Continuous Schedule of Verbal Reinforcement. The teacher may say ("good job, keeping your eye on the ball"), each time the student tracks the ball with his/her eyes.

Teachers should use whichever reinforcer is most appropriate for the student. The goal of the students should be to perform the skill for intrinsic satisfaction. The teacher may gradually fade the primary reinforcers after learning a



new skill. Fading the reinforcer could be achieved by reducing the reinforcement to a random/intermittent schedule, and gradually increasing verbal/social reinforcement in place of the primary reinforcement.

PROVIDE ASSISTANCE

The method or level of assistance you use with a student will depend a great deal on the student's physical and mental abilities, as well as the complexity of the task.

The levels of personal instruction include:

A. PHYSICAL ASSISTANCE

The teacher gives complete manual assistance to the student for the entire task (i.e. hand over hand). This assistance may be required if the student has a physical disability, or does not understand what is expected of him/her.

B. PHYSICAL PROMPTING

The teacher gives partial manual assistance to the student at a certain stage of the task. For example: The skill to be taught is the backstroke in swimming. The teacher wants the student to move his/her arms in a windmill fashion. The teacher may touch the student's arm to help him/her to move the arm backwards behind the body, but let the student recover the arm in front of the body.

C. DEMONSTRATION OR MODELING

The teacher shows the student how to complete the task. The teacher demonstrates the proper technique and then has the student try the skill.

D. VERBAL CUE

This is a verbal prompt where the teacher uses key words or phrases to elicit motor responses from the student.

E. VISUAL CUE

This is a visual prompt where the teacher points out the task, or shows a picture to elicit motor responses from the student.

Initially, the teacher could use physical assistance or physical prompting when first teaching lower skilled students. A goal should be to have the students respond to a verbal or visual cue.

CORRECT INAPPROPRIATE BEHAVIOUR

During the training session, students may exhibit inappropriate behaviour, such as non-compliance or severe outbursts.

In general, the teacher should try to reinforce positive behaviours and ignore or redirect negative behaviours. For example, if a student is screaming on the court while trying to make a basket, you may need to assist him or her with a primary reinforcer. Over time, the student learns to associate shooting the ball with a positive experience, and you can fade the primary reinforcer. Some inappropriate behaviours may require the student to be removed from the situation for a period of time to allow him or her to calm down.

Physical punishment should never be used.

MONITOR THE STUDENT'S PERFORMANCE

Maintaining accurate performance records of the student's skill level is an important tool for the teacher and the student. A teacher would be able to reference the progress a student has made, and then determine the methods of training and reinforcement. It would allow the teacher to set new goals and objectives and give the student the opportunity to celebrate



their success. Also, the performance allows other teachers to work with the same student and continue with a progressive sequence of skill development.

EVALUATION

Evaluation gives validity to what you do and allows you to measure success. Evaluation provides a record of the growth of the student's skills/behaviours. It also helps to determine the effectiveness of the programs by ensuring that the skill development occurs. Evaluation provides direction for future programming.

Key Points in Evaluation

Evaluation Form:

- A. Skill Assessment Forms
- B. Reinforcement
- C. Objectives
- D.



**EVALUATE THE STUDENT'S PROGRESS
RELATIVE TO HIM/HER AND THE GOALS
THAT HAVE BEEN SET FOR THIS STUDENT.**

Enthusiasm

**EVALUATION SHOULD RELY HEAVILY ON
OBSERVATION. THAT IS, JUST BY WATCHING
THE STUDENT. EVALUATIONS SHOULD BE
BASED ON SEVERAL OBSERVATIONS
AND NOT JUST ONE OR TWO.**

**EVALUATION IS A CONTINUOUS PROCESS
THAT OCCURS REPEATEDLY OVER TIME. THE
GREATER YOUR INPUT, THE MORE ACCURATE
YOUR ASSESSMENTS ARE LIKELY TO BE.**

MOTOR SKILL DEVELOPMENT

When working with a student, a teacher should be familiar with the principles of motor skill development in order to better facilitate the student's learning and motor skill progression.

PRINCIPLES OF MOTOR SKILL DEVELOPMENT

1 Maturation

Early development patterns are generally dependent upon maturation. This means that certain physical and behavioural changes are primarily the result of the innate process of growth, rather than the influence of the environment. Motor development does not stop at a certain age, rather, it is a continuing process throughout life.

2 Head to Foot (Cephalocaudal)

Muscle control and coordination develops in an orderly sequence from Head to Foot. The gain of muscle control in the head and upper body comes before the gain of control in the lower body. For example, a baby will develop the skill to lift his or her head prior developing the skills required to crawl.

3 Centre of the Body to the Extremities (Proximodistal)

Muscular control develops from the centre of the body outwards. For example, control of the torso and shoulders occurs before controlled movements of the elbow, wrist, and fingers. Similarly, with the lower half of the body, control of the hips occurs prior to the control of the legs, feet, and toes.

4 Gross Motor Skill to Fine Motor Skills

Motor skill development begins with large motor movements prior to progressing to fine motor movements. For example, the body learns to crawl, walk, prior to snapping fingers, tying shoes.

5 Bilateral to Unilateral

Up until approximately age four (4), an infant or young child does not show preference for one hand or side over another hand or side. The child will use both sides. After age four, a unilateral (one side) preference will be established.

6 Innate versus Learned Motor Skills (Phylogenetic versus Ontogenetic)

As an individual grows, some motor skills occur automatically, while others have to be learned. Motor development that occurs automatically as the individual grows are referred to as innate or Phylogenetic. Grasping, reaching, crawling are examples of phylogenetic motor skills. Motor development that occurs as a result of learning is referred to as Ontogenetic. Throwing, catching, bike riding are examples of ontogenetic motor skills, which must be learned.

7 Individual Development

This is perhaps the most important principle to keep in mind when instructing a student. Because each person is different, the rate at which motor development occurs varies with each individual. These differences may be attributed to heredity, the environment, or a combination of both. Some individuals develop very quickly, while others develop more slowly.

SIGNIFICANCE OF DEVELOPMENTAL DELAYS IN ACQUIRING MOTOR SKILLS

The sequence or order of development of motor skills is predictable and approximately the same for all individuals. However, in general, the progress of the individual in this program will be significantly delayed. As a generalization, the more significant the intellectual disability, the more significant will be the delay. The principles outlined on the previous page apply regardless of the rate of motor development or the extent of the delay. The teaching of basic motor skills to students can be enhanced by practice, early intervention, and working at the individual's own ability level.



BASIC MOTOR SKILLS

The primary goal is to help students who are multi-handicapped or lower skilled to develop basic motor skills. Basic motor skills are defined as the simplest movement skills that make up all sport skills. It is through refinement and/or a combination of these basic motor skills that more complex sport skills can be built or developed.

DESCRIPTION AND TASK ANALYSIS

Generally, basic motor skills are categorized into three groups:

LOCOMOTION SKILLS

walk, run, climb, skip

MANIPULATIVE SKILLS

throw, kick, catch

BALANCE SKILLS

bend, twist, turn

The following are Basic Motor Skills which have been described and task analyzed to illustrate the correct execution of the skill.

LOCOMOTION SKILLS

A WALKING:

Used in almost all activities.

A walk is a transfer of weight from one foot to the other foot, with one foot always in contact with the floor.

Good Technique:

- ◆ Good Posture
- ◆ Head Erect
- ◆ Chest Lifted
- ◆ Feet Pointed Forward

- ◆ Transfer of Weight from the heel along the outside of the foot, across the ball of the foot, and push off with the toes

B RUNNING:

Used in Track and Field and Soccer

The movement of a run is a walk, except that there is a time when both feet are off the floor.

Good Technique:

- ◆ All movements should be toward the direction of the run, usually forward.
- ◆ Looking forward with the head up
- ◆ A slight body lean forward
- ◆ bent elbows
- ◆ hands should move forward and come to shoulder height
- ◆ on back swing, hands should move until they are next to the hips
- ◆ knee lift gets higher with speed
- ◆ support leg is extended completely
- ◆ rocks from ball of foot to heel

C JUMPING:

Used in Track and Field, Swimming, and Soccer

A jump is a simultaneous transfer of weight from one or both feet.

Take Off

- ◆ Flex the ankles
- ◆ Bend Knees
- ◆ Flex hips
- ◆ Swing arms from behind the hips upward in the direction of the jump.

Landing

- ◆ Bend ankles, knees and hips to absorb the impact

D HOPPING:

Used in Track and Field

A hop is a lifting of weight into the air from one foot and landing on the same foot.

- ◆ swing the arms to gain momentum
- ◆ bend knees, ankles when landing
- ◆ keep the free foot off the floor

E SKIPPING:

Overall co-ordination

A skip is a combination of a walk and a hop, with an uneven rhythm and elevation. The foot pattern is a step right, hop right, step left, hop left. The rhythm is a slow step, a quick hop with uneven pattern.

MANIPULATIVE SKILLS

F CATCHING:

Used in Basketball

- ◆ arms relaxed and bent, and “give” with the ball
- ◆ hands catch object
- ◆ adjustment to flight and size of object
- ◆ body position adjusted to catch the ball
- ◆ one foot slightly ahead of the other to absorb the force of the ball
- ◆ eyes follow the ball

G UNDERHAND THROWING:

Used in Basketball

- ◆ full arm swing
- ◆ one foot ahead of the other (opposite to throwing arm)
- ◆ ball thrown from in front of the body
- ◆ weight transfer
- ◆ ball released approximately at waist height

H OVERHAND THROWING:

Used in Basketball

- ◆ opposite arm used for balance and direction
- ◆ arm flexed at the elbow

- ◆ elbow held at shoulder height or higher
- ◆ throwing hand behind head, shoulder drops slightly
- ◆ elbow leads throw, forearm drops and rotates, thumb points down
- ◆ follow through across midline
- ◆ upper body rotates so that opposite rotation occurs through the hips, legs and spine and shoulder

- ◆ weight shifts to rear foot upon preparation of throw
- ◆ weight shifts forward upon throwing and a step forward is taken by the foot opposite to the throwing arm
- ◆ toes point out at the target, allowing hips and shoulders to open to the target

I STRIKING:

Used in Basketball

- ◆ hip and trunk rotate
- ◆ transfer of weight from back foot to front foot
- ◆ full striking action with preparatory back swing and follow through
- ◆ eyes focused on object being struck (tracking)
- ◆ follow through on horizontal swinging pattern

J BALL ROLLING:

Bowling, Basketball

- ◆ one foot ahead of the other
- ◆ ball held in one hand, on the side corresponding to the back leg
- ◆ knee bend
- ◆ weight transfer
- ◆ release of ball at knee level or lower
- ◆ eyes focus on target

K BALL BOUNCING:

Overall co-ordination, Basketball

- ◆ arm bent at elbow
- ◆ one foot ahead of the other
- ◆ pushing arm motion
- ◆ contact with ball initiated from fingertips
- ◆ focus of eyes can alternate between ball and floor

L KICKING:

Used in Swimming, Soccer

- ◆ kick initiated at the hip
- ◆ arms swing in opposition
- ◆ kicking with force and accuracy
- ◆ stepping into the ball (soccer)
- ◆ body bends at hips throughout the movement

BALANCE SKILLS

M STATIC BALANCE:

Balancing in one spot

Overall Co-ordination in all sports

- ◆ arms used as needed to maintain balance
- ◆ ability to maintain a steady balance in a variety of positions
- ◆ eyes focused on an external object
- ◆ controlled balance maintained both on dominant and non-dominant leg

N DYNAMIC BALANCE:

Balancing while moving

Overall co-ordination in all sports

- ◆ alternate stepping action
- ◆ eyes focused ahead and down
- ◆ arms used as needed to maintain balance
- ◆ ability to move forwards, backwards, and sideways

O TWIST AND TURN:

Used in Track and Field

In a twist, the body or body parts rotate around a stationary base of support. In a turning motion, the base of support rotates with the body.

MAKING THE CONNECTION FROM BASIC MOTOR SKILLS TO SPORT SPECIFIC SKILLS

Sport skills are just a combination and refinement of basic motor skills. As an individual develops Basic Motor Skills, the acquired skills become the building blocks for learning specific sport skills.

For example: Running is the Basic Motor Skill and is used as a building block for developing Sport Skills in i) Running the Bases in Softball, ii) Racing the 50 Metre in Track, iii) Approach of the long jump in Track and Field, iv) running in the water.

Another Example: Turning is the Basic Motor Skill and is used as a building block for developing Sport Skills in i) A change of direction in Skating, ii) a pivot in basketball, iii) a flip turn in swimming.

When instructing a student, the training focus will be on developing Basic Motor Skills. The Basic Motor Skills which are required (i.e. the building blocks) to execute a sport skill must be acquired first.

Let's look at skating to illustrate how important Basic Motor Skills are to developing Sport Skills:



SETTING OBJECTIVES

Upon completing the student's skill assessments, you will be aware of the student's strengths and weaknesses. You should discuss these strengths and weaknesses with the student. Let him or her know what he/she does well and where you would like to assist the student in improving skills. Getting the student's input or feedback at this point would be highly desirable.



The student can be involved in setting his/her objectives based on his/her ability and specific interest in a

sport. Remember, the objectives set are the student's, not your own.

The premise is that having well developed Basic Motor Skills will lead to the acquisition of sport specific skills. If the student has progressed beyond both levels of the basic motor skills, the sport specific skills can then be taught.

The areas that you will target for development will be the skills in which the student scored lower on the skill assessment. However, encouraging the student to execute skills that he/she has already mastered will allow the student to feel successful, remain motivated, and improve self esteem. This could be incorporated into the weekly lesson plans.

Objectives should be set for both the long term (season) and the short term (weekly) and are dependent upon what the student would like to accomplish after training for one season, and/or after one training session.

TEACHER TIP

Work with the students to determine mutual objectives. Always ensure the objectives are realistic, challenging, and measurable.

LONG TERM OBJECTIVES

These can be specific skills or broad statements. The skills will take time to develop. These objectives may be set for an student who cannot run the 50 metre. For example:

- 1** The student's fitness level shall improve.
- 2** The student shall be able to run 50 metres continuously.
- 3** The student shall be able to warm up and stretch properly with assistance.

SHORT TERM OBJECTIVES

These will be more specific statements. The skill may already be somewhat developed, but may require refinement and/or execution at the appropriate time. For example:

- 1** The student will be able to start and stop on command.
- 2** The student will be able to perform a ham string stretch.
- 3** The student will be able to walk briskly for 1 minute.

LESSON PLANNING

POINTERS FOR TEACHERS

A Lesson Plan is an essential tool for any teacher. It will allow you to be prepared, be focused, and



to spend time effectively with the students.

A couple of pointers are outlined below to assist teachers in developing their Practice Plans.

If you are using student volunteers, take the time for them to re-establish rapport with the students at

the start of each session. (Try combining fun “getting to know you” activities with warm up exercises).

- ◆ Exercise should be appropriate to the participants’ skill levels. Activities which are too hard or too easy will cause frustration or boredom.
- ◆ Maintain consistency from week to week with the instructional routine.
- ◆ Establish and maintain eye contact with the students.
- ◆ The instructional periods should be relatively short with adequate rest periods in between.
- ◆ Activities should be selected which allow the student to achieve frequent success.
- ◆ Maintain performance records of training programs, and the student’s profile, and reinforcement inventory.
- ◆ Students with similar abilities should be encouraged to relate to each other so they can see their own strengths and weaknesses

in each other and build healthy self-images using each other as role models.

- ◆ Every student’s medical background should be fully documented so that the teacher can plan an individualized curriculum for each student. Ideally, students should be taught on a one to one basis. The teacher may, gradually introduce students into small group situations so they learn social skills as well as sport skills.

HOW TO USE LESSON PLANS

1 WARM-UP

Warm-up starts slowly and gradually involves all muscles which are related to the skill instruction. Should include:

- ◆ general warm-up to prepare cardiovascular system. i.e. brisk walk (45-60 sec.), jog slowly (35-40 sec.)
- ◆ gradual stretches and specific warm-ups

2 BASIC MOTOR SKILLS

Motor skills are the basics for complex sport skills. The six most common skills are:

- ◆ running
- ◆ catching
- ◆ jumping
- ◆ kicking
- ◆ throwing
- ◆ striking

Use a circuit:

- ◆ select a motor skill for each station
- ◆ teachers to ensure quality movements are occurring
- ◆ offer several levels of difficulty for skills at each station

- ♦ students work at their own ability level
- ♦ development of basic motor skills occur with practice of 'quality movements'.

3 SPECIFIC SPORT SKILLS (Drills)

Use of Task Analysis

- ♦ dividing complex skills into simpler steps
- ♦ coaches need to be aware of individual differences and start each student at the appropriate level

4 FITNESS

Fitness involves physical conditioning activities which are specific to the fitness needs of particular sports.

Ideas:

Aerobics with music:

- ♦ keep movements simple

Fitness circuit:

- ♦ continuous movement through a series of stations - teacher uses time intervals to signal movement from station to station

Continuous movement:

- ♦ jogging, skiing, skating, swimming, etc.

5 COOL DOWN

Cool-down exercises should gradually decrease in intensity; i.e. slow jogging, walking, stretching.

6 WRAP-UP AND EVALUATION

Important reminders to tell the students and teachers regarding upcoming competitions, cancelled practices, handouts to take home, etc.



Some Questions to Consider:

- ♦ What was one good thing that happened today?
- ♦ What is one thing you learned or tried to improve?
- ♦ What did you do that you really enjoyed?
- ♦ What is one thing you want to do at the next practice?
- ♦ What is one thing you want me to do at the next practice?

**DON'T FORGET TO INCORPORATE
FUN INTO YOUR PRACTICE!**

LESSON PLAN CONSIDERATIONS

It is important for lower skilled students to be provided with the resources that will adequately accommodate various degrees of ability levels and physical capabilities. In many instances, it will be appropriate to modify activities, rules, equipment, or the area where activity takes place.

ACTIVITIES

There are instances where a teacher will modify the time spent on each activity and the activity itself. The most important consideration is to work at the student's comfort and ability level.

The Warm Up Component of a practice for a student may be longer. Extra time may be spent to ensure adequate stretching has occurred in order to prevent any strains or injury. Some students may have been inactive for extended periods of time and will need time to allow their bodies to respond to the increased demands that will be placed on them.

The Basic Motor Skills Component may be the primary focus of the practice and most of the time will be time spent here.

Sport Skill Development may not even be taught during a practice. This would depend on the student's skill assessment and the objectives that were set.

The Fitness Component is an important area. The activities should be appropriate to the student's age and ability level. Fitness is an important aspect of developing Basic Motor and Sport Skills.

The Cool Down Component may be extended also, to ensure that the student has time to stretch, and the body can return to its normal resting state.

RULES

In many instances, the rules of a particular sport may need to be adapted to suit the needs of the students. The intent of this adaptation of rules is to best facilitate that acquisition of skills without altering the original intent of the rules or the integrity of the sport.

EQUIPMENT

Adapting equipment does not have to cost a lot of money. Often, the equipment is already in the facility and all that may be required is to ask for it (ring buoys, bumper bowling). Frequently, equipment that is used for one sport could be used in a different way to develop basic motor skills in another sport (Floor Hockey rings could be used to develop an under-

hand toss). Different sized equipment may be used (beach ball may be used to learn how to catch). If you are going to adapt your own equipment, ensure that safety is taken into consideration.



Here are some other examples of adapted equipment:

Bowling Ramps

This is a device to help students roll the ball down the lane. This device will help add to the enjoyment of the sport by facilitating and encouraging participation of individuals with limited skill.

Flotation Devices

For aquatics use, flotation devices help support individuals in the water. Such devices include a life jacket, kick board, or ring buoy. These are usually available at most pools. (Never leave an student unattended with these devices.)

SPACE

There may be situations that require the space adapted to provide better programming or safety for students. This may require the space to be reduced or expanded.

Track and Field

By enlarging the lane width in track, students in wheelchairs can participate in a slalom event.

Swimming

Closing off the deep end of the pool with a buoy line, non-swimmers can utilize the shallow area of the pool without risk of going in over their heads.



PREPARATION

Warm-up and Cool-down

TIME: Approximately 12 minutes.

- 1** Lift your arms up behind you until you feel a stretch in the arms, shoulders or chest. Hold an easy stretch for 15 seconds. This is good to do when you find yourself slumping forward from the shoulders. Keep your chest out and chin in. This stretch can be done any time.



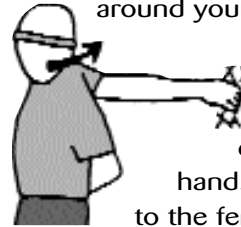
- 2** From a standing position, with your knees slightly bent (1 inch), gently pull your elbow behind your head as you bend from your hips to the side. Hold an easy stretch for 10 seconds. Do both sides. Keeping your knees slightly bent will give you better balance while you stretch.



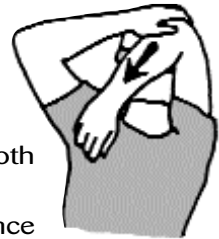
- 3** Interlace your fingers above your head. Now, with your palms facing upward, push your arms slightly back and up. Feel the stretch in arms, shoulders, and upper back. Hold stretch for 20 seconds. Do not hold your breath. This stretch is good to do anytime, anywhere. Excellent for slumping shoulders.

- 4** This stretch is for the front of the shoulders and arms. You need a chain-linked fence, doorway or wall. Face the fence and hold onto it (or press against it) with your right hand at

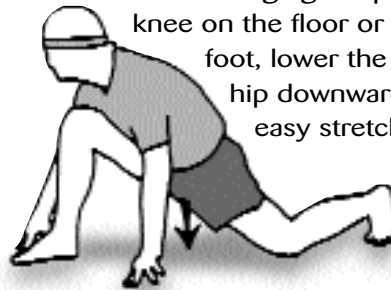
shoulder level. Next bring your other arm around your back and grab the fence (or whatever you are using). Now, look over your left shoulder in the direction of your right hand. Keep your shoulder close to the fence as you slowly turn your head. Trying to look at your right hand behind you gives you a stretch in the front of the shoulders. Do for 15 seconds each arm.



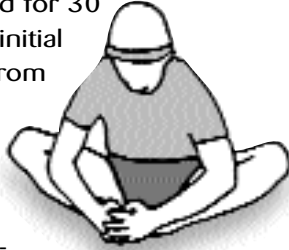
- 5** From a standing position, with knees slightly bent (1 inch), gently pull elbow behind head as you bend from hips to the side. Hold an easy stretch for 10 seconds. Do both sides. Keeping knees slightly bent will give you better balance while you stretch.



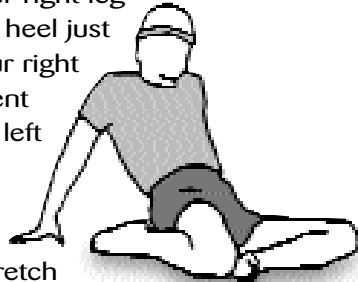
- 6** To stretch the muscles in the front of the hip, move one leg forward until the knee of the forward leg is directly over the ankle. Your other knee should be resting on the floor. Now, without changing the position of the knee on the floor or the forward foot, lower the front of your hip downward to create an easy stretch. Hold for 12 seconds. You should feel this stretch in the front of the hip and possibly in the hamstrings and groin. This is excellent for lower back problems. Repeat on other leg.



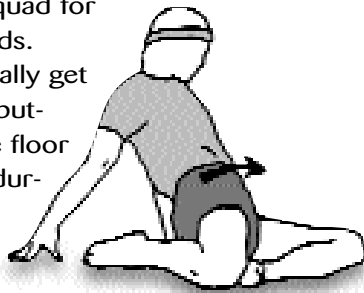
7 Put the soles of your feet together and hold onto your toes. Gently pull yourself forward, bending from the hips, until you feel a good stretch in your groin. You may also feel a stretch in the back. Hold for 30 seconds. Do not make initial movement for stretch from head and shoulders. Move from the hips. Try to get your elbows on the outside of your legs so the stretch position has stability and balance. It is easier to stretch when you are perfectly stable.



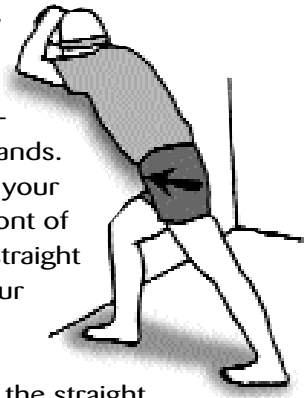
8 First sit with your right leg bent, with your right heel just to the outside of your right hip. The left leg is bent and the sole of your left foot is next to the inside of your upper right leg. (You could also do this stretch with your left leg straight out in front of you.) Hold for 25 seconds.



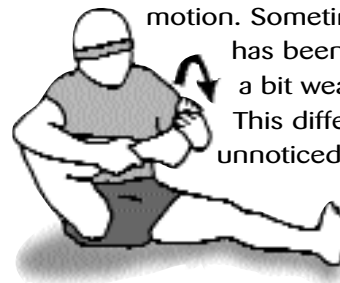
9 After stretching your quads, practice tightening the buttocks on the side of the bent leg as you turn the hip over. This will help stretch the front of your hip and give a better overall stretch to upper thigh area. After contracting the buttocks muscles for 5 seconds, let the buttocks relax. Drop your hip down and continue to stretch the quad for another 15 seconds. Practice to eventually get both sides of the buttocks to touch the floor at the same time during the quad stretch. Now do the other side.



10 To stretch your calf, stand a little ways from a solid support and lean on it with your forearms, head resting on hands. Bend one leg and place your foot on the ground in front of you, with the other leg straight behind. Slowly move your hips forward, keeping your lower back flat. Be sure to keep the heel of the straight leg on the ground, with toes pointed straight ahead or slightly turned in as you hold the stretch. Hold an easy stretch for 30 seconds. Do not bounce. Stretch other leg.

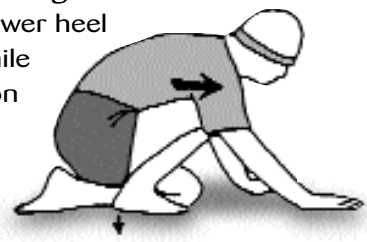


11 Rotate your ankle clockwise and counter-clockwise through a complete range of motion, with slight resistance provided by the hand. Rotary motion of the ankle helps to gently stretch out tight ligaments. Repeat 20 times in each direction. Do this to both ankles and feel if there is any difference between ankles in terms of tightness and range of motion.



Sometimes an ankle that has been sprained will feel a bit weaker and tighter. This difference may go unnoticed until you work each ankle separately and compare.

12 Bring the toes of one foot almost parallel to the knee of the other leg. Let the heel of the bent leg come off the ground one-half inch or so. Lower heel toward ground while pushing forward on your thigh (just above the knee) with your chest and shoulder. The idea is not to get the heel flat but to use



the forward pressure from your shoulder on your thigh to give an easy stretch to the Achilles tendon. All that is needed to adequately stretch the Achilles tendon is a very slight stretch. Hold for 15 seconds. Repeat on other leg.

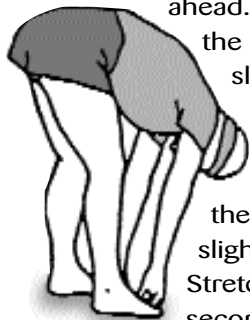


13 To stretch the quad and knee, hold the top of right foot with left hand and gently pull heel toward buttocks. The knee bends at a natural angle when you hold foot with the opposite hand. This is good to use in knee rehabilitation and with problem knees. Hold for 30 seconds, each leg.

14 Hamstring/calves stretch. Assume a sitting position on the ground with legs extended together and toes pointed up. Bend forward at the waist. Keeping knees on the ground, extend arms forward and try to touch the toes. Flex ankles towards the hands to tighten calf muscles. When calves tighten, hold the stretch position for 10 seconds. Return to relaxed sitting position. Repeat 5 times, gradually extending the arms reach each time.



15 Start in a standing position with feet about shoulder-width apart and pointed straight ahead. Slowly bend forward from the hips. Always keep knees slightly bent during the stretch (1 inch) so lower back is not stressed. Let neck and arms relax. Go to the point where you feel a slight stretch in the back of legs. Stretch in this easy phase for 30 seconds, until you are relaxed. Let yourself physically relax by mentally con-



centrating on the area being stretched. Do not stretch with knees locked or bounce when you stretch. Simply hold an easy stretch. Stretch by how you feel and not by how far you can go.

Wheelchair Stretches

1 Trunk stretching: from sitting position, have student reach around chair with one arm and tuck elbow around back hand-holds of chair. Have him/her then turn his/her head to look behind and reach across his/her body with other arm. Encourage him/her to stretch as far as possible and hold stretched position for 10 seconds. Slowly bring arm and body back to starting position, then repeat to other side.

2 Upper body stretching: From sitting position, have student clasp hands together and then slowly reach up over his/her head as far as possible. Encourage student to straighten out arms as much as possible, and then hold stretched position for 10 seconds. Slowly bring arms back to starting position, then repeat a second time.

3 Back and arm stretching: From sitting position, have student clasp hands behind back. Then have him/her lean forward slightly as far as possible while lifting hands up as far as possible. Hold stretched position for 10 seconds, then slowly bring body back to starting position.

4 Shoulder and arm stretching: From sitting position, have student bring one arm back behind head and back. Encourage him/her to use other hand to grasp elbow and gently pull arm back as far as possible. Hold stretched position for 10 seconds and slowly return to starting position. Repeat with other arm.

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7

INTRODUCTION

LESSON PLAN TEMPLATE

PHASES 1 - 8

ADDITIONAL RESOURCES



Special Olympics
Ontario

School Tool Kit



INTRODUCTION



Welcome to the
Integreat Program.
The name speaks

to one of the core beliefs and goals of Special Olympics Ontario - to provide a complete spectrum of training and competitive opportunities. As a result, SOO actively endeavors to develop partnerships with other organizations such as provincial sport organizations, community sports groups, etc in order to encourage and promote integration of Special Olympics athletes into 'generic' sport. This program is an important step in this integration process, as it is designed to provide a foundation of basic motor, as well as, sport specific skill acquisition that would make this transition to an integrated setting more viable and enjoyable.

Special Olympics Ontario respects that you are the experts in lesson planning. Therefore, the program was intentionally designed to be unstructured enough for you to incorporate your lesson planning knowledge and experiences. Quite simply, the Integreat Program is designed to be adaptable to all classroom situations and will serve as a framework for you to modify and customize to fit your specific needs. Please modify as you feel is necessary to maximize results for your students. Special Olympics Ontario hopes you find this program useful as a guide in your lesson planning and that it ultimately results in an exciting experience for your students.

PROGRAM OVERVIEW

The Integreat Program is divided into eight phases. Each phase consists of specific targets that a student could obtain in order to complete the stage. It is SOO's recommendation that prior to embarking on any given phase, the

teacher should determine what the target will be for each unique student. Successful completion of each respective phase would then be based on the student achieving their established target. Establishing targets student by student assists in ensuring a more customized program, as well as, allowing students of all ability levels with the same opportunity to progress through the levels. The Integreat Program can be repeated at the beginning of every program year, with a gradual shift of focus to more sport specific training as skills and years in the program increase.

RECOGNITION MATERIALS

The Integreat Program comes complete with a recognition certificate for every student and stickers to indicate and track their progress through the program. Certificates and stickers will be sent out to you in your Supply Kit.

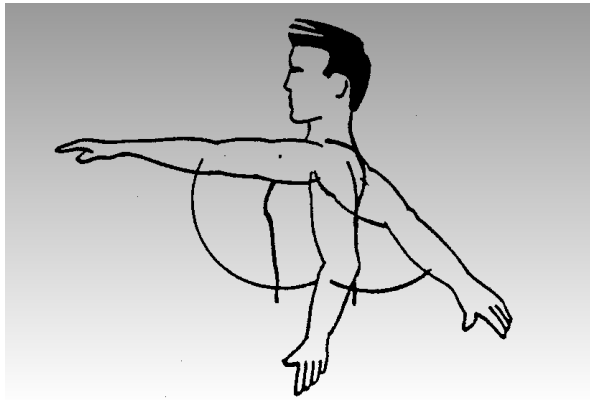
TEACHER TIP

If your program is not participating in all five sports then an "exempt" sticker can be placed on the appropriate spot on the certificate, in place of the appropriate sport specific sticker(s) (relevant only to Phase III and IV).

REVIEW OF TERMS

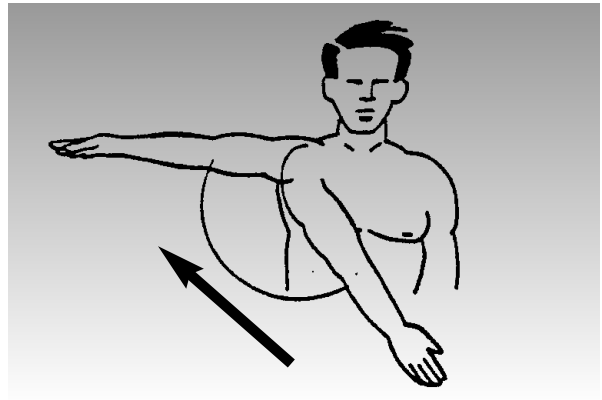
There are a few definitions relative to the anatomical position that should be reviewed prior to implementing the Integreat Program.

Definitions:



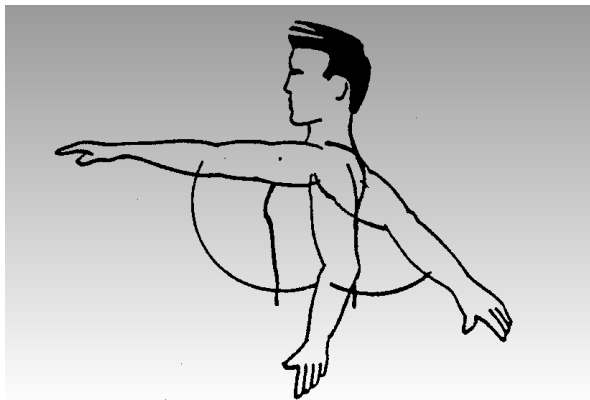
Flexion

Bending of a joint



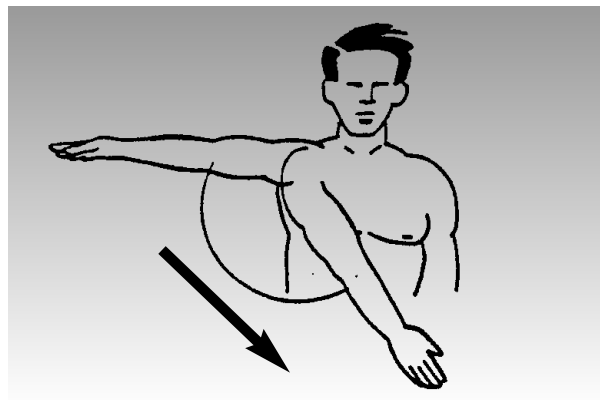
Abduction

Draw or spread away from the middle of the body



Extension

Straightening of a joint



Adduction

Draw towards or past the middle of the body

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LESSON PLAN TEMPLATE

(One page for each practice)

Number: _____

Date: _____

Time: _____

Number of Students: _____

Number of Teachers/Volunteers: _____

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TEACHER TIP

Photocopy as required

COMPONENTS OF LESSON	ORGANIZATION/ FLOOR PLAN	APPROX. TIME - MINS.
1. Warm-up (leader):		
2. Basic Motor Skills:		
3. Specific Sports Skills (Drills):		
4. Fitness:		
5. Warm-downs:		
6. Wrap-up and Evaluation		

*Always include alternate activities in case you have to change your plans



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PARTICIPATION CERTIFICATE

(SAMPLE ONLY) NAME: _____ DATE: _____



PHASE 3
SWIMMING

PHASE 5



PHASE 4
SWIMMING

PHASE 6



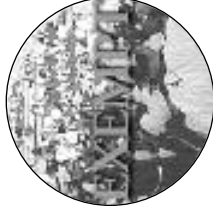
PHASE 3
SOCCER

PHASE 7



PHASE 4
SOCCER

PHASE 8

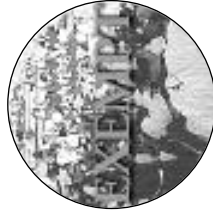


PHASE 3
BASKETBALL

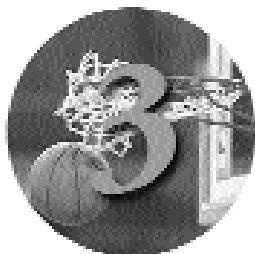
“Let me Win

But if I cannot win...

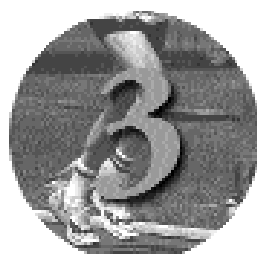
let me be brave in the attempt”



PHASE 4
BASKETBALL



(SAMPLE ONLY)



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MOTOR SKILL ASSESSMENT

(Phases I and II)

INTRODUCTION

In order to provide an appropriate program for each student, a teacher needs a starting point. It is important to assess the level of development of the student's basic motor skills and, if applicable, the student's sport skills. From these assessments appropriate objectives can be set to further develop basic motor skills and/or develop sport skills. There are two Basic Motor Skills Assessments with the first serving as Phase I of the Integreat Program and the second as Phase II.



The skills assessments increase in level of difficulty from Phase I to Phase II and should be performed when a student first comes into the program and periodically throughout the program year to monitor progress. In addition it may be of value to complete Phase I and II at the beginning of each school year. Prior to performing the assessment, teachers must review the student profile for any associated disabilities or other factors which may prevent or inhibit an student from performing these skills. Always work at the student's ability and comfort level. Family members or a student's physiotherapist may be consulted to provide information to assist with this task.



PHASE I

PHASE I - OVERVIEW

The emphasis for Phase I is assessment and acquisition of basic motor skills. It is designed to serve as a starting point for all students each school year. From here the students would advance to Phase II.

PHASE I - TARGETS

The target for Phase I is for a student to have the ability to competently demonstrate an accepted number of activities to warrant advancement.

PHASE I - ASSESSMENT

Assessment for Phase I should be unique to each student, meaning that the teacher will determine prior to the beginning of the phase what will warrant successful completion. Once the student has reached this target established by the teacher, he or she will advance. It is suggested that these tasks should be completed without assistance (or minimal assistance).

TEACHER TIP

The information contained in this phase is only a suggestion. Please use your creativity to make additions, deletions, and revisions in order to ensure the best experience for your students. Remember to incorporate fun activities into every session.



Basic Motor Skills Assessment Phase 1

Scoring Table

Performs independently with ease....**4** Performs independently with some difficulty....**3** Performs with assistance....**2** No Performance....**1** Not Applicable...**N/A**

Student's Name _____

Score (Indicate dates: day/mth.) General Movement Skills

1	9/7	3	10/7	4	11/3	Performs head rotation (EXAMPLE)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Performs head rotation
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Performs neck flexion and extension
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Performs lateral shoulder movements (abduction and adduction)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Performs shoulder flexion and extension
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Performs inward and outward shoulder rotations
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Performs elbow flexion and extension
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Performs wrist flexion and extension
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Performs finger flexion and extension
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Performs lateral finger movements
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Performs hip flexion and extension
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Performs knee flexion and extension
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Performs ankle flexion and extension
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Performs foot inversion and eversion
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Performs trunk flexion and extension

Balance Skills

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Balances in a sitting position
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Balances on back, with legs and arms in air
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Balances on stomach, arms and legs extended
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Balances on seat, arms and legs in the air
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Balances on hands and knees
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Balances on knees
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Balances on one knee
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Balances in standing position
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Balances on one leg



Locomotor Skills

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Rolls laterally in both directions
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Crawls on arms, stomach, and legs
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Creeps on hands and knees
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Moves forward on hands and feet
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Moves from creeping position to sitting position
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Moves from creeping position to standing position

Visual Motor Skills

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Follows a swinging object with eyes
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Follows a swinging object with eyes and head
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Follows a swinging object with finger

Manipulative Skills

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Grasps stationary object with two hands
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Grasps stationary object with one hand
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Pinches stationary object with thumb and forefinger
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Touches moving object with finger
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Grasps moving object with one hand
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Grasps moving object with two hands

Social Participation

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Willingly participates in ADAPT program
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Participates alone in ADAPT program
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Participates with another person
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Participates with the group
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Participates cooperatively and enthusiastically
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Assists other athletes with their motor and sport skills

PHASE II

PHASE II - OVERVIEW

This phase is characterized by more advanced motor skill assessments and skill acquisition, as well as, an initial understanding of the warm - up and cool - down stretching. Phase II serves as a springboard into sport specific skill acquisition.

PHASE II - TARGETS

The targets for Phase II are for the student to have the ability to competently demonstrate an accepted number of activities to warrant advancement and gain an initial understanding of warm-up and cool-down activities.

PHASE II - ASSESSMENT

Assessment for Phase II should be unique to each student, meaning that the teacher will determine prior to the beginning of the phase what will warrant successful completion. Once the student has reached this target established by the teacher, he or she will advance. It is suggested that these tasks should be completed without assistance (or minimal assistance).

TEACHER TIP

The information contained in this phase is only a suggestion. Please use your creativity to make additions, deletions, and revisions in order to ensure the best experience for your students. Remember to incorporate fun activities into every session.



Basic Motor Skills Assessment Phase 2

Scoring Table

Performs independently with ease....**4** Performs independently with some difficulty....**3** Performs with assistance....**2** No Performance....**1** Not Applicable....**N/A**

Student's Name _____

Score (Indicate dates: day/mth.)

1 9/7 **3** 10/7 **4** 11/3

Rhythmic Movement

Moves to music (EXAMPLE)

Moves to music

Claps to beat

Performs arm movements to a beat

Performs whole body movements to a beat

Performs dance movements by imitating instructor

Locomotor - Walk/Run

Walks

Walks in desired direction

Walks for fitness

Moves in a side-step slide motion

Walks up steps

Performs a forward roll

Performs a backward roll

Jogs

Runs

Varies speed while running

Runs around obstacles

Changes direction on command

Locomotor - Jumping

Jumps into air

Jumps forward

Jumps over obstacles

Performs sideways jump

Performs backwards jump



Hops forward on one foot

Performs more than two consecutive hops forward on one foot

Hops backward on one foot

Manipulative - Catching

Blocks a rolling ball with body

Receives a rolling ball with hands

Catches a thrown ball with two hands

Stops a rolling ball with foot

Catches a rag cloth with one hand

Manipulative - Propelling

Pushes a ball with two hands

Pushes a ball with one hand

Rolls a ball with two hands

Rolls a ball with one hand

Rolls a ball in desired direction

Throws a ball with two hands

Throws a ball, underhand with one hand

Throws a ball, overhand

Throws a ball in desired direction

Kicks a ball

Kicks a ball in desired direction

Throws a rag cloth with backhand throw

Throws a rag cloth in desired direction

Hits a stationary object with one hand

Hits a swinging object with one hand

Hits a stationary object with a large racquet

Hits a stationary object with a large plastic bat

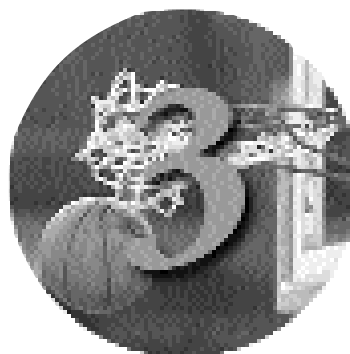
SPORT SPECIFIC SKILL ASSESSMENT

(Phases III and IV)

INTRODUCTION

Prior to developing any training program, it is important that you understand and regularly revisit fundamental sport specific skills required for success in that given sport. It is for this reason that Phases III and IV introduce sport specific skill assessments. It is recommended that all students strive to advance through to both phases, however, it is important to realize that not all students will be able to complete all skills. Please expand these lists of core skills if you wish, always keeping in mind the goal of assessing sport skills is to help show improvements and demonstrate student readiness to advance training goals.

Prior to performing the assessments, it is important to review the student profile for any associated disabilities or other factors which may prevent or inhibit an student from performing these skills. Always work at the student's ability and comfort level. Family members or a student's physiotherapist may be consulted to provide information to assist with this task.



TEACHER TIP

Discuss the equipment used in each sport and have the students name all equipment and what it is used for.

Discuss basic safety associated with each sport (i.e. Swimming: no running on deck, no swimming in the deep end without supervision, no pushing, etc.)

Special Olympics Ontario thanks Special Olympics International for developing these resources as they play an integral part in these phases.

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program

PHASE III

PHASE III - OVERVIEW

Phase III involves an introduction into sport specific skill acquisition. There is a sport skill monitoring chart (and corresponding stickers) for all five of the school priority sports (Swimming, Track & Field, Soccer, Basketball, Bowling). In addition, with assistance the students will describe the benefits of warm-up and cool down stretching.

PHASE III - TARGETS

The targets for Phase III are for the student to have the ability to competently demonstrate an accepted number of activities to warrant advancement and describe to classmates the benefits of warm-up and cool-down activities (with assistance).

PHASE III - ASSESSMENT

Assessment for Phase III should be unique to each student, meaning that the teacher will determine prior to the beginning of the phase what will warrant successful completion. Once the student has reached this target established by the teacher, he or she will advance. With the exception of describing the benefits of warm-up and cool-down activities, it is suggested that these tasks should be completed without assistance (or minimal assistance).

TEACHER TIP

The information contained in this phase is only a suggestion. Please use your creativity to make additions, deletions, and revisions in order to ensure the best experience for your students. Remember to incorporate fun activities into every session.



TEACHER TIP

If your program is not participating in all five sports then an “exempt” sticker can be placed on the appropriate spot on the certificate, in place of the appropriate sport specific sticker(s) (relevant only to Phase III and IV).

SPORT SPECIFIC ASSESSMENTS

Student's Name _____

TRACK AND FIELD

integrate
program



Scoring Table

Performs independently with ease.....	4
Performs independently with some difficulty.....	3
Performs with assistance.....	2
No Performance.....	1
Not Applicable.....	N/A

Score (Indicate dates: day/mth.)

Sprinting Skills

<input type="checkbox"/> 1	<input type="checkbox"/> 9/7	<input type="checkbox"/> 3	<input type="checkbox"/> 10/8	<input type="checkbox"/> 4	<input type="checkbox"/> 11/9	Demonstrates the proper sprinting form (EXAMPLE)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Demonstrates the proper sprinting form
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Demonstrates the ability to start and finish a sprint event
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Performs a stand up sprint start
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Assumes a balanced stand up 'set' position
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Attempts to sprint

Sprinting Skills - Wheelchair

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Demonstrates the ability to complete a wheelchair race
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Performs a forward stroke and recovery
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Assumes a ready to race position
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Attempts to participate in a wheelchair race

Standing Long Jump

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Attempts a standing long jump
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Assumes a ready to jump position
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Demonstrates the correct take off for a standing long jump

Shot Put (for wheelchair athletes, too, except for drop-back, side-hop and glide puts)

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Attempts to put a shot
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Grips a shot correctly
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Assumes a ready-to-put position
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Performs a standing put (or wheelchair-sitting put)

Participation

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Attempts to participate in an athletic training program
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Participates in any manner in an athletic training program
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Warms up properly before participating in the program

TEACHER TIP

Photocopy as required

SPORT SPECIFIC ASSESSMENTS

Student's Name _____

SWIMMING

integreat
program



Scoring Table

Performs independently with ease.....	4
Performs independently with some difficulty.....	3
Performs with assistance.....	2
No Performance.....	1
Not Applicable.....	N/A

Score (Indicate dates: day/mth.)

1	9/7	3	10/8	4	11/9
<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	

Water Adjustments

- Sits on the edge of pool and kicks (EXAMPLE)
- Sits on the edge of pool and kicks
- Walks across the pool holding onto the side with one hand
- Walks across the pool alone
- Puts face in water and blows bubbles
- Exhales through nose and mouth in relaxed and rhythmical manner (bobbing)

<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	

Water Entry

- Enters pool using stairs with assistance
- Enters pool using stairs without assistance
- Slides into pool from pool edge
- Jumps into shallow end
- Jumps into deep end

<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	

Prone Float

- Attempts to float on stomach
- Floats on stomach with assistance (buoyancy belt)
- Performs a prone float for 5 seconds
- Performs a prone float and recovers to standing position
- Performs a prone glide with a flutter kick

<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	

Back Float

- Attempts to float on back
- Floats on back with assistance (buoyancy belt)
- Performs a back float for 5 seconds
- Performs a back float and recovers to a standing position
- Performs a back glide
- Performs a back glide with a flutter kick

<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	

Kicking

- Kicks legs with instructor's assistance
- Kicks legs using a bilateral movement while holding onto pool side
- Propels kickboard using the flutter kick with instructor's assistance
- Propels kickboard independently

<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	

Water Safety

- Identifies swimming boundaries
- Understands and identifies pool safety rules
- Bobs in neck-deep water
- Demonstrates a vertical float in deep water for 2 minutes
- Demonstrates sculling arm action 5 strokes in neck-deep water

TEACHER TIP

Photocopy as required

SPORT SPECIFIC ASSESSMENTS

Student's Name _____

BOWLING

integreat
program



Scoring Table

Performs independently with ease.....	4
Performs independently with some difficulty.....	3
Performs with assistance.....	2
No Performance.....	1
Not Applicable.....	N/A

Score (Indicate dates: day/mth.)

1 9/7 **3** 10/8 **4** 11/9

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Understands where to locate shoes and ball (EXAMPLE)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Understands where to locate shoes and ball
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Asks appropriate person for correct bowling shoe size
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Returns shoes to appropriate place after game

Equipment Selection

Grip/Stance

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Attempts to pick up ball
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Picks up ball correctly with instructor's assistance
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Picks up ball correctly without assistance
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Holds ball with two hands under control
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Properly grips ball supported by non-bowling hand with elbow in
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Identifies foul line
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Assumes proper stance at foul line
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Demonstrates proper foot placement (left foot forward if right handed)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Holds ball under control with two hands
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Holds ball under control with one hand
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Holds ball at proper height relative to body position

Arm Swing

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Performs two-handed pendulum swing in straddle standing position
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Performs pendulum swinging motion with assistance
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Performs pendulum swinging motion without assistance
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Performs pendulum push away and pendulum swing independently

Rolling

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Pushes ball with two hands while sitting on floor
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Rolls ball to target with two hands
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Rolls ball with two hands using pendulum swing
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Rolls ball with one hand using pendulum swing

Delivery

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Makes an attempt to deliver ball
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Releases ball with two handed push
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Independently demonstrates pendulum swing when releasing ball
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Releases ball with two-handed pendulum swing
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Releases ball with one-handed pendulum swing
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Releases ball in front of the body

TEACHER TIP

Photocopy as required

SPORT SPECIFIC ASSESSMENTS

Student's Name _____

SOCCER

integrate
program



Scoring Table

Performs independently with ease.....	4
Performs independently with some difficulty.....	3
Performs with assistance.....	2
No Performance.....	1
Not Applicable.....	N/A

Score (Indicate dates: day/mth.)

1 9/7 **3** 10/8 **4** 11/9

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Makes an attempt to dribble or push the ball
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Makes an attempt to dribble or push the ball
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Pushes a stationary ball in any direction
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Dribbles ball in desired direction
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Dribbles ball with alternating feet

Dribbling Skills

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Makes an attempt to push or tap ball
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Passes ball in any direction at least 5 metres
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Passes ball in intended direction to a target
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Passes ball to a stationary team-mate

Passing Skills

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Stops rolled ball with sole of shoe
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Stops and controls ball with inside of shoe

Trapping Skills

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Makes an attempt to shoot stationary ball at the goal
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Shoots ball towards goal
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Hits a part of the goal when shooting
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Makes 3 out of 5 goals from a 5 metre distance

Shooting Skills

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Makes an attempt to head ball from a stationary position
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Heads ball to himself/herself 3 consecutive times
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Heads ball in a forward direction
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Heads ball to a stationary team-mate or target

Heading Skills

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Makes an attempt to guard an opponent
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Maintains proper distance staying with opponent
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Blocks/stops a pass between two players
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Jockeys with offensive person for the ball

Defensive Play

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Stops when the whistle blows
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Knows when the ball is in or out of boundaries

Knowledge of Game

TEACHER TIP

Photocopy as required

SPORT SPECIFIC ASSESSMENTS

Student's Name _____

BASKETBALL

integrate
program



Scoring Table

Performs independently with ease.....	4
Performs independently with some difficulty.....	3
Performs with assistance.....	2
No Performance.....	1
Not Applicable.....	N/A

Score (Indicate dates: day/mth.)

1 9/7 **3** 10/8 **4** 11/9

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Passing Skills

- Attempts to pass a basketball (EXAMPLE)
- Attempts to pass a basketball
- Passes the ball in any manner and in any direction
- Makes a two-hand chest pass in any direction
- Makes a bounce pass to an intended target
- Makes a two-hand overhead pass to an intended target
- Makes a lob pass pass to an intended target

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Catching Skills

- Attempts to catch a basketball in any manner
- Catches the ball in any manner
- Catches a chest pass in arms and chest

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Dribbling Skills

- Attempts to dribble a basketball in any manner
- Dribbles the ball in any manner at least three bounces in a row
- Dribbles the ball with one hand more than three bounces in a row while standing in one place

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Shooting Skills

- Attempts to shoot a basketball toward the basket
- Shoots the ball in any manner toward the basket
- Shoots the ball toward the basket with a two hand set shot
- Hits the backboard with a two hand set shot
- Makes a basket with a two-hand set shot

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Rebounding Skills

- Attempts to catch a basketball that rebounds off the backboard
- Tracks the ball as it is shot at the basket
- Faces the basket to assume a ready position for rebounding
- Catches in any manner the ball after it rebounds off the backboard and bounces once on the floor

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Team Play Skills

- Attempts to participate in team play skills
- Participates in any manner in an offensive team play drill
- Participates in any manner in a defensive team play drill

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Participation

- Attempts to participate in a basketball training program
- Participates in any manner in a basketball training program
- Participates upon own initiative in a basketball training program

TEACHER TIP

Photocopy as required

PHASE IV

PHASE IV - OVERVIEW

Phase IV involves a more advanced sport specific skills. There is a sport skill monitoring charts for all five of the school priority sports (Swimming, Track & Field, Soccer, Basketball, Bowling). In addition, without assistance the students will describe the benefits of warm-up and cool down stretching.

PHASE IV - TARGETS

The targets for Phase IV are for the student to have the ability to competently demonstrate an accepted number of activities to warrant advancement and describe to classmates the benefits of warm-up and cool-down activities (without assistance).

PHASE IV - ASSESSMENT

Assessment for Phase IV should be unique to each student, meaning that the teacher will determine prior to the beginning of the phase what will warrant successful completion. Once the student has reached this target established by the teacher, he or she will advance.

TEACHER TIP

The information contained in this phase is only a suggestion. Please use your creativity to make additions, deletions, and revisions in order to ensure the best experience for your students. Remember to incorporate fun activities into every session.



TEACHER TIP

If your program is not participating in all five sports then an “exempt” sticker can be placed on the appropriate spot on the certificate, in place of the appropriate sport specific sticker(s) (relevant only to Phase III and IV).

SPORT SPECIFIC ASSESSMENTS

Student's Name _____

TRACK AND FIELD

integreat
program



Scoring Table

Performs independently with ease.....	4
Performs independently with some difficulty.....	3
Performs with assistance.....	2
No Performance.....	1
Not Applicable.....	N/A

Score (Indicate dates: day/mth.)

Sprinting Skills

☒ 9/7 ☒ 10/8 ☒ 11/9 Assumes a relaxed 'on your mark' (EXAMPLE)

☐ ☐ ☐ Assumes a relaxed 'on your mark'

☐ ☐ ☐ Performs a sprint start upon hearing 'start' command

☐ ☐ ☐ Sprints under control

☐ ☐ ☐ Participates in a sprint competition

☐ ☐ ☐ Understands to remain in designated lane

Wheelchair Races

☐ ☐ ☐ Demonstrates the correct start upon hearing 'start' command

☐ ☐ ☐ Races in a controlled manner

☐ ☐ ☐ Participates in wheelchair racing competition

☐ ☐ ☐ Understands to remain in designated lane

Standing Long Jump

☐ ☐ ☐ Demonstrates proper flight technique

☐ ☐ ☐ Demonstrates proper landing technique

☐ ☐ ☐ Jumps on command and under control

☐ ☐ ☐ Participates in standing long jump competition

TEACHER TIP

Photocopy as required

Shot Put (for wheelchair athletes, too, except for drop-back, side-hop and glide puts)

☐ ☐ ☐ Performs a drop-back put

☐ ☐ ☐ Performs a side-hop and put

☐ ☐ ☐ Performs a glide and put

☐ ☐ ☐ Puts the shot in a forward direction

☐ ☐ ☐ Puts the shot on the shot put marking area

☐ ☐ ☐ Enters and exits the shot put circle correctly

☐ ☐ ☐ Participates in shot put competition

Participation

☐ ☐ ☐ Participates in various athletic activities

☐ ☐ ☐ Practices athletic skills

☐ ☐ ☐ Works with other athletes during practice

☐ ☐ ☐ Demonstrates knowledge of basic rules of an athletic event in which he/she competes

SPORT SPECIFIC ASSESSMENTS

Student's Name _____

SWIMMING

integreat
program



Scoring Table

Performs independently with ease.....	4
Performs independently with some difficulty.....	3
Performs with assistance.....	2
No Performance.....	1
Not Applicable.....	N/A

Score (Indicate dates: day/mth.)

1 9/7 **3** 10/8 **4** 11/9

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Makes an attempt to swim on front (EXAMPLE)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Makes an attempt to swim on front
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Performs front crawl stroke in waist-deep water
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Performs front crawl stroke using flutter kick a distance of 10 metres
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Performs front crawl stroke with periodic breathing a distance of 10 metres
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Performs coordinated front crawl stroke with rhythmic breathing a distance of 25 metres

Back Crawl

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Makes an attempt to swim on back
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Performs back crawl stroke in waist-deep water
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Performs back crawl using a flutter kick a distance of 10 metres
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Performs coordinated back crawl stroke a distance of 25 metres

Side Stroke

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Demonstrates a scissors kick while holding onto a kickboard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Performs side stroke kick in waist-deep water
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Performs side stroke using a scissors kick a distance of 10 metres
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Performs side stroke with rhythmic breathing for a distance of 25 metres

Breast Stroke

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Demonstrates wedge kick while holding onto a kickboard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Performs breast stroke in waist-deep water
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Performs breast stroke using a wedge kick a distance of 10 metres
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Performs breast stroke with periodic breathing for a distance of 10 metres
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Performs coordinated breast stroke with rhythmic breathing for a distance of 25 metres

Water Safety

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Follows safety rules and standards while swimming
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Performs sculling action with one arm with other arm holding on to pool edge
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Performs sculling action with arms
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Treads water for 1 minute
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Performs survival float in deep water for 1 1/2 minutes

TEACHER TIP

Photocopy as required

SPORT SPECIFIC ASSESSMENTS

Student's Name _____

BOWLING

integreat
program



Scoring Table

Performs independently with ease.....	4
Performs independently with some difficulty.....	3
Performs with assistance.....	2
No Performance.....	1
Not Applicable.....	N/A

Score (Indicate dates: day/mth.)

1	9/7	3	10/8	4	11/9
<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	

Delivery

- Assumes correct stance with eyes focused on bowling pins (EXAMPLE)
- Assumes correct stance with eyes focused on bowling pins
- Delivers ball without going over Foul Line

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Accuracy

- Performs a functional straight ball delivery
- Delivers the ball down the lane toward the headpin
- Delivers the ball down the lane toward specific pins

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Scoring

- Understands to knock down pins
- Recognizes strikes and spares

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Rules of the Game

- Uses the assigned lane
- Knows where the foul line is located
- Bowls only when pins are standing
- Knows to bowl only 3 balls (maximum) per frame
- Adheres to the rules of the Bowling area
- Understands the usage of the lane clearing and reset buttons

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Game Etiquette

- Shows an understanding of the game
- Takes turns with other team members
- Bowls cooperatively and competitively; cheers fellow bowlers
- Maintains knowledge of own score
- Demonstrates good sportsmanship while bowling

TEACHER TIP

Photocopy as required

SPORT SPECIFIC ASSESSMENTS

Student's Name _____

SOCCER

integreat
program



Scoring Table

Performs independently with ease.....	4
Performs independently with some difficulty.....	3
Performs with assistance.....	2
No Performance.....	1
Not Applicable.....	N/A

Score (Indicate dates: day/mth.)

1 9/7 3 10/8 4 11/9

Dribbling Skills

- Dribbles and controls ball while running the length of the field (EXAMPLE)
- Dribbles and controls ball while running the length of the field
- Dribbles the ball along a straight path
- Dribbles and controls ball while moving in, out, around and through a series of obstacles
- Accelerates or decelerates dribbling speed on cue (whistle)
- Dribbles and controls ball while being guarded

Trapping Skills

- Traps a pass while running forward
- Receives a pass and dribbles the ball
- Performs a chest trap and controls the ball
- Performs a thigh trap and controls the ball

Passing Skills

- Passes ball to a moving team-mate 5 to 10 metres away
- Passes ball from the dribble to a moving team-mate 5 to 10 metres away
- While guarded, passes ball to a team-mate
- Passes ball to a team-mate being guarded
- Passes ball and moves to open position to receive a return pass

Shooting Skills

- Shoots the ball from the 6 metres with 50% accuracy
- Shoots the ball into the corner of the goal from 10 metres
- Kicks penalty kicks with 40% accuracy
- Receives a pass and shoots a goal while moving

Heading Skills

- Heads ball in a forward direction 10 metres
- Heads ball in the desired direction, to the right and to the left
- Jumps and heads ball in a forward direction
- Head a corner kick or pass from a team-mate

Defensive Play

- Guards offensive player without the ball
- Blocks a pass between two players
- Intercepts and controls a pass between two players
- Intercepts a pass while in motion and passes on to another team-mate

Knowledge of Game

- Identifies field boundaries (centre line, goal)
- Adapts ability to pass, dribble, shoot and tackle
- Understands minor and major variations
- Plays co-operatively and competitively; adapts to changes both offensively and defensively

Teamwork

- Identifies proper attacking and defending goal
- Maintains correct positioning during a game
- Is capable of playing more than one position

TEACHER TIP

Photocopy as required

SPORT SPECIFIC ASSESSMENTS

Student's Name _____

BASKETBALL

integreat
program



Scoring Table

Performs independently with ease.....	4
Performs independently with some difficulty.....	3
Performs with assistance.....	2
No Performance.....	1
Not Applicable.....	N/A

Score (Indicate dates: day/mth.)

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Passing Skills

- Passes the ball in any manner to an intended target (EXAMPLE)
- Passes the ball in any manner to an intended target
- Makes a two-hand chest pass to an intended target
- Makes a baseball pass to an intended target
- Participates in team passing drills

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Catching Skills

- Catches a chest pass with hands only
- Catches a bounce pass with hands only
- Catches a lob pass with hands only, above the head
- Makes an over-the-shoulder catch while running forward

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Dribbling Skills

- Dribbles the ball with one hand, then the other hand, three bounces in a row each, without stopping and while standing still
- Dribbles the ball with one hand while walking forward ten steps
- Dribbles the ball with one hand while running forward twenty steps
- Dribbles the ball with either hand while moving in any direction (forward, backward or sideways)

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Shooting Skills

- Hits the backboard with a one-hand set shot
- Makes a basket with a one-hand set shot
- Hits the backboard on a lay-up
- Makes a basket on a lay-up
- Hits the backboard with a jump shot
- Makes a basket with a jump shot
- Hits the backboard with a hook shot
- Makes a basket with a hook shot

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TEACHER TIP

Photocopy as required

Rebounding Skills

- Catches with hands only the ball after it rebounds off the backboard and bounces once on the floor
- Catches with hands only the ball on the fly after it rebounds off the backboard
- Participates in team rebounding drills

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Team Play Skills

- Demonstrates knowledge of fundamentals of offensive team play
- Demonstrates knowledge of fundamentals of defensive team play

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Participation

- Practices basketball skills daily
- Demonstrates knowledge of the basic rules of basketball
- Participates in a regulation basketball game

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PHASE V

PHASE V - OVERVIEW

Phase V involves each student leading the class through the warm - up and cool down stretching and activities.

PHASE V - TARGETS

The target for Phase V is for students to demonstrate the knowledge and self-confidence to lead warm-up and cool-down activities.

PHASE V - ASSESSMENT

Assessment for Phase V should be unique to each student, meaning that the teacher will determine prior to the beginning of the phase what will warrant successful completion. Once the student has reached this target established by the teacher, he or she will advance. It is suggested that these tasks should be completed without assistance.

TEACHER TIP

The information contained in this phase is only a suggestion. Please use your creativity to make additions, deletions, and revisions in order to ensure the best experience for your students. Remember to incorporate fun activities into every session.



PREPARATION

Warm-up and Cool-down

TIME: Approximately 12 minutes.

- 1** Lift your arms up behind you until you feel a stretch in the arms, shoulders or chest. Hold an easy stretch for 15 seconds. This is good to do when you find yourself slumping forward from the shoulders. Keep your chest out and chin in. This stretch can be done any time.



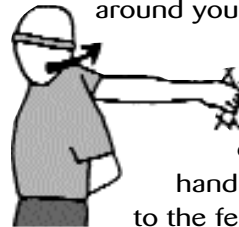
- 2** From a standing position, with your knees slightly bent (1 inch), gently pull your elbow behind your head as you bend from your hips to the side. Hold an easy stretch for 10 seconds. Do both sides. Keeping your knees slightly bent will give you better balance while you stretch.



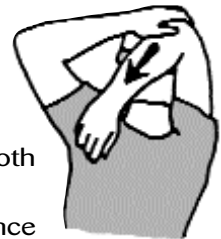
- 3** Interlace your fingers above your head. Now, with your palms facing upward, push your arms slightly back and up. Feel the stretch in arms, shoulders, and upper back. Hold stretch for 20 seconds. Do not hold your breath. This stretch is good to do anytime, anywhere. Excellent for slumping shoulders.

- 4** This stretch is for the front of the shoulders and arms. You need a chain-linked fence, doorway or wall. Face the fence and hold onto it (or press against it) with your right hand at

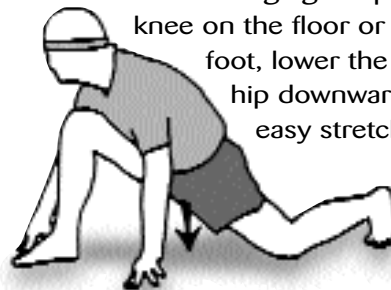
shoulder level. Next bring your other arm around your back and grab the fence (or whatever you are using). Now, look over your left shoulder in the direction of your right hand. Keep your shoulder close to the fence as you slowly turn your head. Trying to look at your right hand behind you gives you a stretch in the front of the shoulders. Do for 15 seconds each arm.



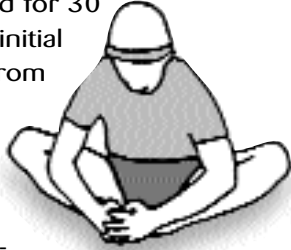
- 5** From a standing position, with knees slightly bent (1 inch), gently pull elbow behind head as you bend from hips to the side. Hold an easy stretch for 10 seconds. Do both sides. Keeping knees slightly bent will give you better balance while you stretch.



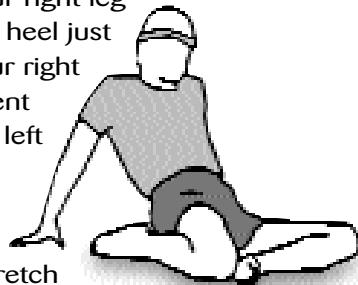
- 6** To stretch the muscles in the front of the hip, move one leg forward until the knee of the forward leg is directly over the ankle. Your other knee should be resting on the floor. Now, without changing the position of the knee on the floor or the forward foot, lower the front of your hip downward to create an easy stretch. Hold for 12 seconds. You should feel this stretch in the front of the hip and possibly in the hamstrings and groin. This is excellent for lower back problems. Repeat on other leg.



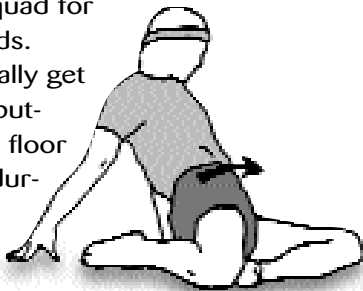
7 Put the soles of your feet together and hold onto your toes. Gently pull yourself forward, bending from the hips, until you feel a good stretch in your groin. You may also feel a stretch in the back. Hold for 30 seconds. Do not make initial movement for stretch from head and shoulders. Move from the hips. Try to get your elbows on the outside of your legs so the stretch position has stability and balance. It is easier to stretch when you are perfectly stable.



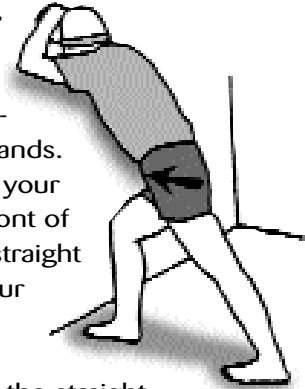
8 First sit with your right leg bent, with your right heel just to the outside of your right hip. The left leg is bent and the sole of your left foot is next to the inside of your upper right leg. (You could also do this stretch with your left leg straight out in front of you.) Hold for 25 seconds.



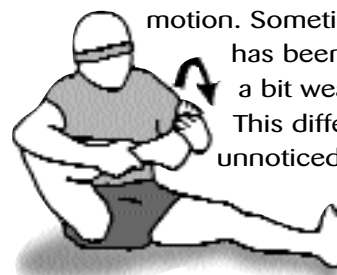
9 After stretching your quads, practice tightening the buttocks on the side of the bent leg as you turn the hip over. This will help stretch the front of your hip and give a better overall stretch to upper thigh area. After contracting the buttocks muscles for 5 seconds, let the buttocks relax. Drop you hip down and continue to stretch the quad for another 15 seconds. Practice to eventually get both sides of the buttocks to touch the floor at the same time during the quad stretch. Now do the other side.



10 To stretch your calf, stand a little ways from a solid support and lean on it with your forearms, head resting on hands. Bend one leg and place your foot on the ground in front of you, with the other leg straight behind. Slowly move your hips forward, keeping your lower back flat. Be sure to keep the heel of the straight leg on the ground, with toes pointed straight ahead or slightly turned in as you hold the stretch. Hold an easy stretch for 30 seconds. Do not bounce. Stretch other leg.

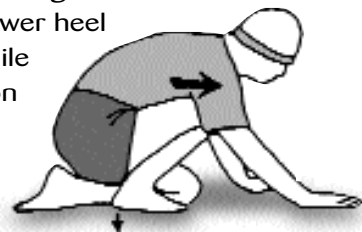


11 Rotate your ankle clockwise and counter-clockwise through a complete range of motion, with slight resistance provided by the hand. Rotary motion of the ankle helps to gently stretch out tight ligaments. Repeat 20 times in each direction. Do this to both ankles and feel if there is any difference between ankles in terms of tightness and range of motion.



Sometimes an ankle that has been sprained will feel a bit weaker and tighter. This difference may go unnoticed until you work each ankle separately and compare.

12 Bring the toes of one foot almost parallel to the knee of the other leg. Let the heel of the bent leg come off the ground one-half inch or so. Lower heel toward ground while pushing forward on your thigh (just above the knee) with your chest and shoulder. The idea is not to get the heel flat but to use



the forward pressure from your shoulder on your thigh to give an easy stretch to the Achilles tendon. All that is needed to adequately stretch the Achilles tendon is a very slight stretch. Hold for 15 seconds. Repeat on other leg.

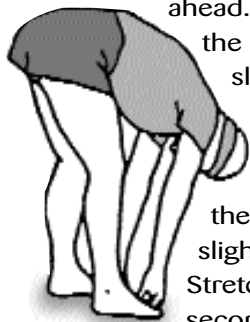


13 To stretch the quad and knee, hold the top of right foot with left hand and gently pull heel toward buttocks. The knee bends at a natural angle when you hold foot with the opposite hand. This is good to use in knee rehabilitation and with problem knees. Hold for 30 seconds, each leg.

14 Hamstring/calves stretch. Assume a sitting position on the ground with legs extended together and toes pointed up. Bend forward at the waist. Keeping knees on the ground, extend arms forward and try to touch the toes. Flex ankles towards the hands to tighten calf muscles. When calves tighten, hold the stretch position for 10 seconds. Return to relaxed sitting position. Repeat 5 times, gradually extending the arms reach each time.



15 Start in a standing position with feet about shoulder-width apart and pointed straight ahead. Slowly bend forward from the hips. Always keep knees slightly bent during the stretch (1 inch) so lower back is not stressed. Let neck and arms relax. Go to the point where you feel a slight stretch in the back of legs. Stretch in this easy phase for 30 seconds, until you are relaxed. Let yourself physically relax by mentally con-



centrating on the area being stretched. Do not stretch with knees locked or bounce when you stretch. Simply hold an easy stretch. Stretch by how you feel and not by how far you can go.

Wheelchair Stretches

1 **Trunk stretching:** from sitting position, have student reach around chair with one arm and tuck elbow around back hand-holds of chair. Have him/her then turn his/her head to look behind and reach across his/her body with other arm. Encourage him/her to stretch as far as possible and hold stretched position for 10 seconds. Slowly bring arm and body back to starting position, then repeat to other side.

2 **Upper body stretching:** From sitting position, have student clasp hands together and then slowly reach up over his/her head as far as possible. Encourage student to straighten out arms as much as possible, and then hold stretched position for 10 seconds. Slowly bring arms back to starting position, then repeat a second time.

3 **Back and arm stretching:** From sitting position, have student clasp hands behind back. Then have him/her lean forward slightly as far as possible while lifting hands up as far as possible. Hold stretched position for 10 seconds, then slowly bring body back to starting position.

4 **Shoulder and arm stretching:** From sitting position, have student bring one arm back behind head and back. Encourage him/her to use other hand to grasp elbow and gently pull arm back as far as possible. Hold stretched position for 10 seconds and slowly return to starting position. Repeat with other arm.

PHASE VI

PHASE VI - OVERVIEW

Phase VI involves each student gaining an understanding of the rules of a given sport, as well as, gaining competitive experience via in class scrimmages, intramurals, extramurals, etc.

PHASE VI - TARGETS

Students demonstrate an understanding of the competition rules through practical competition experience.

PHASE VI - ASSESSMENT

Assessment for Phase VI should be unique to each student, meaning that the teacher will determine prior to the beginning of the phase what will warrant successful completion. Once the student has reached this target established by the teacher, he or she will advance. It is suggested that these tasks should be completed without assistance (or minimal assistance).

TEACHER TIP

The information contained in this phase is only a suggestion. Please use your creativity to make additions, deletions, and revisions in order to ensure the best experience for your students. Remember to incorporate fun activities into every session.



PHASE VII

PHASE VII - OVERVIEW

Special Olympics Ontario hosts an Annual Online School Provincial Championship Series ('Virtual Provincials'). School programs register results online or by telephone with SOO. All results are posted on the website. Our website will be an exciting place to track the championships, as well as, learn more about Special Olympics Ontario. Our website address can be found in your School Link newsletter.

PHASE VII - TARGETS

Students register a time or score, which is then submitted to SOO and included on our website. (See Competition chapter for more details).

PHASE VII - ASSESSMENT

Students that participate in the 'Virtual Provincials' should be awarded this phase.

TEACHER TIP

The information contained in this phase is only a suggestion. Please use your creativity to make additions, deletions, and revisions in order to ensure the best experience for your students. Remember to incorporate fun activities into every session.



PHASE VIII

OVERVIEW

The Special Olympics Oath is, “Let me win, but if I cannot win, let me be brave in the attempt”

PHASE VIII - TARGETS

Students work towards memorizing this oath and reciting it in the class. In addition, other events can be tied into this phase such as poster drawing that demonstrates the oath, having the class recite the oath together to a school assembly, etc.

PHASE VIII - ASSESSMENT

If the student has demonstrated the oath by their actions and effort throughout the school year, they should be awarded this phase.

TEACHER TIP

The information contained in this phase is only a suggestion. Please use your creativity to make additions, deletions, and revisions in order to ensure the best experience for your students. Remember to incorporate fun activities into every session.



ADDITIONAL RESOURCES

Most of the skill assessment information has been based on information found in Special Olympics International (SOI) Sport Skills Program Resource Books. These are excellent resources and are great complimentary tools to use with your program. These SOI resources go into specific Task Analysis in more detail than is found in the Integreat Program. In addition they provide eight week training programs that would assist in lesson planning. On the following pages you will find samples of what you will see in the Resource Books.

SOI Sport Skills Program Resource Books are available for a minimal charge through Special Olympics Ontario by calling
1-888-333-5515 or (416) 447-TEAM.

Special Olympics Ontario thanks
Special Olympics International for
developing these resources as they play an
important part in the Integreat Program.



integreat
program

TRACK SKILLS

(Sample of Task Analysis in SOI Skill Book available from SOO)

B. SPRINTING

1. Assume a stand-up set position.

TASK ANALYSIS

- a. Stand behind the start line, with the power foot in front of the other, in the 'On Your Mark' position.
- b. Set the toe of the back foot 6"-12" behind the heel of the front foot.
- c. Flex the front knee to 120°, and place the weight on the ball of the front foot.
- d. Hold the arm that is opposite the front leg flexed out in front of the lowered body; hold the other arm back (for example, left leg and right arm forward).
- e. Look up slightly, focusing 2 meters ahead.

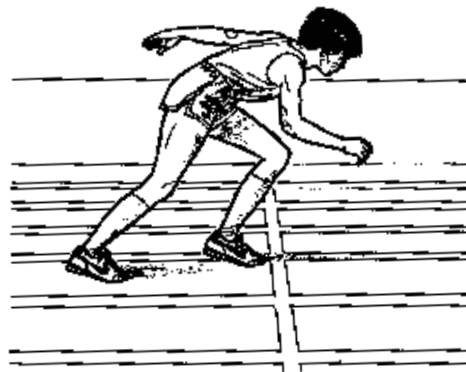
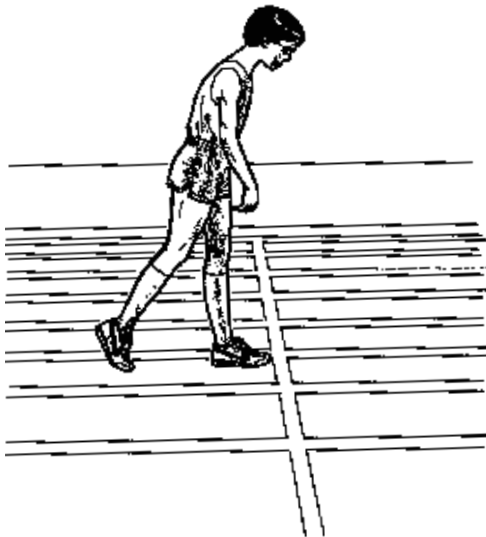
Demonstrate the stand-up set position.

Manipulate the athlete's feet and arms to get them into proper form

- Place colored tape two meters in front of start line on which the athlete must focus while in set position

TEACHING SUGGESTIONS

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SOCCER SKILLS

(Sample of Task Analysis in SOI Skill Book available from SOO)

KICKING - LEVEL I

1. Demonstrate ready position to kick a stationary soccer ball

TASK ANALYSIS

- Step forward positioning non-kicking foot, usually about 20 centimeters from the ball.
- Shift body weight to non-kicking foot.
- Swing foot back keeping knee over the ball.
- Keep eyes on ball.

2. Propel ball in forward motion with an instep kick.

TASK ANALYSIS

- Contact ball at midpoint with instep of kicking foot.
- Swing leg through after contact.
- Keep eyes on ball while in the act of kicking.

3. Kick a ball rolling to him/her two out of three times.

TASK ANALYSIS

- Focus eyes on ball.
- Judge speed of ball.
- Kick.

TEACHING SUGGESTIONS

- Point out parts of foot used for kicking. Use colored tape on inside, outside, and the instep of both left and right feet. Practice making ball contact on tape.
- Place ball against the wall, practice making contact kicking the ball.

TEACHING SUGGESTIONS

- Emphasize that the toe is NOT to make contact with the ball. Place an old sock with toe cut away over player's soccer shoe. (Put chalk or paint on shoe area.) Now, ball must touch sock to score point in kicking relay.
- If possible have players play barefooted.
- Place ball against wall; execute proper contact with ball.

DRILLS

Accuracy Kicking - Practice with reasonable targets to insure success. Progress from wide and close targets to more difficult. Spray painted plastic milk cartons hung from goal crossbar make good targets for goal shooting practice.

Soccer-Golf - Play soccer golf. Set up holes (sticks, buckets, etc.) and kick from a certain point (tee).



BOWLING SKILLS

(Sample of Task Analysis in SOI Skill Book available from SOO)

ARM SWING

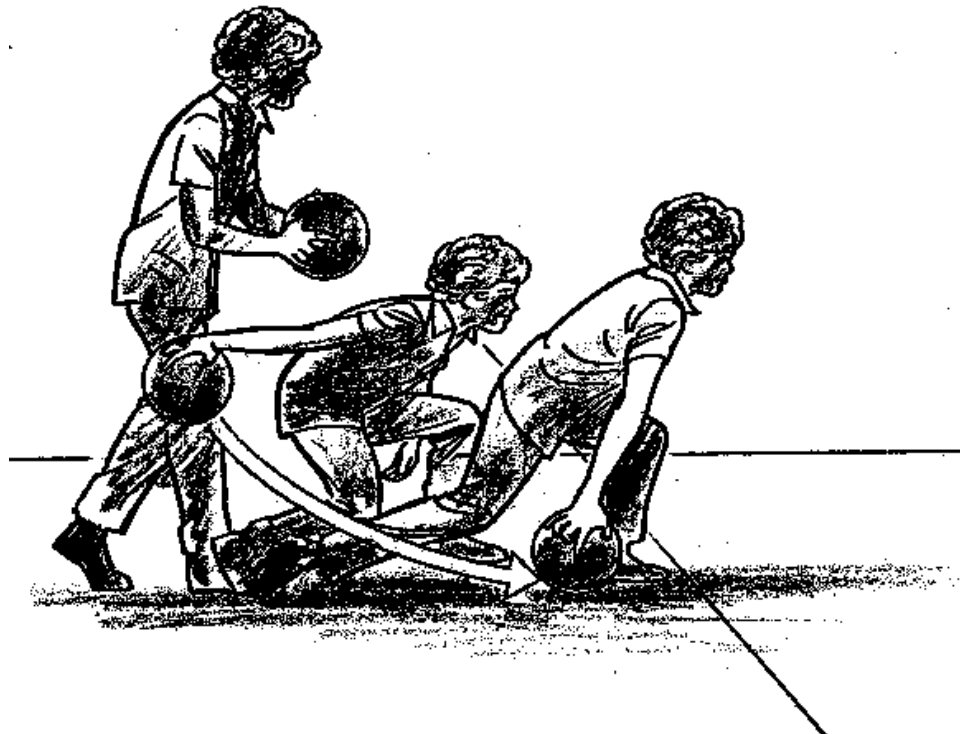
1. Demonstrate the proper grip and push-away.

TASK ANALYSIS

- a. Assume proper stance.
- b. Grip ball.
- c. Push ball forward and downward extending arm position.
- d. Keep elbow straight.

TEACHING SUGGESTIONS

- Stand in front of the athlete. Physically guide athlete through push-away emphasizing straightening of the elbow.



SWIMMING SKILLS

(Sample of Task Analysis in SOI Skill Book available from SOO)

FREESTYLE - Armstroke

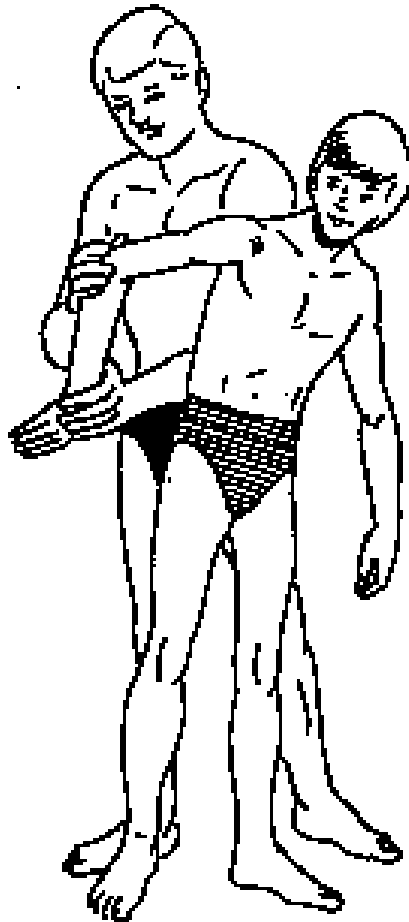
1. Perform the freestyle stroke on land with 100% accuracy.

TASK ANALYSIS

- a. Stand on pool deck
- b. Bend over at waist, keeping back straight.
- c. Extend both arms fully in front of head.
- d. Move one hand under the body with elbow at a 45 degree angle at mid-stroke.
- e. Push hand past hips toward feet, finishing at thigh.
- f. Pull arm back, relax forearm below elbow on recovery.
- g. Recover hand to starting position.
- h. Repeat with other hand.

TEACHING SUGGESTIONS

- Stand behind the swimmer and hold his arms. Move one arm up and forward, through motion. Alternate arms.
- Provide assistance with hand moving through the water under the body.
- Elbow should be bent approximately 45 degrees when hand is under the body.
- Help the swimmer master a smooth, rhythmic stroke.



BASKETBALL SKILLS

(Sample of Task Analysis in SOI Skill Book available from SOO)

Basic Skill 5 - SHOOTING

Assessing the athlete's readiness:

- ___ Athlete can pick up a basketball.
- ___ Athlete can hold a basketball.
- ___ Athlete can pass and catch a basketball.

Teaching the skill of shooting a basketball with a one-handed set shot:

- Hold the ball in good dribbling position.
 - Bring the ball up to the shooting position (the shooting hand is behind and slightly under the ball; the non-shooting hand is to the side of the ball; thumbs are up and apart from one another).
 - Face the basket and look over the ball focus ing on the target.
 - Keep the shooting-side leg slightly forward.
 - Bend knees; lift elbow and extend shooting arm toward basket.
 - Release the ball by snapping the shooting hand down -- rolling the ball off the fingertips to impart lift and backspring to the ball.
- During this FOLLOW THROUGH, the hand and arm form a GOOSENECK.

SUGGESTIONS FOR THE TEACHER/COACH

It is important that the athlete feels power for the shot coming from the legs. The movement sequence begins with the knees and is fol- lowed by the elbow, wrist, and fingers. Physical prompting may be needed to assist the athlete in preparing for the shot as well as shooting it. Proper hand placement on the ball is critical.

Again, younger athletes can practice by shooting to a partner, at a target on the wall, or at a lower basket. Demonstrate putting an arc on the shot by lifting the shooting hand's elbow so the ball has a better chance of going into the basket. Explain that it is best to use the backboard. The backboard softens the shot and allows a greater margin for error.



KEY WORDS

- "BALL UP"
- "SEE THE BASKET OVER THE BALL"
- "FOLLOW THROUGH (GOOSENECK)"

EIGHT-WEEK TRAINING PLAN

(Sample of 8-Week Training Plans in SOI Skill Book available from SOO)

SWIMMING

WEEK 6 - Day 2

Warm-up (land)

- 10 minutes
- Try for 25 sit ups max.
- Encourage athletes to be practicing on offdays.

Warm-up (water)

- 250 freestyle
- 150 breaststroke
- 2 x 50 backstroke
- 2 x 25 butterfly

Technique

- 4 x 100 50 freestyle/50 backstroke
- 50 freestyle/50 breaststroke
- 100 freestyle
- Think about turns
- Concentrate on breathing correctly
- No speed involved, do it correctly
- 50 easy swim

Fun & Games

- 4 x 100 medley relays
- Make the teams co-ed
- Encourage athletes to swim their weakest stroke
- HAVE FUN!! BE SAFE!!

WEEK 6 - Day 3

Warm-up (land)

- 10 minutes

Warm-up (water)

- 2 x 200 freestyle
- 4 x 50 choice
- 1 x 100 medley

Technique

- Practice turns switching from one stroke to

another in individual medley order (fly-back-breast-free)

- Swim to the side of the pool one stroke and out to the middle of the next
- 1 x 100 Individual medley (IM)

WEEK 7 - Day 1

Warm-up (land)

- Light calisthenics 10 minutes

Warm-up (water)

- 6 x 50 freestyle (building slow to fast)
- 1 x 200 choice easy
- 4 x 50 (1 each stroke)

Technique

- 2 x 50 freestyle 30 second rest
- 1 x 75 fly/back/breast 1 min. rest
- 2 x 50 freestyle 30 second rest
- 1 x 75 back/breast/free 1 min. rest
- 2 x 50 freestyle 30 second rest
- 1 x 75 fly/back/breast 1 min. rest
- 50 easy choice
- 1 x 300 freestyle
- Correct breathing/flip turns

WEEK 7 - Day 2

Warm-up (land)

- 10 minutes
- Try for personal best for sit ups/push ups

Warm-up (water)

- 15 minute swim choice
- No changing of strokes in the middle of the pool
- Breathe correctly
- Practice turns

Technique

- Practice racing starts

**SAMPLE
ONLY**

- Be aware of prohibition on diving for certain athletes
- Practice with and without goggles
- 1 x 200 continual swim

Fun & Games

- 25 sprints racing each other
- Swimmer's choice of strokes on each race
- Winner of each race chooses next stroke
- Remember to try to group by ability

WEEK 7 - Day 3

Warm-up (land)

- 10 minutes

Warm-up (water)

- 1 x 100 freestyle
- 1 x 100 backstroke
- 1 x 100 freestyle
- 1 x 100 breaststroke
- 1 x 100 freestyle
- 2 x 50 butterfly (or 4 x 25).
- 59 easy

Technique

- 1 x 125 freestyle with flip turns
- 1 x 75 backstroke (head back/don't turn over)
- 1 x 125 freestyle with flip turns
- 1 x 75 breaststroke (lon pull/long glide)
- 1 x 125 freestyle with flip turns
- 1 x 100 individual medley

Fun & Games

- Allow swimmers to pick what they want to swim

WEEK 8 - Day 1

Last week before State Games

Warm-up (land)

- 10 minutes
- Stretching gently (no ballistic moves)
- Toe touches
- Sit ups/push ups

Warm-up (water)

- 1 x 300 Meters freestyle

- 4 x 25 kicking (one of each stroke)
- 1 x 200 choice stroke (all the same stroke)
- 4 x 25 kicking one of each stroke
- 1 x 100 individual medley
- 50 easy swim

Technique

- Practice IM turns
- Practice starts
- 1 x 100 building swim
- 6 x 25 sprints
- One choice/one freestyle

Fun & Games

- Marco-Pole (see games section)

WEEK 8 - Day 2

Warm-up (land)

- 10 minutes

Warm-up (water)

- 6 x 50 15 second rest (building slow to fast)
- 1 x 200 easy effort
- 6 x 50 15 second rest (building slow to fast)

Techniques

- Practice individual medley turns
- Practice flip turns
- 1 x 200 (2 x 100 IM nonstop)
- 1 x 200 freestyle - head down, breathe to side
- 10 minute swim nonstop

Fun & Games

- Practice racing starts, judging distance off the start, with prize for improvement.

**SAMPLE
ONLY**

Competition

8

ENTERING THE WORLD
OF COMPETITION

INDIVIDUAL SKILLS COMPETITION
GUIDELINES

COMPETITION RULES



Special Olympics
Ontario

School Tool Kit



ENTERING THE WORLD OF COMPETITION

WHY BOTHER?

Competition:

- ◆ Offers students the opportunity to test out their new sports skills
- ◆ Allows students to feel a sense of accomplishment
- ◆ Teaches students how to deal with winning and losing
- ◆ Can be a measuring stick for your program
- ◆ Is a venue where students can meet new peers
- ◆ Teaches students about sportsmanship
- ◆ Teaches teamwork
- ◆ Is fun

Please discuss your competition options with your local SOO Staff Person.

INVOLVE OTHER STUDENTS

Best of all, competitions are a great way to involve other students in your school or neighboring schools to cheer on, help to organize, and otherwise raise the awareness of Special Olympics in your school.

BRAG! BOAST! SHOW OFF!

You can broadcast your class results in your school newsletter, or across the P.A. system during announcements.



GETTING STARTED

Competition within Special Olympics Ontario can be as simple as a scrimmage

during practice or as complex as our multi-sport provincial Championships. It is up to you to decide what will best meet the needs of your students. The following are suggestions on how you can incorporate competition into your program:

- ◆ Take part in the Special Olympics Ontario virtual competition via our web site
- ◆ Have a mini-competition between your students during a regularly scheduled practice.
- ◆ Encourage personal bests. Keep a chart in the classroom to track each student's progress.
- ◆ Invite another school to a practice and have a mini-competition. Your local SOO Staff Person will be able to tell you of other near by schools that are running Special Olympics programs.
- ◆ Host an Inter School Competition with the help of senior students within your school or from a near by high school. A Competition Host Resource Package is available from the Competition Development Co-ordinator at the provincial office.
- ◆ Approach your school to include a Special Olympics Division within existing competitions
- ◆ Take part in the Special Olympics Ontario Regional Competition for your area. Your local SOO Staff Person can give you information on these competitions and the name of a contact person.
- ◆ Don't forget!! Refer to the Purchase Order Form for details on ordering free placement and participation ribbons.

- ☛ Remember: an ADAPT component can be included in any of the competitions, which means Competition For All!!

WHAT MAKES SPECIAL OLYMPICS ONTARIO COMPETITION UNIQUE?

At a Special Olympics competition a process called divisioning takes place. The principle behind divisioning is to level the playing field for all Special Olympians regardless of their ability. Although athletes are divided into groups according to their gender and age, the overriding factor is ability. Before a competition a teacher would submit times/distances/scores for their students to the organizing committee (made up of fellow teachers, parents, etc.). The committee would then place the students into competition groups according to their ability. For example, if a student runs the 100 meter dash in 25 seconds he/she will be placed in a race with other students who have similar times. Following this process gives everyone the chance to win, not just the elite athlete. Divisioning will be done in all Virtual Competitions.



VIRTUAL COMPETITION

It's Fun, It's Easy, It's Free!

Do you want to see how your students measure up against schools across Ontario? Well, here's your chance! Go to our web site and you can become a part of Special Olympics Ontario' Virtual Competition.

www.sooinc.com

Who Can Participate?

Virtual Competition is for everybody, but it's ideally suited for schools in remote areas of the province, or schools with limited access to transportation.

What If We Don't Have Access To The Internet?

If you don't have access to the internet, don't worry, you can phone in your results.

How Does It Work?

Read below for some sample events your class can participate in. We will determine the competition time frame at a later date, so record your results over a period of time.

Stay tuned for our website address and all the necessary information on Virtual Competition in your School Link Newsletter.

VIRTUAL COMPETITION EVENTS

TRACK & FIELD

During a track & field practice, time your students in a race or measure the distances they jump or throw. Record their scores on the web site. At the end of the competition time frame (to be announced) the results from across the province will be tabulated and awards will be sent out to your school.

SOCCER

During a soccer practice, take your students through the individual skills competition and tabulate their scores. Record their score on the web site. At the end of the competition time frame the results from across the province will be tabulated and awards will be sent out to your school.

5 PIN BOWLING

After your students have bowled twelve games, calculate their average and record their scores on the web site. At the end of the competition time frame the results from across the Province will be tabulated and awards will be sent out to your school.

SWIMMING

During a swimming practice time your students in one of the eligible events and record their scores on the web site. At the end of the competition time frame the results from across the Province will be tabulated and awards will be sent out to your school.

BASKETBALL

During a basketball practice take your students through the individual skills competition and tabulate their score. Record their scores on the web site. At the end of the competition time frame the results from across the Province will be tabulated and awards will be sent out to your school.

Get Students to Help You Out!

Have a student-volunteer record the results for you.

SPECIAL OLYMPICS REGIONAL, PROVINCIAL AND NATIONAL GAMES

What if Your Students Want to Advance to Higher Levels of Competition?

Special Olympics offers competition at the community, regional, provincial, national and world level. If a student wishes to try to qualify for advanced levels of competition, there are certain requirements that must be met. For one, the student must be training on a consistent basis. Training with a generic school team or a community program are some examples. Also, Bowling requires that a minimum number of games be bowled during a season.

PROVINCIAL GAMES ADVANCEMENT

In order for a student to advance to Provincial Competition they must be registered with Special Olympics Ontario, be training a minimum of 3 months in their sport, attend the Regional

Competition, and based on their performance earn a spot on the Regional Team. (Athletes must be a minimum of 11 years old to participate).

NATIONAL GAMES ADVANCEMENT

Participants will be selected from the provincial competition to attend National Games based on their performance. Once selected to the Provincial Team the student must commit to continue his/her training up until the National Games. (Athletes must be a minimum of 13 years old to participate).

WORLD GAMES ADVANCEMENT

Canadian Special Olympics is responsible for Team Canada at the World Games. Participants are selected from the Nationals based on performance to advance to Worlds.

AT REGIONAL COMPETITIONS THERE WILL BE:

- ◆ An adherence to the official Ontario Special Olympics rules.
- ◆ Use of qualified officials whenever possible
- ◆ Use of the divisioning process
- ◆ Reciting of the Special Olympics oath
- ◆ Awards presentation
- ◆ Emergency action plan in place
- ◆ Evaluation of the competition

All SOO student athletes are registered and eligible to attend Regional Competition (in addition to your school competition). Talk to your local SOO Staff Person for more information. If you are interested in a detailed description on the selection process please contact the Provincial Office for a copy of the Athlete Selection Policy.

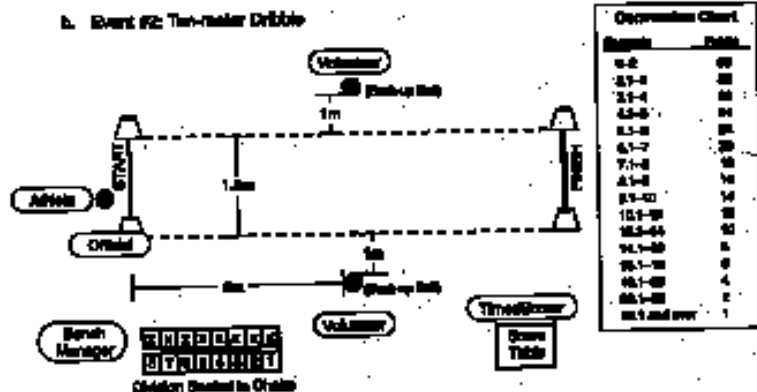


REMINDER

The Divisioning process ensures athletes of all ability levels with the same chances of advancing to higher levels of competition.

(To be used as training tools and for Virtual Competition)

.....96.....



- ◆ The athlete's score for the event is his/her best of the two trials converted into points. (In case of a tie, the actual time will be used to differentiate place.)

Event #3: SPOT SHOT

Purpose

To measure an athlete's skill in shooting a basketball.

Description

- ◆ The athlete starts dribbling and moving when the Official signals.
- ◆ The athlete dribbles the ball with one for the entire 10m (32' 9").
- ◆ The athlete dribbles the ball with one hand for the entire 10m (32' 9").
- ◆ A wheelchair athlete must alternate taking 2 pushes followed by two dribbles for legal dribbling.
- ◆ The athlete must cross the finish line between the cones and must pick up the basketball to stop the dribble.
- ◆ If an athlete loses control of the ball, the clock continues to run. The athlete can recover the ball. However, if the ball goes outside the 1.5m lane, the athlete can either pick up the nearest back-up basketball or recover the errant ball to continue the event.

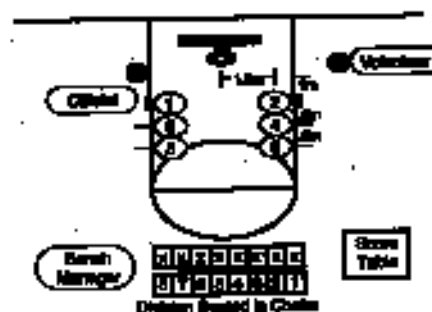
Scoring

- ◆ The athlete will be times from the signal "Go" to when he/she crosses the finish line between the cones and picks up the basketball to stop the dribble.
- ◆ A one-second penalty will be added every time the athlete illegally dribbles (i.e. two-hand dribbles, carries the ball, etc.).
- ◆ The athlete will receive two trials.
- ◆ Each trial is scored by adding penalty points to the time elapsed and converting the total to points based on the Conversion Chart.

Equipment

Two basketballs (for women's and junior division competitions, a smaller basketball of 72.4 centimeters (28 inches) in circumference and between 510-567 grams (18-20 ounces) in weight) may be used as an alternative, floor tape or chalk, measuring tape, and 3.05m (10 feet) regulation goal with backboard (for junior division competitions, a 2.44m (8 feet) goal may be used as an alternative.).

Event #3: Spot Shot



Description

- ◆ Six spots are marked on the floor. Start each measurement from a spot of the floor in front of the rim. The spots are marked as follows:

SPOTS 1 & 2

1.5m (4'11") to the left and right plus 1 m (3'3") out.

SPOTS 3 & 4

1.5m (4'11") to the left and right plus 1.5 m (4'11") out.

SPOTS 5 & 6

1.5m (4'11") to the left and right plus 2 m (6'6") out.

The athlete attempts two baskets from each of six spots. The attempts are taken at spots 2, 4, and 6 and then at spots 1, 3, and 5.

Scoring

- ◆ For every basket made at spots 1 and 2, two points are awarded.
- ◆ For every basket made at spots 3 and 4, three points are awarded.
- ◆ For every basket made at spots 5 and 6, four points are awarded.
- ◆ The athlete's score will be the sum of the points from all 12 shots.

The athlete's final score for the Individual Skills Contest is determined by adding together the scores achieved in each of the three events.



SOCCER

INDIVIDUAL SKILLS COMPETITION

The Individual Skills Competition (ISC) consists of three events: dribbling; shooting; and run & kick. Competitors should first go through a divisioning round where each athlete performs each event once. The total score from the three events is then used to place players in divisions with others of similar abilities for the competition (medal) round.

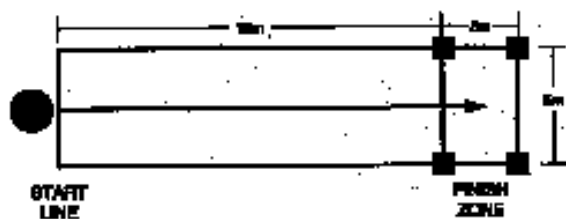
In the medal round, each player should perform each event twice. The total score from the two rounds is added together to give the final score.

Individual Skills Contest

Event #1: Dribbling

Equipment

#5/#4 ball, tape or chalk four large cones to



mark the finish zone.

Description

The player dribbles from the starting line to the finish zone, staying inside the marked lane. The finish zone should be marked off with cones as well as chalk. The clock is stopped when both the player and the ball are stopped inside the finish zone. If the player overshoots the finish zone, he/she must dribble it back in to finish.

Scoring

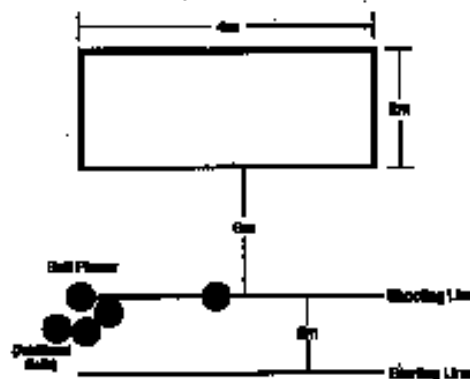
The time (in seconds) elapsed while the player is dribbling is converted into points using the

scale below. A deduction of five points is made for each time the ball runs over the side-lines of the lane or if a player touches the ball with his/her hands. (Note: If the ball runs over the side-line, the referee will immediately place another ball in the center of the lane opposite the point at which the ball went out.)

Individual Skills Contest

Event #2: Shooting

5. Individual Skills Contest- Event #2: Shooting



Equipment

Five #5 or #4 balls, tape or chalk, 4m x 2m five-a-side goal with net.

Description

Player begins at the starting marker. Athlete runs to any ball and kicks it through a target gate. Athlete is only allowed to kick the ball once. The player then runs and kicks the ball through a target gate. When the player kicks the last ball, the clock is stopped.

Scoring

Each successful goal scores 10 points.

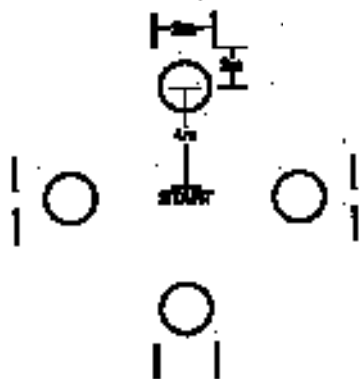
INDIVIDUAL SKILLS CONTEST

Event #3: Run & Kick

Equipment

Four #4 or #5 balls. A central starting point should be marked. A 2m wide target gate (cones or flags) set up 2m ahead of each ball.

CL Individual Skills Contest- Event #5: Run and Kick



INTRODUCTION TO COMPETITION RULES

Official SOO Rules for the five sports (Bowling, Track & Field, Soccer, Swimming and Basketball) mentioned throughout this document are available from the Competition Development Co-ordinator at the Provincial Office (416-447-8326 or 1-888-333-5515 ext. 235)

Description

Player begins at the starting marker. Athlete runs to any ball and kicks it through a target gate. Athlete is only allowed to kick the ball once. The player then runs and kicks another ball through a target gate. When the player kicks the last ball, the clock is stopped.

Scoring

The total time (in seconds) elapsed from when the player starts to when he/she kicks the ball is recorded and converted into points using the conversion chart below. A bonus of five points is added for each ball kicked successfully through a target gate.



Wrap-up & Evaluation

9

QUESTIONS?



QUESTIONS?

Wrap-up and Evaluation

Congratulations! If you've made it this far in the manual, then you've covered everything we've laid out for you.

The only thing left is the wrap-up and evaluation.

Wrap-up

This involves a final mailout of the flyers to parents promoting our summer programs at the end of the school year. Simultaneously, we will be sending to you any final announcements we have to make.

Evaluation

Coming soon, your local SOO staff person will be calling you to get some feedback on how you, your colleagues and your principal felt about the program.

We will also get some thoughts from your students. And we will be calling a random sample of the parents to get their feedback as well.

We'd like to take this opportunity in advance to thank you for your efforts and enthusiasm this year.

If you have any questions, please call any of the phone numbers listed on the back cover of this kit.

See you next year!





To provide sport training and competition to people with an intellectual disability.

NOTE: This is a School Board authorized Student-Athlete Registration Form distributed by Ontario Special Olympics (OSO), a non-profit charitable organization. This form must be completed and signed by a parent/caregiver and returned to your child's teacher. The information collected will only be used by OSO for OSO related activities, such as the distribution of newsletters, flyers and an information handbook.

FIRST NAME: _____

□ □ □ □ □ □ □ □ □ □ □ □

LAST NAME:

□ □ □ □ □ □ □ □ □ □ □

HOME ADDRESS:

[illegible]

SEX:

M E

CITY AND POSTAL CODE:

[illegible]**HOME PHONE:**

□ □ □ - □ □ □ - □ □ □ □

BIRTHDATE: MM/DD/YR

□ □ / □ □ / □ □ □

SCHOOL NAME:[illegible]

PARENT/CAREGIVER FIRST NAME:

□ □ □ □ □ □ □ □ □ □

LAST NAME:

□ □ □ □ □ □ □ □ □ □ □ □

RELATIONSHIP TO STUDENT:

1

MOTHER

7

FATHER

7

CAREGIVER

ADDRESS (IF DIFFERENT FROM ABOVE):

□ □

HOME PHONE:

□ □ □ - □ □ □ - □ □ □ □

WORK PHONE:

- -

If your child has Down Syndrome and has tested positive for Atlanto-Axial Instability, your child CANNOT participate in soccer, high jump, pentathlon, swimming (note: only butterfly stroke and/or diving starts are prohibited). Artistic gymnastics, or equestrian without a copy of the x-ray results accompanied by two letters from doctors stating that the associated risks have been explained, as well as a letter from the athlete's parents or caregivers that acknowledge and accept the associated risks.

Does your child have Down Syndrome? ☐ Yes ☐ No **Date of last X-ray:**

Result \square Positive

☐ **Negative**

Does your child have intellectual disability? ☐ Yes ☐ No

Does your child have an intellectual disability and a physical disability? ☐ Yes ☐ No

ATHLETE, CAREGIVER, GUARDIAN OR PARENT RELEASE

Athletes under the age of 18 must have a caregiver/legal guardian sign this release on their behalf. I, the undersigned athlete (caregiver and/or legal guardian), hereby request permission to participate in the Special Olympics Canada Inc. program. I represent and warrant you that I am physically able to participate in Special Olympics Canada, Inc. I acknowledge that I will be using facilities at my own risk, and I hereby release, discharge and indemnify Special Olympics Canada Inc. from all liability for injury to person or damage to property of myself. As a participating athlete, I am specifically granting permission to Special Olympics Canada Inc. to use my likeness, voice and words in television, radio, film, newspaper, magazines and other media, and in any form not heretofore described for the purpose of advertising or communicating the purposes and activities of Special Olympics Canada and in appealing for funds to support such activities. I agree to abide by the Special Olympics Canada Inc. rules, policies, procedure and Code of Behaviour. If I am unable to be consulted in case of necessity, Special Olympics Canada Inc. is authorized at my account to take such measures and arrange for such medical and hospital treatment as is deemed advisable for my health and well-being. Any and all references to Special Olympics Canada Inc. include and apply equally to Ontario Special Olympics Inc.

DATE:

PARENT/CAREGIVER SIGNATURE:

WHEN YOU HAVE COMPLETED THE FORM, PLEASE RETURN IT TO YOUR CHILD'S TEACHER.

Would you like to be contacted about OSO community programs? ☐ Yes ☐ No



To provide sport training and competition to people with an intellectual disability.

PLEASE PRINT IN CAPITAL LETTERS:

LAST NAME:

[illegible]

SEX:

□ □

WORK PHONE:

□□□-□□□-□□□□ □□□-□□□-□□□□

BIRTHDATE: MM/DD/YR[illegible][illegible][illegible]

☐ **SWIMMING** ☐ **TRACK AND FIELD** ☐ **BASKETBALL** ☐ **5-PIN BOWLING**

☐ 10-PIN BOWLING ☐ SOCCER

As a registered teacher with Special Olympics Canada (and therefore with Ontario Special Olympics), you are associated with a highly credible, world-wide, community-based non-profit charitable organization. You also have the opportunity to highlight the accomplishments of your special needs class to all students and staff at your school, as well as having access to competition opportunities for student-athletes, free materials and resources required to run a high-quality training program, volunteer opportunities for senior students, and insurance for all programs, volunteers and athletes. All teachers and senior students assisting with the sport have access to free (and subsidized) coach education, membership in a network of 5,000 volunteers and teachers, as well as a free subscription to the community coaching newsletter.

I, the undersigned teacher, educational assistant, or administrator hereby release, discharge and indemnify Special Olympics Canada Inc. from all liability for injury to person or damage to property of myself. As a participating volunteer, I am specifically granting permission to Special Olympics Canada to use my likeness, voice, and words in television, film, radio, newspaper, magazines and other media and in any form not heretofore described for the purpose of advertising, communicating and in appealing for funds to support such activities of Special Olympics Canada Inc. I agree to abide by the Special Olympics Canada Inc., rules, policies, and procedures and Code of Behaviour. The information I have provided maybe verified, and I give permission to Ontario Special Olympics Inc. to make inquiries of others which may include a background investigation to determine my suitability to act as an Ontario Special Olympics Inc. volunteer. As a participating volunteer, I maybe dealing with confidential information and I agree to keep such information in the strictest confidence. The relationship between Ontario Special Olympics Inc. and volunteers is an at-will arrangement and it maybe terminated at anytime without cause by either the volunteer or Ontario Special Olympics Inc. Any and all references to Special Olympics Canada Inc. include and apply equally to Ontario Special Olympics Inc.

I affirm that I have read the above and the information I have given is true and complete.

Signature: _____

Would you like to be contacted about OSO community programs? ☐ Yes ☐ No