

FITNESS THROUGH SPORT PLAYBOOK



**Special
Olympics**



TABLE OF CONTENTS



Introduction to the Playbook	3
Overview and Strategies for Coaches	4
Healthy Habit Tracker and Tips.....	7



Introduction to Healthy Habits	11
Lesson 1: Take Care of You	12
Lesson 2: Sweet Dreams	16



Physical Activity and Exercise	19
Lesson 3: Warming Up the Right Way	20
Lesson 4: What Moves You?	24
Lesson 5: Sit Less, Move More	28
Lesson 6: Four Types of Exercise.....	31



Nutrition and Hydration	35
Lesson 7: A Trip to the Market.....	36
Lesson 8: Be Sugar Smart	40
Lesson 9: Fuel for Performance.....	44



Game Day Minds.....	47
Lesson 10: Tips for Stress	48
Lesson 11: Just Breathe.....	52
Lesson 12: Strong Messages.....	56



Homeplay Activities	59
Introduction to Healthy Habits.....	A1
Physical Activity and Exercise	B1
Nutrition and Hydration.....	C1
Game Day Minds	D1



Appendix	63
Lesson Plans: Supporting Resources.....	64
Additional Coaching Resources.....	65
Helpful Forms and Charts.....	66
Lesson Plan Alternative Options.....	68



INTRODUCTION TO THE PLAYBOOK



- Overview and Strategies for Coaches
- Healthy Habit Tracker and Tips



INTRODUCTION TO THE PLAYBOOK

Overview and Strategies for Coaches

Welcome to the Fitness Through Sport Playbook!

This is a practical resource for you as a Special Olympics coach. It was created to help you encourage healthy habits in your athletes and their families. You may not consider yourself an expert in topics such as physical activity, nutrition, or self-care. However, your athletes look up to you. They see you as a mentor and role model in these areas!

Inside you will find accurate, relevant, and engaging information and activities. You can use these to help support the optimal health and performance of your athletes.

This Playbook is designed to provide you with information and ideas to teach fitness topics to your athletes. All we ask is that you are open to trying out new activities. If you are willing to laugh and learn with your athletes, the Fitness through Sport Playbook is for you! We will show you several ways you can use the Playbook to support your athletes.

The Fitness through Sport Playbook includes:

- Information to support healthy habits in your athletes.
- 12 lesson plans in four topic areas:
 - 1) Introduction to Healthy Habits
 - 2) Physical Activity and Exercise
 - 3) Nutrition and Hydration, and
 - 4) Game Day Minds
- “Homeplay” activities for athletes and their caregivers to work on at home.
- Supporting resources and training for coaches, athletes, and parents/caregivers.

About the Lesson Plans

Each Fitness through Sport Playbook lesson is 20-25 minutes in length and follows this format:

- 1) Welcome and Gather
- 2) Main Activity
- 3) Athlete Question of the Day
- 4) Closing

The lesson plans require little to no equipment and can be done almost anywhere. You can adjust the way you deliver the lessons based on your athletes, and how much time and space you have available. To support learning, we have included time in each lesson for discussion and reflection. When possible, we have incorporated existing Special Olympics resources, such as the Fit 5 Exercise Cards.

Lesson Plan Sections and Topics



Introduction to Healthy Habits

Lesson 1: Take Care of You

Lesson 2: Sweet Dreams



Physical Activity and Exercise

Lesson 3: Warming Up the Right Way

Lesson 4: What Moves You?

Lesson 5: Sit Less, Move More

Lesson 6: Four Types of Exercise



Nutrition and Hydration

Lesson 7: A Trip to the Market

Lesson 8: Be Sugar Smart

Lesson 9: Fuel for Performance



Game Day Minds

Lesson 10: Tips for Stress

Lesson 11: Just Breathe

Lesson 12: Strong Messages

Three Ways to Use the Fitness through Sport Playbook

1. Structured Fitness Programming

- Schedule additional time (20-25 minutes) to complete a Fitness through Sport Playbook lesson, or a portion of a lesson, before or after your sports practices.
- Programming that lasts 6 weeks or longer is more likely to result in changes in behavior, improved wellbeing, and enhanced sports performance due to the opportunity to form healthy habits. This can be done as one lesson per week or spreading one lesson over multiple weeks.
- Introduce the Fitness through Sport Playbook and logistics at a team meeting.
- Invite caregivers to assist and/or participate in the lessons.
- Enlist the support of Fitness Captains, if you have athlete leaders who serve in this role.
- Provide each athlete with a binder or folder for resources and Homeplay worksheets.

At the first meeting of the season, Team Blue agreed to add 30 minutes to one practice per week to complete the Fitness through Sport Playbook lessons. The athletes and caregivers committed to arriving 30 minutes early to practice for all 12 weeks. A parent offered to assist with communication and distributing the Homeplay handouts. The coach plans to review the lesson plans as part of their practice preparation for the week. The team's Fitness Captain will assist the coach with the lessons. Caregivers were invited to observe and participate in the lessons if they are interested and available.

2. Incorporate Content throughout the Season

Get to know the content and incorporate Playbook topics throughout the season:

- Include resources and links in team communications.
- Use the content to respond to specific challenges or opportunities that your athletes face. For example, if you notice a lot of sugary drinks before and after practice, share the 'Be Sugar Smart' resources and handouts.
- Model and celebrate healthy habits you observe throughout the season. Use the prompts in the lessons to guide discussions.
- Use lesson activities for teambuilding during team outings
- Support athletes in creating, tracking, and achieving fitness-related goals.

The coach reviews the Fitness through Sport Playbook to become familiar with the content and activities. During one practice per week, the coach chooses a topic from the lessons and builds it into the start of practice. Using Lesson 1: Take Care of You, the coach might ask athletes at the start of practice "did you wash your hands before eating today?" or at the end of practice might say, "don't forget to wash your workout clothes – we got quite sweaty today!"

The coach then continues this theme in their team chat by sending the link to the 'Healthy Habits Scorecard' Homeplay and inviting the athletes and caregivers to complete the activity to get ideas on how to stay healthy and fit. The coach reinforces the self-care theme while at competitions with reminders such as "let's remember to wash our hands before lunch."

3. Build into Existing Practices

Integrate the main activities from the lesson plans into practices to support the [Minimum Fit Practice Standards](#):

- Integrate a few activities or discussions into warm-ups or cool-down routines.
- Plan a few activities to use as teambuilding events at the start of the season, during road trips, or between events at competitions.
- Share resources and Homeplay activities in team communications.

The coach reviews the Fitness through Sport Playbook to become familiar with the content and activities. They plan to build in condensed versions of the activities into the first or last 10 minutes of each practice throughout the season.

Using Lesson 1: Take Care of You, the coach chooses one or two of the Healthy Habit Challenges to do with the team during cool down and stretching. "We all know that fruits and vegetables are good for us because the vitamins and minerals help us fight off colds, keep our eyes and skin healthy, and helps our heart, muscles and bones stay strong. Let's see how many different vegetables we can name while we do our quad stretches. Who would like to start?"

Using Lesson 4: What Moves You?, the coach leads the 'Would you Rather' Activity with the athletes as part of the warm up.

Final Note to Coaches

The instructions and prompts throughout this resource are meant as a guide that can be adapted to suit your coaching style and the needs of your athletes. As you become more familiar with the content you are encouraged to adapt the delivery method to enhance the experience for you and your athletes.



INTRODUCTION TO THE PLAYBOOK

Healthy Habit Tracker and Tips


Weekly Habit Tracker

As athletes complete the Fitness through Sport activities, they will be prompted to add new healthy habits to their tracker. Athletes can use the habit tracker on the next page to keep a record of their progress.

If athletes forget their habits, not to worry! Share a positive message with them ("You got a little off track but you're back on now!") and return to their habits as soon as they can. Athletes can also use the Healthy Habit Tips to help them be successful.

Habit Tracker Example:

WEEKLY HABIT TRACKER

Special Olympics 

ATHLETE NAME:
claire

WEEK OF: July 2-8

HABIT	SUN	MON	TUE	WED	THU	FRI	SAT
Do an activity I enjoy	<input type="radio"/>	<input checked="" type="checkbox"/>	<input type="radio"/>	<input checked="" type="checkbox"/>	<input type="radio"/>	<input checked="" type="checkbox"/>	<input type="radio"/>
Do 2 movement snacks per day	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="radio"/>	<input checked="" type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="checkbox"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

WEEKLY HABIT TRACKER

*Special
Olympics*



ATHLETE NAME:

WEEK OF: _____

HABIT

SUN MON TUE WED THU FRI SAT

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

MOTIVATION

REWARDS

Healthy Habit Tip Sheet

Here are some simple tips that have been shown to be effective in helping anyone interested in improving or maintaining good health.

Use the Weekly Habit Tracker

Using the weekly habit tracker will help you see your progress and give yourself credit for doing things to keep yourself healthy and performing at your best. Keep track of your habit streak and try not to break the chain. When you do forget, get back on track immediately.

Know your Why

Write down why it is important to you to be healthy. You are more likely to make a change if you know how it is going to help you become the type of person you want to be.

Example: If you want to be the best athlete you can be, think about the things a successful athlete would do to take care of themselves. Which habits from the Healthy Habits Scoreboard will bring you closer to your goals?

Small Steps Make a Big Difference

It might be tempting to set a big goal, but successful habits come from small steps that are done consistently. All you need to do is focus on getting 1% better every day. Small changes are easier and add up to big changes over time.

Example: If you want to eat more vegetables, you could start by adding 1 extra serving of vegetables at one meal each day. That would be 7 extra servings of vegetables in a week!

Share your Intention or Plan

When you write down something you would like to do, you are more likely to do it!

There is a place to write your intention or plan at the end of each Homeplay activity. Note that the intention doesn't have to be in writing. Express your intention in a way that works for you!

Example: I will (behavior) *Go off screens at (time) 8 pm every evening.*

Use Habit Stacking

You can also try adding a healthy habit before or after something you already do.

After (CURRENT HABIT), I will (NEW HABIT)

For example: *After I eat dinner, I will prepare my healthy snacks for the next day.*

Another way to do this is to pair an action you want or like to do with an action you need to do.

Example: *I will play with my dog after I finish my workout.*

Surround Yourself with People who Support your Desired Behaviors

It is easier to make healthy choices if your coach, teammates, and caregivers support you and each other. Challenges, like the *'Bump out Sugary Drinks'* Challenge, are more fun and motivating when the whole team is involved.

Example: Ask a family member to remind you to do your breathing exercises each night before bed. Or even better, have them do the breathing exercises with you!

Simplify

The less time it takes to complete a habit, makes it more likely to happen.

Example: If you spend time on Sundays cutting up vegetables, it will be easier and more likely that you will choose vegetables as a snack throughout the week.

Use Technology

There are many apps or online tools that can help you stay organized and motivated. Ask teammates to share an app they use to keep track of goals, choose healthy recipes, exercises, or meditations.

Example: No app required for this one! Simply set an alarm on your watch or phone for the same time each day to remind you to complete a movement snack (activity break during the day).

Reward Yourself

Give yourself credit, celebrate success and reflect on how good you feel when you take care of yourself.

Example: After a workout at home, take 5 minutes to relax and listen to your favorite song.

Make it More Difficult

You can break a bad habit by creating roadblocks that make it harder to do.

Example: It takes more steps to go to the store and buy a bag of chips than it does to go to the cupboard and open a bag. If you don't have junk food you cupboard you are less likely to choose unhealthy snacks.

** Healthy Habit Tips adapted from Atomic Habits by James Clear*

INTRODUCTION TO HEALTHY HABITS



- Lesson 1: Take Care of You
- Lesson 2: Sweet Dreams



INTRODUCTION TO HEALTHY HABITS

Lesson 1: Take Care of You

Athletes who take care of themselves feel better and have more energy for sports and everyday life. In this lesson, athletes will learn what healthy habits are and ways to build more healthy behaviors into their routine.

LEARNING OUTCOMES

- Athletes learn about different healthy habits and their benefits.
- Coaches and parents/caregivers support athletes to identify one thing that they will do support their health.

EQUIPMENT NEEDED

- None

LESSON OUTLINE

20 MINUTES TOTAL	DESCRIPTION
3 minutes	Welcome and Gather
11 minutes	Healthy Habits Challenge
3 minutes	Athlete Question of the Day
3 minutes	Closing



WELCOME AND GATHER (3 minutes)

Invite athletes to walk with a partner and discuss their morning routine until everyone arrives. *What is something you do to get your day off to a good start?*

To begin the lesson, call everyone in with your designated signal.

Once athletes are gathered, introduce the Fitness through Sport lesson of the day.

Today's lesson is called 'Take Care of You!' Healthy habits are things that we do to take care of bodies and feel our best. For example, washing our hands stops us from spreading germs that can make us sick.

What are some things you do to take care of your body?

Note to Coaches: Despite severe need and higher health risks, people with intellectual disabilities (ID) are often denied health services and have a shorter life span than the general population. This lesson is designed to create awareness for athletes and their families about the importance of regular screening and self-care practices.



HEALTHY HABITS CHALLENGE (11 minutes)

Purpose: Highlight different ways that athletes can practice self-care.

Directions:

- *We are going to see how much we know about healthy habits – or things we can do to take care of our bodies!*
- Decide if you will discuss as a team or in partners.
- Read the habit and benefit, and then share the challenge.
- Allow time for pairs to discuss or ask athletes to raise their hand. Consider a time limit if needed to keep the athletes focused.
- Modify the challenges, as needed. Skip topics that may not be relevant or appropriate for your athletes.

HABIT	BENEFITS	CHALLENGE
Eat at least 5 fruits and vegetables every day	Immunity: this helps fight off colds, keeps eyes and skin healthy, strong, heart muscles and bones	List as many fruits and vegetables as you can.
Exercise at least 30 minutes every day	Heart health, mood, energy, strength, speed, endurance, flexibility, disease prevention, obesity	List as many different sports or activities as you can.
Get regular check-ups and attend Special Olympics Healthy Athlete Screenings	<p>MedFest: Regular physical exams by a physician can ensure you don't have any medical conditions that could make you sick.</p> <p>Fit Feet: It is important to have the right shoes and socks to prevent foot and ankle pain.</p> <p>Healthy Hearing: Hearing exams can help discover possible ear and hearing problems.</p> <p>Opening Eyes: Eye exams will help determine if you need special glasses, sunglasses or goggles for your sport.</p>	<p>List as many different types of health care practitioners that you can think of. A practitioner can be anyone who helps us when we are sick or injured or have something wrong with part of our body. (examples — modify for your region)</p> <p><i>Eye: Optometrist</i> <i>Foot: Podiatrist</i> <i>Eating: Dietitian or nutritionist</i> <i>Teeth: Dentist</i> <i>Ear: Audiologist</i> <i>Sports Injury: Physiotherapist, Athletic Trainer</i></p>
Get at least 7 hours a sleep each night	<p>After a workout, your body needs sufficient time to repair and refuel the muscles worked during exercise! Sleep and rest days can help your body recover, give you focus and motivation, which makes it possible to bring your best self to any physical activity you choose.</p> <p>A good night's sleep will help your brain absorb everything you learn each day.</p>	<p>List things you can do to help you get a good night's sleep:</p> <p><i>Limit screens</i> <i>Relax</i> <i>Routine</i> <i>Avoid caffeine</i> <i>Cool, dark room</i> <i>Exercise</i></p>
Practice good personal hygiene	<p>Personal hygiene is how you keep your body clean and stops you from getting sick and spreading germs.</p> <p>Germs from sweat can also build up in our clothes so it's important to wash workout clothes regularly as well.</p>	<p>List ways to prevent germs from spreading.</p> <p><i>Wash hands after using the bathroom</i> <i>Wash hands before eating or preparing food</i> <i>Don't touch your face/eyes</i> <i>Shower after sweating</i> <i>Change out of sweaty clothes</i> <i>Wash workout clothing</i></p>
Take care of your oral health	Taking care of your teeth prevents cavities and keeps your teeth and gums strong. It also prevents diseases, such as cancer and heart disease! More information can be found here .	<p>List ways to take care of your teeth.</p> <p><i>Brush</i> <i>Floss</i> <i>Check ups</i> <i>Avoid sticky, sugary foods</i></p>



ATHLETE QUESTION OF THE DAY (3 minutes)

What is one healthy habit you already do? What is one that you would like to add?

- Introduce the [Weekly Habit Tracker](#) for keeping track of their healthy habits.



CLOSING (3 minutes)

Thank the athletes for their participation and effort. **Share a strategy that worked for you when adding a new healthy habit to your routine.**

Reminders:

- [Homeplay: Healthy Habits Scoreboard](#) — *In this Homeplay activity, you will answer questions to find out how well you take care of yourself! You can also ask a parent/caregiver or friend to complete it with you, and discuss ways you can support each other to stay healthy.*
- Share feedback and praise for effort and healthy habits you observed.

Coach Reflection:

- What worked?
- What did not work? What can be done differently?

SUPPORTING RESOURCES

- [Homeplay: Healthy Habits Scoreboard](#)
- [Oral Health and the Body](#)
- [Healthy Athletes](#) — check with your local Special Olympics office to find out where your athletes can access these free health screenings and education.



INTRODUCTION TO HEALTHY HABITS

Lesson 2: Sweet Dreams

After a workout, the body needs time to rest, repair, and refuel the muscles worked during exercise! This lesson will review the importance of sleep and provide athletes with tips to help them get a good night's sleep.

LEARNING OUTCOMES

- Athletes learn the importance of sleep, rest and recovery.
- Coaches and caregivers support athletes to identify one small change they can make to their nighttime routine.

EQUIPMENT NEEDED

- None

LESSON OUTLINE

20 MINUTES TOTAL	DESCRIPTION
3 minutes	Welcome and Gather
11 minutes	Tips for Sleep 1. True or False (7) 2. Relax (4)
3 minutes	Athlete Question of the Day
3 minutes	Closing



WELCOME AND GATHER (3 minutes)

Greet athletes as they arrive. Invite athletes to walk with a partner and discuss their sleep routines until everyone arrives. *What is something you do to get ready for bed?*

To begin the lesson, call everyone in with your designated signal.

Once athletes are gathered, introduce the Fitness through Sport lesson of the day.

Today's lesson is called Sweet Dreams! Sleep and rest days can help with recovery, focus and motivation, which make it possible to bring your best self to any physical activity you choose.



TIPS FOR SLEEP (11 minutes)

Purpose: Teach athletes about healthy sleep practices and help them visualize their sleep routine.

Directions:

1. True or False:

- I am going to read off a list of sleep tips. Tell me if the tip is True or False.
 - If true, make a letter T with your body – stand tall with arms out. If false, shake your head ‘no’ or wag your finger.
 - Option to use ‘thumbs up for true’ and ‘thumbs down for false’.
- Use the [Healthy Sleeping Tips](#) handout for more information.

QUESTIONS	ANSWER
Watching TV right up to the time you go to bed will help you fall asleep faster.	FALSE
You should avoid drinks with caffeine, like coffee, soda, tea and chocolate, 4 hours before bed.	TRUE
A good sleep routine includes doing relaxing activities before bed and going to bed at the same time each night.	TRUE
A warmer room with a lamp on will help you sleep.	FALSE
You should do 100 jumping jacks right before you get into bed.	FALSE
Most athletes can get by on 4 hours a sleep per night.	FALSE
Taking two active rest days each week, along with a good nights sleep each night, will help you feel good and perform at your best.	TRUE

2. Relax

- Have athletes lie down or sit comfortably and close their eyes.
- Let’s start by taking some nice relaxing breaths. As you breathe in through your nose, imagine you are smelling a flower. As you breath out through your mouth, pretend you are gently blowing out a candle.
- Invite athletes to continue this breathing pattern with their eyes closed:
 - As you continue breathing, think about your sleep routine.
 - Imagine yourself turning off the TV or screens 2 hours before bedtime,
 - Imagine yourself doing a few of your favorite stretches,
 - See yourself brushing your teeth,
 - What other activities are you doing before bed?
 - Finally, imagine yourself getting into bed and falling asleep.
(wait 30-60 seconds before continuing)
 - Slowly bring your focus back to the group. Take your time, do a few stretches and wiggles and gradually come up to a seated position on bed.
- Allow the athletes time to stay seated for the Athlete Question of the Day.
- Option to do this activity at the end of a practice as a visualization and mindfulness activity.



ATHLETE QUESTION OF THE DAY (3 minutes)

When you were relaxing, what is one thing you pictured yourself doing to get ready for sleep?

- List the activities from the Healthy Sleeping Tips if they need a reminder.
- Remind athletes to add new habits to their Weekly Habit Tracker.



CLOSING (3 minutes)

Thank the athletes for their participation and effort. **Share something about your sleep routine.**
An activity that helps me to relax before bed is _____.

Reminders:

- [Homeplay: Healthy Sleep Checklist](#) — In this week's Homeplay activity, you will go through the Healthy Sleep Checklist to give you ideas for getting 7-9 hours of sleep each night!
- Share feedback and praise for effort and healthy habits you observed.

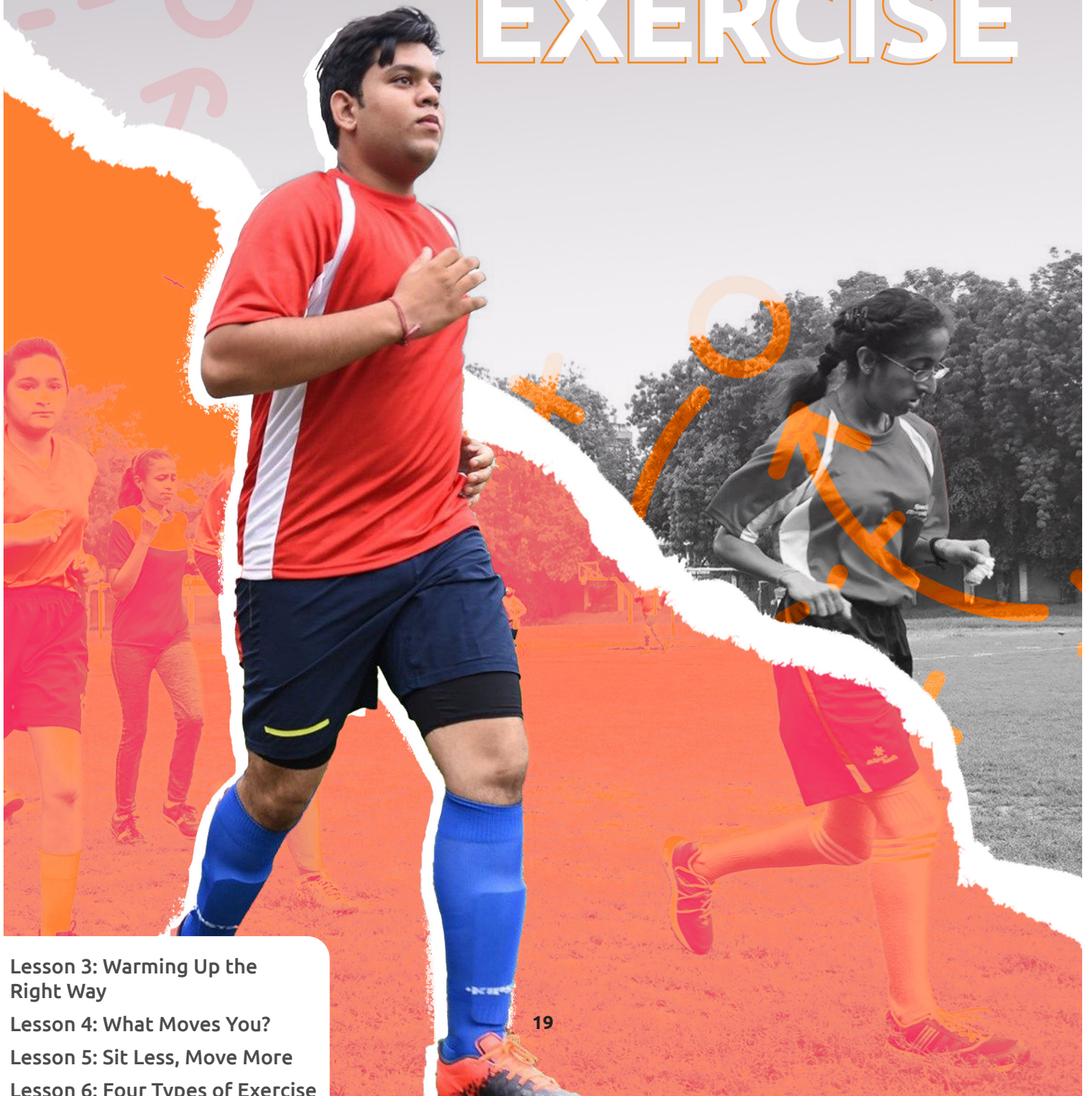
Coach Reflection:

- What worked?
- What did not work? What can be done differently?

SUPPORTING RESOURCES

- [Homeplay: Healthy Sleep Checklist](#)
- [Healthy Minutes with Megan: The Importance of Sleep](#)
- [Healthy Sleep Checklist](#)
- [Healthy Sleeping Tips](#)

PHYSICAL ACTIVITY AND EXERCISE



- Lesson 3: Warming Up the Right Way
- Lesson 4: What Moves You?
- Lesson 5: Sit Less, Move More
- Lesson 6: Four Types of Exercise



PHYSICAL ACTIVITY AND EXERCISE

Lesson 3: Warming up the Right Way

Engaging warm-ups are important to get athletes focused and set the tone for the practice. This lesson will be an opportunity to establish a warm-up routine and remind athletes about the proper way to warm up.

LEARNING OUTCOMES

- Athletes learn and perform the warm-up activities specific for their sport.
- Coaches reinforce proper technique and consistency in completing dynamic warm-ups.
- Coaches and athletes explore creative ways to keep the warm-ups engaging.

EQUIPMENT NEEDED

- Optional: cones (1 per athlete)

LESSON OUTLINE

20 MINUTES TOTAL	DESCRIPTION
3 minutes	Welcome and Gather
11 minutes	Let's Warm-up
3 minutes	Athlete Question of the Day
3 minutes	Closing



WELCOME AND GATHER (3 minutes)

Greet athletes as they arrive. Invite athletes to walk with a partner until everyone arrives.

To begin the lesson, call everyone in with your designated signal.

Once athletes are gathered, introduce the Fitness through Sport lesson of the day. *Today's lesson is called "Warming up the Right Way!" We will focus on dynamic warm-ups. Ask athletes if they know why it is important to warm-up. There are many benefits of a proper warm-up, such as:*

- Prepare the body and mind
- Increase heart rate
- Shift focus from life to sport
- Prevent injuries
- Increase breathing rate

Note to Coaches: Dynamic warm-ups should be completed before every practice, competition, or workout (even at home!). A good warm-up is important for any activity plan. It keeps things fun and helps prevent injuries. Keep your warm-ups enjoyable and effective by mixing in a variety of fun and challenging activities. If you plan with purpose, it can be an excellent opportunity to warm-up the muscles that will be used during your practice while challenging your athletes with a variety of movement skills, including agility, balance, and coordination.



LET'S WARM-UP (11 minutes)

Purpose: Review and practice warm-up activities that have been shown to reduce injury and improve athlete performance when done regularly and with proper technique. See the [Appendix](#) for a simple warm-up routine.

Directions:

- *We are going to do a warm-up where the goal is to perform the movements as best you can. This means slowing down and focusing on doing the movements well. As we warm-up we are going to focus on moving through a full range of motion for each exercise.*
- *Our warm-up will include three components: aerobic activity, dynamic stretching, and sport-specific movements.*

1. Aerobic Activity (4 minutes)

- Have athletes do aerobic exercises to raise their heart rate, such as walking, jogging, skipping, butt kicks, sprinter skips, karaoke (Side crossovers, grapevine) around or across the playing area.

Choose an option:

- **Social Warm-Up:** Build in a social component by having athletes talk to a teammate while they are jogging laps, or high five a teammate as they pass each other. Plan a cue and transition time for athletes to know when 'social time' is over and it's time to focus on the next activity.
- **Play a Game:** Play a game that incorporates different endurance activities such as Captain's Coming (call out different commands and the athletes follow — skip to the port (far wall), jog to midship, walk the plank (Take 5 steps and jump!), row your boat (sit on the floor and row), etc.
- **Dance Freeze:** Play music and have athletes do different moves to the music. When the music stops they have to 'freeze' or hold the last pose they were doing.

2. Dynamic Stretching (3 minutes)

- Dynamic stretches are active, controlled movements that bring the body-parts through a full range of motion. Examples include high knees, arm swings, hip circles, leg swings, etc.
- Refer to the sport-specific warm-up guides for your sport and select a few dynamic stretches that activate the different muscles used in your sport.
- Athletes should complete 15-20 repetitions of each exercise. Many of these stretches can be done in place or across the playing area.

- **Option:**
Follow the Leader: The coach, Fitness Captain, or other team members take turns choosing a favorite dynamic stretch for the team to do, then passes it off to another team member. This can also be done in partners, where partners take turns leading each other through a dynamic stretch.

3. Sport-Specific Movements (4 minutes)

- **Option 1:** Choose 1-2 skills from your sport and have athletes 'rehearse' them in a slow and controlled manner. Emphasize areas to focus on such as follow through, body position, acceleration.

Examples of sport-specific movements:

- Controlled dribbling in basketball
 - Squats for alpine skiing
 - Throwing and catching for baseball
 - Stickhandling around cones for floor hockey
- **Option 2:** If you prefer, you can use this cone activity that will develop agility, balance, coordination skills which will help develop overall athleticism.

Set up cones evenly throughout the space. Ask each athlete to stand behind one of the cones, facing you. *We are going to do some exercises to work on our speed and coordination. Stay facing forward and watch me. I will time each movement for 15 seconds.*

Call out and demonstrate various movements such as:

- Side-side leaps over the cone (or behind the cone)
- Jump over and back (or beside the cone)
- Move in a square around the cone, facing forward
- Twisties (180-degree jump) – stand behind the cone, jump and twist so you're facing the right, back to centre, then to the left. *Side, centre, side centre.*



ATHLETE QUESTION OF THE DAY (3 minutes)

What other warm-up activities have you done before?

Ask the athletes if they have done different warm-ups at school or in other sports.

How were your other warm-ups like the warm-ups we did today? How were they different?

- Remind athletes that warm-ups should be specific to the activity or sport that they're doing.
- Consider some of the ideas to build into your warm-ups going forward. Consider a team challenge to come up with different warm-up ideas.
- Remind athletes to add any new goals to their Weekly Habit Tracker.



CLOSING (3 minutes)

Thank the athletes for their participation and effort. **Share the positive things you observed during the warm-up activities.** Here are a couple of suggestions:

- *I really liked how you slowed down and worked on your technique.*
- *I really liked how you supported each other.*
- Other areas to consider: effort, focus, technique, cooperation, smiles, and creativity

Reminders:

- [Homeplay: Workout Readiness Checklist](#) — *In this week's Homeplay, you will use the Workout Readiness Checklist to help you be fully prepared for your sport practices and competitions.*
- Share feedback and praise for effort and healthy habits you observed.

Coach Reflection:

- What went well today?
- What did not go well today? What can be done differently?

SUPPORTING RESOURCES

- [Homeplay: Workout Readiness Checklist](#)
- [Lesson 3: Warming up the Right Way | Simple Warm-Up Routine](#)
- [Sport Specific Warm-Up and Cool-Down Guides](#)
- [Dynamic Warm-Up and Cool-Down Videos](#)
- [Overview of Dynamic Warm-Ups and Cool-Downs](#)



PHYSICAL ACTIVITY AND EXERCISE

Lesson 4: What Moves You?

We are more likely to participate in a sport or exercise that highlights physical activity that we enjoy or find meaningful. This lesson will help athletes determine 'what moves them'.

LEARNING OUTCOMES

- Athletes identify the main reasons they participate in sports and activities.
- Athletes select other activities they might want to try based on their preferences.
- Coaches and caregivers support athletes to find new ways to be active outside of sport to meet their personal and health goals.

EQUIPMENT NEEDED

- [Fit 5 Exercise Cards](#)

LESSON OUTLINE

25 MINUTES TOTAL	DESCRIPTION
3 minutes	Welcome and Gather
8 minutes	Would you Rather...
8 minutes	Fit 5 Circuit
3 minutes	Athlete Question of the Day
3 minutes	Closing and Homeplay



WELCOME AND GATHER (3 minutes)

Greet athletes as they arrive. Invite athletes to walk with a partner and discuss their favorite activities until everyone arrives. *What other sports, activities or hobbies do you enjoy?*

To begin the lesson, call everyone in with your designated signal.

Once athletes are gathered, introduce the Fitness through Sport lesson of the day. *Today's lesson is called 'What Moves You?' and it is all about physical activity! I am going to see what you like about physical activity and sport. We will get our bodies moving at the end!*



WOULD YOU RATHER... (8 minutes)

Purpose: Increase athlete awareness around what they like about physical activity and sport

Directions:

- Ask the athletes to space themselves out in the playing area.
- Call out a series of two choices — Option 1 or Option 2 (see below)
- **Active Response Option** (examples):
 - Option 1: go to left wall, Option 2: go to right wall
 - Option 1: go to colored box or space, Option 2: go to another colored box or space
 - Option 1: jump once, Option 2: jump twice
- **Stationary Response Option** (examples):
 - Option 1: hold up one finger, Option 2: hold up two fingers
 - Option 1: clap once, Option 2: clap twice
 - Option 1: arms crossed, Option 2: arms wide

Would you Rather...	Track team responses (optional)	Would you Rather...	Track team responses (optional)
Practice: 1. Pet a puppy OR 2. Feed a goldfish	Puppy	1. Do an activity or sport that has set, clear rules OR 2. Do an activity or sport where you can make choices	Structured
	Fish		Unstructured
1. Go for a walk by yourself OR 2. Go for a walk with a friend	Alone	1. Be praised/told you are doing a good job OR 2. Not have others watching me	Praised
	With Someone		Not singled out
1. Play a team sport like basketball, soccer OR 2. Play an individual sport like bowling, swimming, dance, martial arts, weightlifting	Team	1. Exercise with your friends or family OR 2. Do exercise on my own	Friends or family
	Individual		On own
1. Be around a lot of activity and noise OR 2. Be in a calm and quiet space	Loud/busy	1. Take a risk OR 2. Feel safe and secure	Risky
	Calm/quiet		Safe
1. Exercise outside OR 2. Exercise indoors	Outdoors	1. Exercise for fun OR 2. Exercise for results (to get faster, stronger, win)	Fun
	Indoors		Results
1. Be challenged and pushed to do your best OR 2. Take your time and go at your own pace	Challenged	1. Use my imagination OR 2. Follow instructions	Creative/choice
	Own pace		Clear/structure
1. Lead a group OR 2. Follow a leader	Lead	1. Do push-ups and sit ups OR 2. Do yoga	Calisthenics
	Follow		Yoga
1. Feel confident and know what you are doing OR 2. Learn something new	Familiar	1. Do strength training like lifting weights OR 2. Go on a walk or run	Strength
	New		Cardio
1. Go to the gym/fitness club OR 2. Go to the park	Gym	1. Do the same exercise routine each day OR 2. Do a different exercise routine	Consistent
	Park		Variety
1. Do aerobics or dance OR 2. Martial arts	Aerobics	1. Listen to music when you workout OR 2. Workout in silence	Music
	Martial arts		No music

ADDITIONAL OPTIONS FOR WOULD YOU RATHER...

- In the Track Team Responses column in the table, you or an assistant coach can make a note of either how many athletes responded or put a checkmark by the most popular response to refer to later.
- Vary the length, distance, or intensity of the activities to incorporate conditioning.



FIT 5 CIRCUIT (8 minutes)

Purpose: Have athletes complete a circuit that requires different movement patterns and muscles to show a fun, dynamic way to develop overall conditioning as a foundation for sports and daily activities.

Set-Up:

- Select 4 or 8 Fit 5 Exercise Cards (i.e. 2 endurance, 2 balance, 2 strength, and 2 flexibility)
- Space the cards out in a circuit with equal distance between each one. Leave enough room for athletes to travel between the cards using different endurance exercises.

Directions:

- *You are going to do a short circuit workout that incorporates several different exercises from the Fit 5 Exercise Cards.* Remind athletes the importance of doing all types of exercise: endurance, strength, flexibility, and balance.
- Explain that athletes will start at one station and complete the exercise on that card for 30 seconds until they hear the signal to stop.
- When athletes hear the signal, ask them to stop and look at you. Indicate the direction to travel and how you would like them to travel to the next station.
- To travel from one station to the next, assign athletes a locomotor skill to use: jumping, side steps, backwards, skipping, galloping, leaping, etc.
- Continue to rotate through each station until time is up or the athletes have completed each exercise.

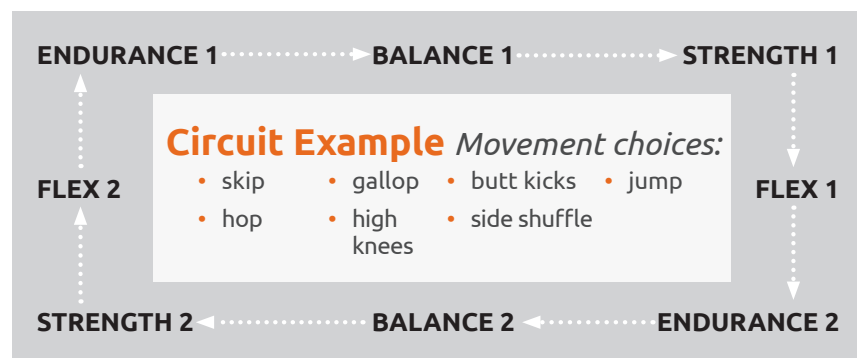
Sample Diagram

45 seconds

read/complete activity

15 seconds

travel to next station using different endurance exercises, such as: skip, hop, gallop, jump, etc.





ATHLETE QUESTION OF THE DAY (3 minutes)

What is one sport or physical activity you would like to try this month?

- Ask the athletes if the activity they would like to try matches their choices in the 'Would you Rather...' activity.
- Remind athletes to add any new goals to their Weekly Habit Tracker.



CLOSING (3 minutes)

Thank the athletes for their participation and effort. **Share one thing you have learned about the team's activity preferences.** Here are a couple of suggestions:

- Use the athletes' responses to 'Would you Rather...' and note what stood out to you. Note similarities and differences and share your own preferences
- Speak to what you noticed during the Fit 5 circuit. Was there a favorite station? What activities are the team strongest in? What areas did you see need a bit of work?
- Note when the athletes seemed most engaged during the lesson. Consider adding more of those types of activities to your practices.

Reminders:

- [Homeplay: That Activity Suits You](#) — *you will find activities that suit your personality and likes/dislikes. If you choose physical activities that suit your personality and preferences, you will be more likely to make time for them.*
- Share feedback and praise for effort and healthy habits you observed.

Coach Reflection:

- What worked?
- What did not work? What can be done differently?

SUPPORTING RESOURCES

- [Homeplay: That Activity Suits You](#)
- [Fit 5 Exercise Cards and Videos](#)



PHYSICAL ACTIVITY AND EXERCISE

Lesson 5: Sit Less, Move More

Long hours of screen time, like sitting in front of computers at work or watching television, drains our energy and places a lot of strain on our bodies. This lesson will teach athletes what a movement snack is and how to take movement snacks for their body and mind, whenever they find themselves sitting for long periods.

LEARNING OUTCOMES

- Athletes learn movement snacks they can do at home.
- Athletes, coaches and caregivers are challenged to complete 1-2 movement snacks activities daily, for one week.

EQUIPMENT NEEDED

- Watch or stopwatch

LESSON OUTLINE

20 MINUTES TOTAL	DESCRIPTION
3 minutes	Welcome and Gather
11 minutes	Movement Snacks
3 minutes	Athlete Question of the Day
3 minutes	Closing



WELCOME AND GATHER (3 minutes)

Greet athletes as they arrive. Invite athletes to walk with a partner and discuss their day. *How much time have you spent sitting today? How much time have you spent moving?*

To begin the lesson, call everyone in with your designated signal.

Once athletes are gathered, introduce the Fitness through Sport lesson of the day. *Today's lesson is called Sit Less, Move More. When we sit too long our bodies get stiff and tight, and we may start to feel tired. Going to practice or working out is good exercise, but our body also needs to move throughout the day to keep our muscles from tightening up and our minds clear. Do you ever notice that you feel better and happier after you exercise? We are usually in a better mood when move more often during the day!*

Today we are going to try some movement snacks. A movement snack isn't about food it is a short exercise session to get you up and away from your chair, desk, or screen!



MOVEMENT SNACKS (11 minutes)

Purpose: Teach athletes short movement snacks they can do throughout the day.

Directions:

- We are going to practice two different movement snacks: 'Wring it Out' and 'Walk and Watch'.

1. Wring it Out

- Ask athletes to stand, or sit on the ground. If sitting, advise them to "sit tall". If available, or doing the activity at a home, tell athletes that they can sit on the edge of a chair with their feet touching the floor.
- Like a wet towel, tell athletes that they are going to "wring out" the tension in their backs and stretch their spine in three different ways:
 - **Torso Twists:** Stretch your arms out to the sides making a "T" shape. Gently rotate your upper body right and left to give your spine a nice stretch.
 - **Side Bend:** Raise one arm up overhead. Reach up and lean over to one side until you feel a stretch. Repeat on the other side.
 - **Rounded Back:** Stretch your arms out in front of you. Round your back like an angry cat. Tuck your chin toward your chest and look down.



Torso Twists



Side Bend



Rounded Back

2. Walk and Watch

- When we are on screens a lot, our eyes get tired from staring at our screen. Walking is a movement snack that is good for your heart, muscles, and eyes. When we are walking and looking farther away, we are "working out our eyes" and helping our eye muscles work at their best. This activity also helps us to be more aware of our surroundings.
- Set out a flat, obstacle free course in your activity space.
- Tell the athletes they are going to go for a 5-minute walk. During the walk you are going to call out what to 'watch' for.
 - For example: *Watch for things that are the color red.*
- Remind athletes they still need to be aware of where they are walking as they watch for the items.
- Options:
 - Athletes can call out the items as they see them.
 - Have athletes point to the objects instead of calling them out.



ATHLETE QUESTION OF THE DAY (3 minutes)

How did you feel after trying the movement snacks? What did you notice about your mood, energy, or muscles?

- It is important for athletes to learn how to notice the signals their body is telling them.
- Remind athletes to add any new goals to their Weekly Habit Tracker



CLOSING (3 minutes)

Thank the athletes for their participation and effort. **Share your plans to include movement snacks throughout the week and how you think they will help you feel better.**

This week I plan to do a movement snack after I've been sitting for _____ minutes. I am going to get up and _____ (stretch, dance, play with my dog, etc.).

Reminders:

- [Homeplay: Hungry for Movement Snacks](#) — *In this week's Homeplay, you will be practicing the movement snacks we did today, and planning when to do them each day, to get you up and away from your chair, desk or screen.*
- Share feedback and praise for effort and healthy habits you observed.

Coach Reflection:

- What worked?
- What did not work? What can be done differently?

SUPPORTING RESOURCES

- [Homeplay: Hungry for Movement Snacks](#)



PHYSICAL ACTIVITY AND EXERCISE

Lesson 6: Four Types of Exercise

During the off-season or in between practice sessions, athletes are more likely to exercise on their own if they know what to do. This lesson will provide athletes with an overview of the different types of exercise to help them plan workouts that they can do at home.

LEARNING OUTCOMES

- Athletes design a workout routine based on their specific preferences and fitness goals.
- Coaches and caregivers support athletes to schedule their home workouts into their weekly routine.

EQUIPMENT NEEDED

- [Fit 5 Guide](#)
- [Fit 5 Exercise Cards](#)

LESSON OUTLINE

25 MINUTES TOTAL	DESCRIPTION
3 minutes	Welcome and Gather
6 minutes	Types of Exercise
10 minutes	Fit 5 Circuit
3 minutes	Athlete Question of the Day
3 minutes	Closing



WELCOME AND GATHER (3 minutes)

Greet athletes as they arrive. Invite athletes to walk and talk with a partner until everyone arrives. *How do you stay active during the week when you aren't at sports practice?*

To begin the lesson, call everyone in with your designated signal.

Once athletes are gathered, introduce the Fitness through Sport lesson of the day. *Today's lesson is called the 'Four Types of Exercise.' We are going to play a game that includes the 4 types of physical activity you can use to build your own workouts at home.*

Does anyone do workouts at home or at the gym? This will give you an idea of how best to support them as their coach.



TYPES OF EXERCISE (6 minutes)

Purpose: Teach athletes the four types of exercise and how to combine them into a workout.

Directions:

- Provide the description of each type of exercise and have the athletes indicate the exercises they do using different actions, as outlined below. Make connections to the types of movements or skills that your sport uses.

1. Endurance is the ability of your body to keep moving for long periods of time. Endurance can help you run farther distances without stopping and practice longer with fewer breaks. This might be known as cardio or aerobic exercise.

- Read out the list of activities and have athletes jump when they hear an endurance activity that they have done in the past week.
 - Running
 - Dancing
 - Aerobics or other class
 - Swimming
 - Biking
 - Walking
- Option: add activities that are popular with your athletes or specific to the climate, such as cross-country skiin, rowing, hiking, etc.

2. Strength is the ability of your body to do work. Strength gives you the ability to jump higher, throw farther, and sprint faster. Strength exercises might also be known as weight training or strength training.

- Read the list of activities and have athletes do a body weight exercise, such as a push-up or a squat, when they hear a strength activity they have done in the past week.
 - Body weight exercises (squats, lunges, crunches, etc.)
 - Dumbbells, barbells (free weights)
 - Machines at the gym
 - Medicine balls
 - Resistance bands

3. Flexibility is the ability of your body to move easily in all directions. Being flexible makes it easier to do sports skills and helps prevent injuries to your muscles and joints!

- Remind athletes of the stretching you normally include in practices (dynamic stretches in warm-up, static stretches in the cool-down)
- *Show me your favorite stretch.* You can use the Fit 5 Exercise Cards for ideas.

4. Balance is the ability of your body to stay upright or stay in control of your movements. Balance helps you to stay in control when you are playing sports and helps you to avoid falls.

- Let's do a short balance routine. Have athletes try each of these exercises from the Fit 5 Exercise Cards for 5-10 seconds per side. Remind athletes that they can put their arms out to their sides, or hold onto a steady surface like a wall or chair, to help them keep balance.
 - Single leg stance
 - Leg swings
 - Walking on a line



FIT 5 CIRCUIT (10 minutes)

Purpose: Have athletes complete a circuit that includes the four types of exercise, showing a fun, simple and dynamic way to do a home workout.

Set-Up:

- Select 4 or 8 Fit 5 Exercise Cards (i.e. 2 endurance, 2 strength, 2 flexibility, and 2 balance).
 - Note: try to select exercises that are different from the Fit 5 Circuit you created in Lesson 4: What Moves You?
- Space the cards out in a circuit with equal distance between each one. Leave enough room for athletes to travel between the cards using different locomotor movements.

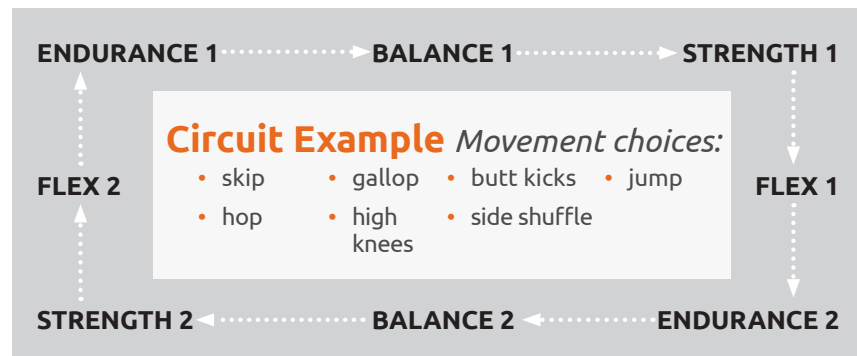
Directions:

- Divide athletes evenly across the stations.
- *You are going to do a short circuit workout that incorporates several different exercises from the Fit 5 Exercise Cards.* Remind athletes the importance of doing all types of exercise: endurance, strength, flexibility and balance.
- Explain that athletes will start at one station and complete the exercise on that card for 30 seconds until they hear the signal to stop. Demonstrate or have someone demonstrate proper technique for each exercise. Emphasize that you and your assistants will be watching for proper technique.
- When athletes hear the signal, they will stop and look at you. Indicate the direction to travel and how you would like them to travel to the next station.
- To travel from one station to the next, assign athletes a locomotor skill to use: jumping, side steps, backwards, skipping, galloping, leaping, bear walk, dribble a soccer ball, etc.
- Continue to rotate through each station until time is up or the athletes have completed each exercise.

Sample Diagram

45 seconds
read/complete activity

15 seconds
travel to next station using different endurance exercises, such as: skip, hop, gallop, jump, etc.





ATHLETE QUESTION OF THE DAY (3 minutes)

Which type of exercise do you like the best? Endurance, strength, balance or flexibility?

You may need to remind the athletes of the specific exercises in the Fit 5 Circuit or from the first activity.

- Make note of what exercises the athletes are most interested in.
- Consider relating responses back to your sport. For example, *endurance is important for our sport because it helps us with speed and helps us recover more quickly.*
- Remind athletes that their workout at home could be longer than the circuit they did today.
- Remind athletes to add any new goals to their Weekly Habit Tracker



CLOSING (3 minutes)

Thank the athletes for their participation and effort. **Share what you do for workouts or what fun activities you like to do when you're not working out.**

Reminders:

- [Homeplay: Be Your Own Personal Trainer](#) — *You will plan your activity for the week and create a workout you can do at home to help you stay fit and healthy. Use the [Fit 5 resources](#) for ideas for your home workouts.*
- Share feedback and praise for effort and healthy habits you observed.

Coach Reflection:

- What worked?
- What did not work? What can be done differently?

SUPPORTING RESOURCES

- [Homeplay: Be Your Own Personal Trainer](#)
- [Fit 5 Exercise Cards and Videos](#)
- [Fit 5 Guide](#)

NUTRITION AND HYDRATION



- Lesson 7: A Trip to the Market
- Lesson 8: Be Sugar Smart
- Lesson 9: Fuel for Performance



NUTRITION AND HYDRATION

Lesson 7: A Trip to the Market

A bit of planning goes a long way to supporting healthy eating habits. In this lesson athletes will learn about meal planning and where to find foods in a market. **Consider inviting caregivers to participate in this lesson.**

LEARNING OUTCOMES

- Athletes learn where to find healthy foods in their local market.
- Caregivers and athletes plan healthy meals and make a shopping list together.

EQUIPMENT NEEDED

- [List of foods from Homeplay: Meal Planning Magic](#)
- 5-10 cones or beanbags
- Paper
- Marker
- Tape

LESSON OUTLINE

20 MINUTES TOTAL	DESCRIPTION
3 minutes	Welcome and Gather
11 minutes	Grocery Games
3 minutes	Athlete Question of the Day
3 minutes	Closing



WELCOME AND GATHER (3 minutes)

Greet athletes as they arrive. Invite athletes who arrive early to walk with their caregiver or teammate and talk about the foods they have eaten so far that day.

To begin the lesson, call everyone in with your designated signal.

Once athletes are gathered, introduce the Fitness through Sport lesson of the day. *Today's lesson is called 'A Trip to the Market!' and we will be taking an imaginary trip to the market. What are some of the different sections of the grocery store or market? We are going to see how well you know your way around the market!*



GROCERY GAMES (11 minutes)

Purpose: Increase athlete knowledge and ability to locate foods in their local market.

Set-Up:

Arrive early to set up the Grocery Games activity prior to the athletes arriving for the day.

- **Prepare Market Section Headings:** Prepare the headings for the activity by either printing the headings provided or writing on a piece of paper and attaching to a chair, cone or other object the athletes can easily see (see diagram).
- **Organize the Activity Space:** Following the diagram, organize the activity space by putting the grocery section header and 5-10 beanbags or cones at each station. You can modify the set up based on preference and space.

Directions:

- *Split the team into pairs. If caregivers are present, athletes and their caregivers should be paired together.*
- *The objective of this game is to 'shop' for all the items on your shopping list. Each pair will be assigned a food item. Once assigned, the pair will run to the appropriate 'section' to pick up that food (beanbag or cone) and bring it back to me.*

SHOPPING LIST: Coaches are encouraged to modify the list of foods based on their region.

- Bakery – Pita bread, whole wheat bread, cinnamon bagel, croissant, naan bread
 - Dairy – Greek yogurt, 2% milk, cheddar cheese, low-fat sour cream, butter
 - Meat – Lean ground beef, chicken breast, salmon, lamb chop, pork chop
 - Produce – Romaine lettuce, carrots, apples, blueberries, broccoli florets
- Continue assigning Shopping List items to the pairs until a set time is up or all the items on the shopping list have been picked up from the stations. After each round, choose one food and ask the team which aisle it belongs in, as a review.
 - Use fewer foods/shorter rounds if this is a new concept to the athletes.
 - Repeat 2-3 times
 - Signal end of activity: ask the athletes which foods they weren't sure where to find.
 - *How will this activity help you the next time you go to the market?*

Sample Diagram

15 minutes
choose a set time/or after all
cones found

2-3x
repeat exercise



Options:

- This can be done as a stationary activity: instead of moving food items to their appropriate 'sections', say the name of a food and ask who knows which section of the grocery store that food can be found in. See the [Appendix](#) for more detailed instructions on the stationary activity.
- This can be done as a competition: challenge each pair to pick up the most items.
- Encourage pairs to try different movements when they are traveling to the different stations. For example, pairs can walk, hop on one foot, walk backwards, side shuffle, etc.



ATHLETE QUESTION OF THE DAY (3 minutes)

What is one way you can help with grocery shopping or meal preparation?

- Consider the demographics of the team and be aware that a variety of food preferences and access may exist within the group.
- Encourage healthier choices as foods to eat 'more often' or 'less often', rather than 'good or bad'.
- Remind athletes to add any new goals to their Weekly Habit Tracker.



CLOSING (3 minutes)

Thank the athletes for their participation and effort. **Share one tip that you use when shopping and preparing meals.** Here are a couple of suggestions:

- *I like to cut up vegetables at the start of the week for an easy and healthy snack.*
- *Making dinner is easier and more fun when my partner and I work together. One of us makes the salad and the other makes the main course.*

Reminders:

- [Homeplay: Meal Planning Magic](#) — *In this week's Homeplay activity, you will plan meals based on foods you like and create a shopping list so you have all the foods you need to make a healthy and delicious meal.*
- Share feedback and praise for effort and healthy habits you observed.

Coach Reflection:

- What went well today?
- What did not go well today? What can be done differently?

SUPPORTING RESOURCES

- [Homeplay: Meal Planning Magic](#)
- [Lesson 7: Grocery Games – Stationary Activity](#)
- [Fit 5 Guide](#)



NUTRITION AND HYDRATION

Lesson 8: Be Sugar Smart

When we fill up on sugary drinks, we don't have as much room left for nutritious foods and beverages that give us the vitamins and other nutrients our bodies need to compete at our best. This lesson will teach athletes just how much sugar is in various drinks and help them 'be sugar smart!'

LEARNING OUTCOMES

- Athletes learn the benefits of reducing sugar intake and become more aware of sugar-sweetened beverages, like juices and sodas.
- Coaches and caregivers support athletes to increase their water intake.

EQUIPMENT NEEDED

- Optional: samples of beverage container labels, sugar cubes, a clear cup with 72g (13 tsp) of sugar, a teaspoon

LESSON OUTLINE

20 MINUTES TOTAL	DESCRIPTION
3 minutes	Welcome and Gather
11 minutes	Sugar Traffic Lights
3 minutes	Athlete Question of the Day
3 minutes	Closing



WELCOME AND GATHER (3 minutes)

Greet athletes as they arrive. Invite athletes to walk and talk with a teammate about drinking water until everyone arrives. *How many glasses of water have you had today? How do you stay hydrated throughout the day?*

To begin the lesson, call everyone in with your designated signal.

Once athletes are gathered, introduce the Fitness through Sport lesson of the day. *Today's lesson is called Be Sugar Smart! It's important to know how much sugar is in the drinks we consume. The Fit 5 guide recommends 5 bottles of water every day — how many of you drink that much water in a day?* Refer to the traffic light image below listing red, yellow and green beverages as you explain this next section. *Water is the best beverage choice to stay hydrated and help you perform at your best.*

There are other beverages, such as sodas, energy drinks and sports drinks, that taste good but contain a lot of sugar and caffeine. These are drinks we may want to have less often as they don't have a lot of other nutrition, can cause cavities, and may cause us to gain weight. Despite being low or no-calorie, diet sodas also don't offer any nutritional value. They should be avoided unless they help reduce a person's calorie intake by switching from regular to diet soda.

Then there are beverages, like 100% fruit juice and milk, that have other nutrients like protein and vitamins that keep us healthy and strong. Both fruit juices and milk also have a lot of sugar, but because they have added nutrients, they are fine to include every day but in smaller amounts.



SUGAR TRAFFIC LIGHTS (11 minutes)

Purpose: Increase athlete awareness around how much sugar is in beverages and reinforce that water is the best choice.

Directions:

The team will play a game of red light, yellow light, green light. The athletes will start in a straight line.

- Using the beverage chart provided on the next page, call out different types of beverages in a random order, picking beverages from different sections. Athletes will need to decide if it's a red, yellow or green light.
 - Red light – not a good beverage choice **DON'T MOVE**
 - Yellow light – okay in moderate amounts **MOVE SLOWLY**
 - Green light – the best choice for a beverage **MOVE QUICKLY**
- Pause after each one and explain the correct answer. You can also share ideas on how to reduce sugar in some of these drinks. For example, *have your coffee without additional syrups and sugar, look for sugar-free energy drinks, or dilute sugary drinks where possible.*
- Once all athletes get to the designated finish line have them sprint back to the start and repeat.

Options:

- Have athletes move in different ways, such as hopping, skipping, or side shuffling.
- If you brought sugar cubes or sugar and teaspoons, visually show the amount of sugar in each beverage by measuring out the amount of sugar in the beverage you called out based on the chart on the next page.

Healthy Beverage Choices

RED	YELLOW	GREEN
Sweet Tea	Milk	Tap Water
Sports Drink	100% Orange Juice	Bottled Water
Energy Drink	Chocolate or Soy Milk	Water Infused with Mint
Cola		Water Infused with Lemon
Iced Mocha		Sparkling Water
Sweetened Bubble Tea		Coffee (plain or with milk)
Slushie		Tea (plain or with milk)
Juice		

There are many beverage options available, but some of them are healthier choices than others. **This guide can help you make the best choices to stay hydrated and perform your best.**



Sodas, energy drinks, and sports drinks are NOT good beverage choices.

Sodas, energy drinks, and sports drinks have extra sugar and can make you gain weight. Energy drinks and many sodas also have caffeine. Caffeine does not help you stay hydrated.



Moderate amounts of low-fat milk and 100% juice are also good choices in small amounts.

Low-fat milk and 100% fruit juice are good choices with meals. Keep serving sizes small. No more than 3 cups of milk and 1 cup of juice per day.



Water is the best choice for a beverage!

Drink water every day! If you like flavored drinks, try sparkling water or add a few pieces of fruit into your water bottle.



Sugar Cube Equivalents in Drinks

DRINK	SUGAR*
Water (250 ml)	0
Plain Milk (250 ml)	3**
Chocolate Soy Beverage (250 ml)	5
100% Orange Juice (200 ml)	5**
Chocolate Milk (250 ml)	6

DRINK	SUGAR*
Iced Tea (355 ml)	10
Fruit flavoured drink (355 ml)	10
Sports Drink (700 ml)	10
Energy Drink (500 ml)	14
Cola (591 ml)	17

DRINK	SUGAR*
Iced Mocha (500 ml)	20
Sweetened Bubble Tea (500 ml)	21
Lime Blast Slushie (1000 ml)	24

* # of cubes or teaspoons of sugar
 ** naturally occurring fructose



ATHLETE QUESTION OF THE DAY (3 minutes)

What is one drink that you could try replacing with water?

- Remind athletes that drinks with lots of sugar taste good which makes it harder to give them up. *Start by replacing one drink a day with water. You could even water down your sugary drinks (make a drink that is half sports drink and half water). It may take a bit of time to retrain your taste buds to get used to water so adding lemon or other natural flavors to water can make it more satisfying to drink.*
- Remind athletes to add any new goals to their Weekly Habit Tracker.



CLOSING (3 minutes)

Thank the athletes for their participation and effort. **Share a favorite way you like to add variety to your water.** *I like to infuse my water by adding lemon juice or cucumbers to it. Sometimes I also have sparkling water instead of other carbonated beverages like soda.*

Reminders:

- [Homeplay: Bump Out Sugary Drinks Challenge](#) — *In this week's Homeplay, you will be invited to participate in the 'Bump Out Sugary Drinks Challenge' to reduce the number of sugary drinks we have each day.*
- Share feedback and praise for effort and healthy habits you observed.

Coach Reflection:

- What worked?
- What did not work? What can be done differently?

SUPPORTING RESOURCES

- [Homeplay: Bump Out Sugary Drinks Challenge](#)
- [Fit 5 Guide](#)
- [Better Beverages: Infused Water Recipes](#)



NUTRITION AND HYDRATION

Lesson 9: Fuel for Performance

Choosing the right foods at the right time can ensure that athletes have optimal energy to exercise, and to recover well from their practice or competition. In this lesson, athletes and parents/caregivers work together to debunk common myths about sports nutrition.

Consider inviting caregivers to participate in this lesson.

LEARNING OUTCOMES

- Athletes learn how to fuel their bodies for sports practice and competition.
- Coaches and caregivers support athletes to properly fuel for sports practice and competitions.

EQUIPMENT NEEDED

- Mythbuster questions

LESSON OUTLINE

20 MINUTES TOTAL	DESCRIPTION
3 minutes	Welcome and Gather
11 minutes	Sports Nutrition Mythbusters
3 minutes	Athlete Question of the Day
3 minutes	Closing



WELCOME AND GATHER (3 minutes)

Greet athletes as they arrive. Invite athletes to walk and talk with a partner about their favorite snacks. *What is your favorite healthy snack? What meal/snack did you eat before practice today?*

To begin the lesson, call everyone in with your designated signal.

Once athletes are gathered, introduce the Fitness through Sport lesson of the day. *Today's lesson is called Fuel for Performance! Choosing the right foods at the right time can ensure that you have optimal energy to exercise, and to recover efficiently from practice or competition.*



SPORTS NUTRITION MYTHBUSTERS (11 minutes)

Purpose: Debunk common myths about sports nutrition and learn simple ways to fuel for sports practices and competitions.

Directions:

- Split the group into 2-4 equal teams and ask them to sit together. Athlete and caregiver pairs should stay together.
- Encourage teams to come up with a team name and team cheer.
- Read a myth and ask teams to discuss in their groups what they think the correct answer is and why. After a minute of discussion, invite a team to share their answer.
- Lead a team cheer for the teams who share an answer.
- Repeat until all myths are solved or time is up!

QUESTION	ANSWER	RATIONALE
<p>True or False: On competition days, athletes should skip breakfast and exercise on an empty stomach.</p>	False	Food gives you the energy you need to workout! Athletes should not skip breakfast and should avoid working out on an empty stomach. If rushed, you can have a very small snack consisting of mostly carbohydrates within an hour before training or competition. A piece of fruit paired with a second type of carbohydrate, like crackers, is a great example!
<p>True or False: You can become dehydrated in cold weather or water sports, even though you may not be sweating or thirsty.</p>	True	<p>In colder climates, the body's thirst signals are often delayed. This is especially true for sports at higher altitudes, like alpine skiing and snowboarding, because of increased breathing rates that are experienced at higher elevations.</p> <p>While thirst signals can be unreliable in these climates, athletes will still be losing water through sweating and open mouth breathing. It's also important to remember that wearing cold weather and waterproof gear, like gloves and snow jacket, may cause athletes to sweat more despite the low temperature.</p> <p>The best way to avoid dehydration is to arrive to practices and competitions hydrated, have frequent water breaks during practice, and drink water to rehydrate after practice.</p>
<p>True or False: Most athletes should drink a sports drink (ex: Powerade) during practice.</p>	False	<p>For most Special Olympics athletes, drinking water is sufficient for keeping their bodies hydrated and functioning at the highest level.</p> <p>A sports drink could be considered for high intensity or long endurance exercise that lasts longer than one hour. For example, sports like distance running, triathlon, high performance soccer or football may warrant an isotonic sports drink.</p> <p>Athletes who require sports drinks should consume them only during or immediately after a workout or competition lasting over an hour. Sports drinks typically contain high amounts of sugar, which can be challenging for some people to digest and lead to stomach discomfort. If an athlete does need a sports drink, encourage low and/or zero sugar options.</p>

QUESTION	ANSWER	RATIONALE
<p>True or False: Athletes should refuel within one hour after their workout ends.</p>	<p>True</p>	<p>The initial post-exercise recovery should occur within one hour of the practice or competition ending. This timing is important as it helps to refill the storage of energy in your body and aids in the immediate repair of muscles. Because of this, an athlete's post-exercise snack should include both carbohydrates and protein.</p> <ul style="list-style-type: none"> • Low-sugar protein bar • Greek yogurt and fruit smoothie • Chocolate milk <p>2-3 hours after exercise, athletes should aim to eat a well-balanced meal with carbohydrates, protein and fats, and continue to rehydrate with water.</p> <ul style="list-style-type: none"> • Omelet with whole wheat toast • Your choice of protein with vegetables and rice • Whole grain pita with protein and vegetables



ATHLETE QUESTION OF THE DAY (3 minutes)

What is one thing you learned today about nutrition?

- Remind athletes of the myths and note what stood out to them.
- Remind athletes to add any new goals to their Weekly Habit Tracker



CLOSING (3 minutes)

Thank the athletes for their participation and effort. **Share a nutrition tip that has worked for you based on one of the myths.** *I used to drink a sports drink before and during practice, but once I replaced it with water, I realized it did not affect my workouts and it saved me a lot of extra money and time.*

Reminders:

- [Homeplay: Snack Tracker](#) — *In this week's Homeplay activity, you will be looking at your snack timing and types of food to see if there are some small changes you could make to be your best during workouts.*
- Share feedback and praise for effort and healthy habits you observed.

Coach Reflection:

- What worked?
- What did not work? What can be done differently?

SUPPORTING RESOURCES

- [Homeplay: Snack Tracker](#)
- [School of Strength: Snack Zone](#)
- [Fit 5 Guide](#)

GAME DAY MINDS



- Lesson 10: Tips for Stress
- Lesson 11: Just Breathe
- Lesson 12: Strong Messages



GAME DAY MINDS

Lesson 10: Tips for Stress

Competition provides a natural opportunity to help athletes manage stress. Stress management strategies include thinking positive thoughts, releasing tension, and connecting with others. In this lesson athletes will try out different ways to handle stress and consider when and where to use them.

LEARNING OUTCOMES

- Athletes are aware of how their body responds to stress.
- Athletes learn strategies to manage stress.
- Coaches and caregivers support athletes to choose a new strategy or practice a strategy they have used in the past.

EQUIPMENT NEEDED

- Optional: stress balls

LESSON OUTLINE

20 MINUTES TOTAL	DESCRIPTION
3 minutes	Welcome and Gather
11 minutes	Ways to Manage Stress
3 minutes	Athlete Question of the Day
3 minutes	Closing



WELCOME AND GATHER (3 minutes)

Greet athletes as they arrive. Invite athletes to walk and talk with a teammate until everyone arrives.

To begin the lesson, call everyone in with your designated signal.

Once athletes are gathered, introduce the Fitness through Sport lesson of the day. *Today's lesson is called Tips for Stress! We are going learn about stress and ways to manage it when it comes up. Stress is normal, and it is our body's way of telling us to 'pay attention.'*



WAYS TO MANAGE STRESS (11 minutes)

Purpose: Teach athletes strategies to manage stress and discuss when they could use these strategies.

Directions:

- Tell athletes they are going to practice different ways to manage stress.
- *Today we are going to go over 3 different things we can do to prevent stress from affecting our ability to do day to day activities or to perform at our best.*

1. Connecting through Teambuilding

This will serve as the main activity. *When we have fun as a team, we all feel better. We're going to start with a fun team activity.*

- Have athletes stand facing forward, in lines of 3-6 people.
- Give a ball or beanbag to the athlete at the front of each line. Explain that the goal of the activity is to pass the bean bag to the end of the line and back again.
- Have the athletes practice calling for the ball to promote both communication during a game and also asking for help! Do this three times.
- At the end of Round 3, do a team cheer for all the teamwork and cooperation in that activity.
- Make note of athletes who may have dropped the bean bag but kept going. It is important for teammates to support each other and reach out for support when they need it.

Options: You can keep the type of passing the same each time, or vary it using the ideas below.

- **Round 1:** Over – pass the bean bag over your head
- **Round 2:** Under – pass the bean bag under/through your legs
- **Round 3:** Over, Under – athletes alternate over and under passes

2. Squeeze the Ball

Our next activity is one you can do on your own. Squeezing a stress ball or your fist helps us get rid of extra energy. It is also a distraction that can help us feel more relaxed.

- Hand a stress ball to each team and have them take turns squeezing it for a count of three seconds, then release. Note: if you don't have balls, athletes can make a fist or *imagine you have a lemon in your hand and you are squeezing it.*
- Ask athletes how it feels. *When would you use this?*

1. Squeeze the ball for 3 seconds.



2. Release the ball and any tension.



3. Stretches

Another way to manage stress is stretching because it helps our muscles relax. Let's do a couple of stretches from the Fit 5 Exercise Cards.

- Ask athletes to share a couple of stretches they would like to practice. Make sure athletes hold static stretches for at least 30 seconds.
- Incorporate deep breathing into stretching routines.



1. Try a few stretches.



2. How do you feel?



ATHLETE QUESTION OF THE DAY (3 minutes)

How can we support each other and ourselves when we feel stress in our body?

- We can all support each other with positive messages, and that is what we will be covering in the next lesson.
- Your teammates and I are here to support you.
- You can ask your family to learn these strategies too.
- Remind athletes to add any new goals to their Weekly Habit Tracker



CLOSING (3 minutes)

Thank the athletes for their participation and effort. **Share what you do to manage stress before competitions.** On game days, I like to _____ to manage my stress. I usually do this _____ (when I wake up, an hour before the event, etc.) for _____ (minutes).

Reminders:

- [Homeplay: Stress and Your Body](#) — *In this week's Homeplay activity, you will notice where you feel stress in your body and plan when to use specific tips to keep the stress from affecting your ability to function or compete.*
- Share feedback and praise for effort and healthy habits you observed.

Coach Reflection:

- What worked?
- What did not work? What can be done differently?

SUPPORTING RESOURCES

- [Homeplay: Stress and Your Body](#)
- [Strong Minds Tips for Stress](#)



GAME DAY MINDS

Lesson 11: Just Breathe

Breathing is a useful tool for athletes to calm, reset, and relax. In this lesson, athletes will learn different ways to incorporate breathing into their daily routine.

LEARNING OUTCOMES

- Athletes learn different ways to incorporate breathing as a tool for relaxation and enhancing performance.
- Coaches and caregivers remind athletes to use breathing as a tool for calming and focus.

EQUIPMENT NEEDED

- Optional: [Strong Breathing Activity Cards](#) (Pages 9 - 10)

LESSON OUTLINE

20 MINUTES TOTAL	DESCRIPTION
3 minutes	Welcome and Gather
11 minutes	Strong Breathing
3 minutes	Athlete Question of the Day
3 minutes	Closing



WELCOME AND GATHER (3 minutes)

Greet athletes as they arrive. Invite athletes to walk and talk with a partner until everyone arrives.

To begin the lesson, call everyone in with your designated signal.

Once athletes are gathered, introduce the Fitness through Sport lesson of the day. *Today's lesson is called Just Breathe! Would anyone like to share what they do for their breathing exercises? How do you feel after breathing exercises?*



STRONG BREATHING (11 minutes)

Purpose: Teach athletes different breathing techniques and encourage them to think about how they feel after practicing them.

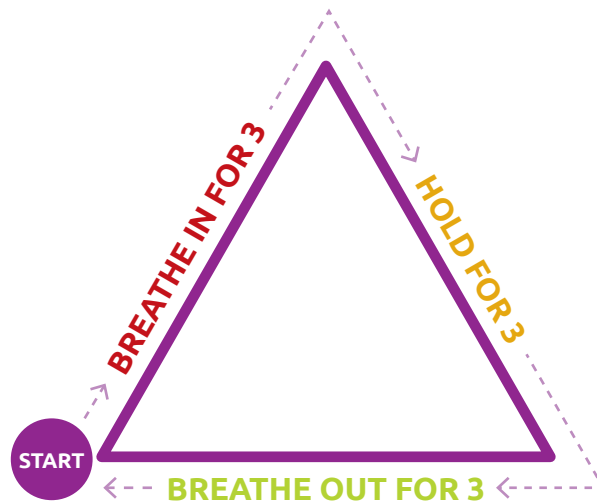
Directions:

Guide athletes through three breathing exercises.

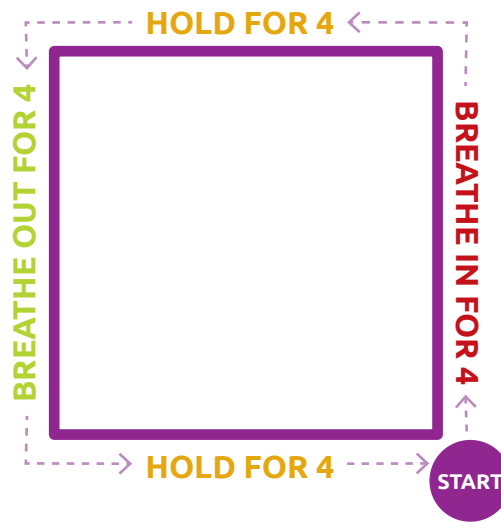
- Today, we'll learn a breathing exercise called Strong Breathing. A calm breath is a slow, easy breath that feels relaxing. When you take calm breaths, it can help calm your mind. Taking calm breaths is a skill you can practice every day.
- Let's sit down for this. Find a comfortable position to sit on the floor (a chair is fine too). You can close your eyes or keep them open. Let your breaths be slow, easy, and relaxed. We are going to try 3 different types of breathing exercises.
 - **Flower and Candle:** Pretend you are smelling a flower by breathing in slowly through your nose. Pretend you are blowing out a candle slowly. Continue for around 8 cycles of breath.



- **Triangle Breathing:** Breathe in for 3 seconds, hold for 3 seconds, breathe out for 3 seconds. Repeat 8 times. Draw a triangle in the air for a visual demonstration.



- **Square Breathing:** *Breathe in for 4 seconds, hold for 4 seconds, breathe out 4 seconds, hold for 4 seconds.* Repeat 8 times. Draw a square in the air for a visual demonstration.



- Once the time is up, gently let the athletes know they can open their eyes, stretch their arms, and return their attention to the group.
- Ask athletes which breathing exercise they liked best. *Raise your hand if you liked the flower and candle breathing best. Triangle breathing? Square breathing?*
- Select a few of the words below and ask athletes for a thumbs up or down response. *After practicing the breathing exercises, do you feel:*
 - *Relaxed?*
 - *Positive?*
 - *Good?*
 - *Calm?*
 - *Looser in your muscles?*
 - *Taller in your spine?*
 - *Restless?*
 - *Sleepy?*
 - *Ready to play?*
- Remind athletes that if it was hard for them to sit still and breathe, that it takes practice to train their body to relax. The more they do it, the easier it will become!



ATHLETE QUESTION OF THE DAY (3 minutes)

Which breathing exercise do you think you could try for 2 minutes every day this week?

Follow up with some prompts to help them plan, such as: *What time of day do you think would work best? Where could you practice breathing so you don't get distracted or interrupted?*

- Remind athletes to add any new goals to their Weekly Habit Tracker.



CLOSING (3 minutes)

Thank the athletes for their participation and effort. **Share how you or someone you know uses breathing exercises and how it helps.** *I practice breathing _____ (when I first wake up in the morning/ when I can't sleep/the morning of a big event) because I notice that _____ (I feel calmer/more confident/ready/less anxious).*

Reminders:

- [Homeplay: Plan Your Breathing Practice](#) — *In this week's Homeplay activity, you will have a chance to practice the breathing exercises we did today and schedule in time to breathe throughout the week.*
- Share feedback and praise for effort and healthy habits you observed.

Coach Reflection:

- What worked?
- What did not work? What can be done differently?

SUPPORTING RESOURCES

- [Homeplay: Plan Your Breathing Practice](#)
- [Strong Breathing Activity Cards](#)
- [Take 5 Strong Minds Challenge: Deep Breathing Video](#)



GAME DAY MINDS

Lesson 12: Strong Messages

Athletes learn how positive affirmations can reduce stress and help them perform at their best.

LEARNING OUTCOMES

- Athletes learn how to use positive messages as strategy to remain focused and confident under both day to day and competition related stress.
- Coaches and caregivers support athletes to create a routine around positive messages and acts of kindness.

EQUIPMENT NEEDED

- Optional: [Strong Messages Activity Cards](#) (Pages 13-14)

LESSON OUTLINE

20 MINUTES TOTAL	DESCRIPTION
3 minutes	Welcome and Gather
11 minutes	Practicing Strong Messages
3 minutes	Athlete Question of the Day
3 minutes	Closing



WELCOME AND GATHER (3 minutes)

Greet athletes as they arrive. Ask athletes to share a positive message or share a positive message with them. Invite athletes to walk and talk with a partner until everyone arrives.

To begin the lesson, call everyone in with your designated signal.

Once athletes are gathered, introduce the Fitness through Sport lesson of the day. *Today's lesson is called Strong Messages! Positive and strong messages can help motivate you to work hard and try your best. An example of this is "you got this". Can anyone think of a time when they have used positive messages? We are going to come up with some examples of Strong Messages today.*



PRACTICING STRONG MESSAGES (11 minutes)

Purpose: To introduce positive messages and help athletes practice using them.

Directions:

- Ask the team to brainstorm a list of positive messages. *Who can share a word or phrase that will help us feel ready to try our best before a competition?*



- Write the phrases down as the athletes say them.
- Once the team is done brainstorming, explain that each person will choose one positive message that they will use during practice.
- Next tell the athletes that they are going to practice saying positive messages to each other. *Everyone walk around the playing area and greet each other with a handshake, fist bump, eye contact, or smile. Then, share a positive message with each other.*
- Do this for a 2-3 minutes before calling everyone back in.
- Ask the athletes, how did it feel to share a positive message? Allow different athletes to answer. *Note that sharing a positive message usually makes both people feel good. It doesn't matter who it was intended for! You can try using positive messages towards yourself or towards a teammate.*



ATHLETE QUESTION OF THE DAY (3 minutes)

When will you use the positive messages towards yourself?

- Remind athletes that they can use positive messages anytime during training sessions and competitions. This is a good reminder for you as the coach to use positive messages with your athletes as well!
- Remind athletes to add any new goals to their Weekly Habit Tracker



CLOSING (3 minutes)

Thank the athletes for their participation and effort. **Share an example of a positive affirmation that you use or a story about a previous athlete that was able to overcome performance anxiety through positive self-talk.**

Reminders:

- [Homeplay: Supporting Yourself and Others](#) — *In this week's Homeplay activity, you will take time to think about who makes you feel happy and ways you can show kindness to others.*
- Share feedback and praise for effort and healthy habits you observed.

Coach Reflection:

- What worked?
- What did not work? What can be done differently?

SUPPORTING RESOURCES

- [Homeplay: Supporting Yourself and Others](#)
- [Strong Messages Activity Cards](#)
- [Strong Minds Tips for Stress: Coaches Playbook](#)

HOMEPLAY ACTIVITIES



- Introduction to Healthy Habits
- Physical Activity and Exercise
- Nutrition and Hydration
- Game Day Minds



INTRODUCTION TO HEALTHY HABITS | LESSON 1: TAKE CARE OF YOU

HOMEPLAY

Healthy Habits Scoreboard

How do you take care of yourself?
Answer the questions below to find out!

STEP 1

Rate yourself by placing a checkmark in the box to show how often you perform the activity.

STEP 2

Ask a caregiver or friend to complete the Healthy Habits Scoreboard as well.

BODY	ALWAYS	USUALLY	SOMETIMES	NEVER
Example: eat green leafy vegetables every day	✓			
Eat 5 servings of fruits and vegetables every day				
Exercise regularly				
Go to the doctor when I'm not feeling well				
Rest – take time off when needed				
Get enough sleep				
Wash my hands regularly				
Brush and floss my teeth				
Shower/bathe regularly and after exercise				
Wash workout clothes regularly				

MIND	ALWAYS	USUALLY	SOMETIMES	NEVER
Check in with myself to see how I'm feeling				
Journal – write down my thoughts, ideas and feelings				
Read something I enjoy				
Do breathing exercises				
Learn something new				
Spend time in nature				

MOOD	ALWAYS	USUALLY	SOMETIMES	NEVER
Spend time with friends and family				
Love and praise myself				
Find things to make me laugh				
Express myself				
Use Strong Messages				
Find connections with my community				
Take time to do things that I like				

STEP 3

When you are done filling out the Healthy Habits Scoreboard, you and your caregiver or friend can take turns answering the discussion questions below.

What are some signs that I need to take better care of myself?

For example, feeling tired, easily irritated, headaches

What is one thing from the Healthy Habits Scoreboard that I would like to improve?

When will I add this into my routine?

What may get in the way of self-care, or taking care of myself?

Who can help me?



MAKE IT A HABIT

I will work on (choose one habit from the Scoreboard).

To learn more about this habit I will:

- Do research online
- Ask a doctor or health professional
- Ask my coach
- Other _____

**If this habit is important to you, be sure to add it to your Habit Tracker!
This will help you schedule it into your week.**



INTRODUCTION TO HEALTHY HABITS | LESSON 2: SWEET DREAMS

HOMEPLAY

Healthy Sleep Checklist

How are your sleep habits? This week you will go through the Healthy Sleep Checklist to give you ideas for getting 7-9 hours of sleep each night!

STEP 1

Complete the **Healthy Sleep Checklist** by putting a checkmark beside the things you do most days of the week.

- I have limited using technology (TV, smartphones, computers) at least 30 minutes before bed.
- I have avoided caffeine (coffee, tea, chocolate, and soda) at least 4 hours before bed.
- I have tried relaxation activities (reading a book, yoga, meditation, or listening to music).
- I have a good sleeping space that is dark with a comfortable temperature.
- I have a plan to try a relaxation activity (using a stress ball or listening to calm music).
- I exercised today.

STEP 2

Choose one thing from the checklist to add to your sleep routine.

STEP 3

How did it go? At the end of the week, talk to your parent/caregiver about your new routine.

Do you think your routine helped you sleep?

What worked well?

What changes do you need to make?



MAKE IT A HABIT

My Healthy Sleep Plan:

I will add _____ to my sleep routine.
(item from checklist)

I will ask _____ if I need help with my
new routine. (name)

**If this habit is important to you, be sure to add it to your Habit Tracker!
This will help you schedule it into your week.**



HOMEPLAY

Workout Readiness Checklist

Getting yourself ready to exercise can make a big difference in how that workout, practice or competition goes! Being ready for your workout isn't just about warming up. It's also important to make sure you are wearing proper clothing and shoes for the activity you are going to, as well as being properly hydrated and fueled. Don't forget to consider the weather, too!

STEP 1

Rate yourself by placing a checkmark in the box to show how often you perform the activity.

Which items are important for you to have a great workout?

- | | |
|--|--|
| <input type="checkbox"/> Eyeglasses, sunglasses or contacts | <input type="checkbox"/> Minimal or no jewelry |
| <input type="checkbox"/> Medication (example: inhaler) | <input type="checkbox"/> Hair tie/elastic |
| <input type="checkbox"/> Headphones | <input type="checkbox"/> Sunscreen on exposed skin |
| <input type="checkbox"/> Brimmed hat or visor | <input type="checkbox"/> Eat a healthy snack or meal within 2-3 hours of workout |
| <input type="checkbox"/> Cold weather gear (gloves, hat, neck warmer, etc.) | <input type="checkbox"/> Drink 1 bottle of water within an hour of workout |
| <input type="checkbox"/> Reflective vest | <input type="checkbox"/> Warm-up prior to workout |
| <input type="checkbox"/> Proper sports equipment (shin guards, helmet, goggles, etc) | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Uniform or sports clothing | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Proper sports shoes (sneakers, cleats) and shoelaces tied | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Sport socks | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Rain coat or poncho | |

STEP 2

Copy the items onto the blank checklist. See next page for an example.
Use this blank checklist and add the items you need in order to be
Ready to Workout!




I AM READY TO WORKOUT!

*Special
Olympics*



Example:

I AM READY TO WORKOUT!		Special Olympics 
<input checked="" type="checkbox"/> Sneakers	<input checked="" type="checkbox"/> Sunscreen on exposed skin	
<input checked="" type="checkbox"/> Shoelaces tied	<input checked="" type="checkbox"/> 1 water bottle full of water within hour of workout	
<input checked="" type="checkbox"/> Athletic wear/clothing	<input checked="" type="checkbox"/> Warm-Up prior to workout	
<input checked="" type="checkbox"/> Face mask	<input type="checkbox"/>	
<input type="checkbox"/> Rain coat or poncho (optional)	<input type="checkbox"/>	
<input checked="" type="checkbox"/> Sports socks	<input type="checkbox"/>	
<input checked="" type="checkbox"/> Hair is tied back/out of face	<input type="checkbox"/>	
<input type="checkbox"/> Eyeglasses secured (no loose parts)	<input type="checkbox"/>	
<input type="checkbox"/> Sweatshirt or long sleeves (optional)	<input type="checkbox"/>	
<input checked="" type="checkbox"/> Brimmed hat or visor (optional)	<input type="checkbox"/>	
<input checked="" type="checkbox"/> Healthy snack or meal within 2-3 hours of workout	<input type="checkbox"/>	
	<input type="checkbox"/>	

STEP 3

Post your checklist somewhere you will see it!



MAKE IT A HABIT

I will go over the Workout Readiness Checklist before my workout.

Specific items that I will focus on are: _____

If this habit is important to you, be sure to add it to your Habit Tracker! This will help you schedule it into your week.



HOMEPLAY

That Activity Suits You

Exercise doesn't have to be a chore! If you choose physical activities that suit your personality and preferences, you will be more likely to make time for them.

STEP 1

Put a checkmark next to the lifestyle preferences that best describe you below. **It is important to me to:**

<input type="checkbox"/>	Be with people I like	<input type="checkbox"/>	Release energy
<input type="checkbox"/>	Be in a group	<input type="checkbox"/>	Improve my health
<input type="checkbox"/>	Be independent	<input type="checkbox"/>	Have common interests with others
<input type="checkbox"/>	Get to know other people well	<input type="checkbox"/>	Be able to contribute to a group
<input type="checkbox"/>	Meet many new people	<input type="checkbox"/>	Feel valued and liked
<input type="checkbox"/>	Be a leader	<input type="checkbox"/>	Be physically active
<input type="checkbox"/>	Feel confident	<input type="checkbox"/>	Use my imagination
<input type="checkbox"/>	Learn something	<input type="checkbox"/>	Create something
<input type="checkbox"/>	Be in pleasant surroundings	<input type="checkbox"/>	Be challenged
<input type="checkbox"/>	Be alone	<input type="checkbox"/>	Feel safe and secure
<input type="checkbox"/>	Structured activity	<input type="checkbox"/>	Try something new and different

Out of the boxes you checked above, list the 3 items that are most important to you.

1. _____
2. _____
3. _____

STEP 2

Put a checkmark beside the activities you would like to try. Use the blank spaces to add other activities.

<input type="checkbox"/>	Aerobics
<input type="checkbox"/>	Aquafit
<input type="checkbox"/>	Archery
<input type="checkbox"/>	Badminton
<input type="checkbox"/>	Baseball/Softball
<input type="checkbox"/>	Basketball
<input type="checkbox"/>	Bicycling
<input type="checkbox"/>	Bowling
<input type="checkbox"/>	Broomball
<input type="checkbox"/>	Calisthenics
<input type="checkbox"/>	Camping
<input type="checkbox"/>	Canoeing/kayaking
<input type="checkbox"/>	Climbing
<input type="checkbox"/>	Coaching
<input type="checkbox"/>	Curling
<input type="checkbox"/>	Dancing
<input type="checkbox"/>	Fencing
<input type="checkbox"/>	Floor Hockey
<input type="checkbox"/>	Football
<input type="checkbox"/>	Gardening, yard work

<input type="checkbox"/>	Golf
<input type="checkbox"/>	Handball
<input type="checkbox"/>	Hiking
<input type="checkbox"/>	Hockey
<input type="checkbox"/>	Horseback riding
<input type="checkbox"/>	Household chores
<input type="checkbox"/>	Ice Skating
<input type="checkbox"/>	Inline skating
<input type="checkbox"/>	Jogging
<input type="checkbox"/>	Martial arts
<input type="checkbox"/>	Orienteering
<input type="checkbox"/>	Paddleboarding
<input type="checkbox"/>	Pickleball
<input type="checkbox"/>	Racquetball
<input type="checkbox"/>	Ringette
<input type="checkbox"/>	Rollerblading
<input type="checkbox"/>	Roller Skating
<input type="checkbox"/>	Rowing
<input type="checkbox"/>	Running
<input type="checkbox"/>	Sailing
<input type="checkbox"/>	Skateboarding

<input type="checkbox"/>	Skiing (cross- country)
<input type="checkbox"/>	Skiing (downhill)
<input type="checkbox"/>	Sledge hockey
<input type="checkbox"/>	Snowshoeing
<input type="checkbox"/>	Soccer
<input type="checkbox"/>	Squash
<input type="checkbox"/>	Stair climbing
<input type="checkbox"/>	Swimming
<input type="checkbox"/>	Tai chi
<input type="checkbox"/>	Table tennis
<input type="checkbox"/>	Volleyball
<input type="checkbox"/>	Walking
<input type="checkbox"/>	Water skiing
<input type="checkbox"/>	Weight training
<input type="checkbox"/>	Wind surfing
<input type="checkbox"/>	Yoga
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	

STEP 3

Determine physical activities that match up with your preferences.

Out of the physical activities you checked, which ones are available in your area?

Which physical activities match up with your preferences listed in Step 1? __

Which of these activities will you try?

STEP 4

Who can support you? How can you support others?

- Ask someone else to complete this sheet and compare your results.
- Discuss how you can support each other in trying out your new activities. Is there someone who lives near you that you could invite to join you?



MAKE IT A HABIT

My New Activity Plan:

The activity that I will try is _____ .
(activity name)

I will try this activity on _____ .
(day/time)

I will ask _____ to join me with _____ .
(name) (activity)

**If this habit is important to you, be sure to add it to your Habit Tracker!
This will help you schedule it into your week.**



HOMEPLAY

Hungry for Movement Snacks

Exercise and sports are great for fitness, but it is also important to take movement snacks (breaks) throughout the day, especially if you've been sitting for a long time. Movement snacks are mini-workouts that you can do any time. Planning a few movement snacks throughout the day will get you up and away from your chair, desk, or screen.

- Movement is good for your **brain**: it gets the blood flowing and oxygen to your brain which helps you think, solve problems, and come up with new ideas.
- Movement is good for your **body**: it keeps your muscles moving so you don't get stiff or sore in your back, neck or hips.
- Movement is good for your **mood and energy**: it makes you feel better and happier!

Let's plan some Movement Snacks!

STEP 1

Put a checkmark next to which time(s) you would like to try a movement snack.

This week I will take a movement snack when (choose 1 or 2):

I've been sitting for 1 hour or more

At _____ each day
(time)

Other: _____
(fill in the blank)

STEP 2

Identify what and who will help you with your movement snacks.

In order to be prepared for my movements snacks I will need:

- A watch or timer
- Shoes if walking outdoors
- If I need help with movement snacks I will ask _____
to help me. (name)
- _____
(fill in the blank)

STEP 3

Practice the movement snacks below.

Wring it Out

Sit on the floor with a tall spine. If available, or doing the activity at a home, you can sit on the edge of a chair with your feet touching the floor.

Like a wet towel, “wring out” the tension in your back and stretch your spine in three different ways:



1. **Torso Twists:** Place your hands on your shoulders and gently rotate your upper body right and left to give your spine a nice stretch.



2. **Side Bend:** Raise one arm up and reach the other arm down as you bend towards the bottom hand.



3. **Rounded Back:** Stretch your arms out in front of you. Round your back like an angry cat. Tuck your chin toward your chest and look down.

Do each stretch in order, for 45 seconds each. Repeat all stretches so they are done twice.

Walk and Watch

Walk around your home or go outside and explore your community. Circle the item from the list below that you will watch for, or ask a someone in your home to help you choose one.

While I am walking, I will watch for items that are:

- Soft
- Hard
- My favorite color
- Smell nice
- Look nice
- Make me smile



MAKE IT A HABIT

My Movement Snack Plan:

I will do a movement snack _____
(before or after)

(name of activity)

**If this habit is important to you, be sure to add it to your Habit Tracker!
This will help you schedule it into your week.**



HOMEPLAY

Be Your Own Personal Trainer

Going to practice and competitions is good for you but does not always provide you with the recommended amount of exercise minutes. Special Olympics recommends 30 minutes of physical activity a day, for 5 days a week, to stay healthy and perform at your best. Doing a home workout is a great way to add some activity minutes and build fitness, in addition to the recreational activities you do like playing outside, walking, dancing, and sports. It all adds up!

Exercise Tips:

- Build Gradually: work towards 30 minutes of activity each day.
- Variety: your body will stay healthy with a mix of harder and easier activities.
- Rest: if your body feels tired, take an 'easy day' and do some gentle stretches and light activities like walking or yoga.
- Play: be sure to do fun activities such as pick up soccer, dancing, gym class.
- Build in Sports: practicing and playing sports at home also builds fitness. Ask a family member or friend to join you for some 1v1 or create your own drills to do at home.
- Keep track of your activities for a week and share it with your coach, teammate, or caregiver.

STEP 1

Plan a Workout!

Where I will work out: _____
(location)

When will I work out: _____
(day/time)

What equipment do I have:

- | | | |
|---|--|---|
| <input type="checkbox"/> Exercise mat | <input type="checkbox"/> Weights | <input type="checkbox"/> Treadmill |
| <input type="checkbox"/> Soup cans | <input type="checkbox"/> Medicine ball | <input type="checkbox"/> _____
(other) |
| <input type="checkbox"/> Resistance bands | <input type="checkbox"/> Bicycle | <input type="checkbox"/> _____
(other) |

STEP 2

Build a Workout!

This workout plan includes all 4 types of physical activity to give you a full body workout to develop overall fitness and add to your daily activity minutes.

You can use the activities listed or choose your own from previous lessons or your sport.

Read these instructions to create your own workout on pages B14 and B15 of this Homeplay.

TOTAL WORKOUT TIME: 30 MINUTES

Warm-Up: 5 minutes | Think about:

- Moving all the parts of your body.
- Starting slow and adding speed as you start to feel warm.
- Moving in as many directions as you can — forward, sideways, backwards, twisting, bending, reaching.

Endurance: 10 minutes | Which option will you choose?

- A little sweaty: a steady, comfortable pace, able to carry on a conversation.
- Very sweaty: a faster, slightly uncomfortable pace, difficult to carry on a conversation.
- Interval training: working hard for short bursts and then resting. For example, 30 seconds of jumping jacks, then 1 minute of rest.

Strength: 8 minutes | What to do:

- Choose 3 exercises – a mix of upper body, core and lower body exercises
- Do 10 of each exercise and then move on to the next exercise.
Rest for 1 minute.
- Repeat 2-3 times.

Balance: 2 minutes | What to do:

- Breathe, stand tall, and focus on a spot in front of you.
- Feel all 4 corners of your feet pressing into the floor (for standing exercises).
- Choose 1 exercise and hold for 30 seconds, building up to 1 minute.
- Repeat 2 times.

Flexibility: 5 min | What to do:

- Choose 3 stretches.
- Hold each stretch for 30 seconds. Stretch lightly so to not feel pain.
- Repeat each stretch 2 times on each side.
- Finish laying on your back for 1 minute and enjoy the time to celebrate your hard work.

MY HOME WORKOUT PLAN FOR: _____

(Month and Days | Example March 1-7)

I PLAN TO WORKOUT ON THESE DAYS: (circle the days)

MONDAY TUESDAY WEDNESDAY THURSDAY FRIDAY SATURDAY SUNDAY

TOTAL WORKOUT TIME: 30 MINUTES

Warm-Up: 5 minutes | Circle from this list or add your own:

• [Special Olympics Dynamic Warm-Up Videos](#)

- March or jog in place
 - Mountain climbers
 - Arm circles
 - Butt kicks
 - Fast feet
 - Leg swings
 - Hip circles
 - Side shuffles
-

Endurance: 10 minutes | Circle from this list or add your own:

• [Fit 5 Exercise Cards: Endurance](#)

- Running
 - Biking
 - Dancing
 - Group fitness class
 - Swimming
-

Strength: 8 minutes | Circle from this list or add your own:

• [Fit 5 Exercise Cards: Strength](#)

- Resistance band exercises
- Dumbbell exercises
- Weight machines

Balance: 2 minutes | Circle from this list or add your own:

- [Fit 5 Exercise Cards: Balance](#)
- Single leg stance
- Leg swings
- Walking on a line

Flexibility: 5 minutes | Circle from this list or add your own:

- [Special Olympics Cool-Down Videos](#)
- Butterfly stretch
- Calf stretch
- Cat-cow stretch
- Chest stretch
- Cross body shoulder stretch
- Child's pose

MAKE IT A HABIT

My Home Workout Plan:

I will work out on _____ .
(day/time)

After my workout I will reward myself with: _____

**If this habit is important to you, be sure to add it to your Habit Tracker!
This will help you schedule it into your week.**



HOMEPLAY: Plan Meals and a Shopping List

For this activity you will plan meals based on foods you like and create a shopping list so you have all the foods you need to make a healthy and delicious meal.

STEP 1

Plan two meals for this week! Look through a flyer or on the grocery store website for specials on healthy foods. Make sure each meal has foods from the [Fit 5 Plate](#). Try to include vegetables and fruits, protein (meats and beans) and whole grain foods at each meal.

Healthy Foods

You know fruits and vegetables are important for your health, but sometimes it can be difficult to know what other foods you should be eating. **Here is a list of all the food groups and some great choices in each group:**

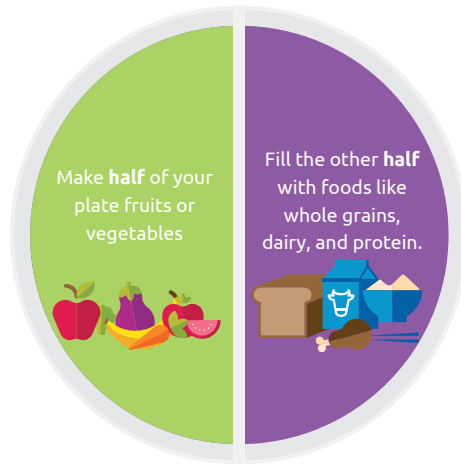
- Grains**
 - Brown or Wild, or Unpolished Rice
 - Oatmeal
 - Whole grain Bread
 - Whole Grain Pasta
 - Whole Grain Crackers
 - Tortilla
 - Flatbread and Roti
- Dairy**
 - Low-fat or Skim Milk
 - Low-fat Cheese
 - Low-fat, unsweetened yogurt
 - Cottage Cheese
- Fruit & Vegetables**
 - Fresh: Apples, Bananas, Berries, Grapes, Kiwi, Oranges
 - Frozen Fruits
 - Canned Fruits (pick options with no added sugar)
 - Dried Fruits: Raisins, Bananas, Apricots
 - Seasonal Fruits
- Meats and Beans**
 - Lean Meats
 - Eggs
 - Fish (frozen, fresh or canned)
 - Tofu
 - Nuts
 - Nut Butters
 - Beans, Legumes and Pulses
- Vegetables**
 - Fresh: Asparagus, Broccoli, Carrots, Cauliflower, Green Beans, Peppers, Squash
 - Lettuces and Dark Leafy Greens
 - Frozen Vegetables
 - Salads
 - Canned Vegetables
- Water**

Special Olympics FIT 5 Guide 21

Building a Healthy Plate



Now you know what types of foods to eat. Here is how to build a healthy plate for a meal or for a snack.



Watch the amounts of food you put on your plate. See the Perfect Portion page.

Save junk food like desserts, chips and sodas for special occasions.

Add more fruits and vegetables to your meals.

Keep snacks healthy and small.

List your meals on the cards below and on the next page.

Meal 1: _____

Ingredients: Vegetables & Fruits: _____

Whole Grains: _____

Proteins: _____

Directions: _____

Meal 2: _____

Ingredients: Vegetables & Fruits: _____

Whole Grains: _____

Proteins: _____

Directions: _____

STEP 2

Write your shopping list. Remember that it is easier to shop if the food on your list is in the same order as you will find it when you walk through the store.

Shopping List

Vegetables & Fruits:	Whole Grains:	Proteins:	Other:
<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"/> _____	<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"/> _____



MAKE IT A HABIT

My Meal Planning and Grocery Shopping Plan:

I will plan meals on _____
(day/time)

and shop on _____
(day/time).

**If this habit is important to you, be sure to add it to your Habit Tracker!
This will help you schedule it into your week.**



HOMEPLAY: Bump Out Sugary Drinks Challenge

Beverages like water or milk are healthier than sugary drinks. Sugary drinks like soda, energy drinks and fruit juice fill you up with extra calories, and can increase your risk of dental cavities. When we fill up on sugary drinks, then we don't have as much room left for nutritious foods and beverages and may not get enough vitamins and other nutrients our bodies need to compete at our best.

What are sugary drinks?

Sugary drinks are drinks (carbonated or not) that contain added sugars. These can include:

- Soda or soft drinks
- Energy drinks
- Hot chocolate
- Store-bought smoothies
- Fruity drinks (e.g., "punches", "cocktails", or "lemonade")
- Sports drinks
- Flavored or vitamin-enhanced waters

What about fruit juice?

100% fruit juice contains some of the natural vitamins found in fruit. However, fruit juice still contains a lot of concentrated sugar. For this reason, you should have no more than 1 serving (125ml, 1/2 cup) of 100% fruit juice daily.

A healthier alternative to 100% fruit juice would be a glass of water and a piece of fresh fruit, which provides all the natural benefits, but with much less sugar. Juice is not a necessary part of a healthy diet. Fruits and vegetables are!

AVOID



MODERATION



BEST CHOICE







How do I make infused water?

Instead of sugar sweetened and artificially sweetened beverages, drink fruit infused water (carbonated or not) with berries and citrus fruits added to provide fresh flavors. Here are a few ideas that can also be found in the [School of Strength: Caregivers Toolkit](#). For more information check out the [Fit 5 Guide](#).

Pick your 5 favorite flavors to make your own personalized infused water:

SWEET	HERBAL	CITRUS	TROPICAL
<input type="checkbox"/> Strawberry <input type="checkbox"/> Watermelon <input type="checkbox"/> Grape <input type="checkbox"/> Blueberry	<input type="checkbox"/> Mint <input type="checkbox"/> Rosemary <input type="checkbox"/> Basil <input type="checkbox"/> Cucumber	<input type="checkbox"/> Orange <input type="checkbox"/> Lemon <input type="checkbox"/> Lime <input type="checkbox"/> Grapefruit	<input type="checkbox"/> Mango <input type="checkbox"/> Pineapple <input type="checkbox"/> Kiwi Fruit <input type="checkbox"/> Passion Fruit

Or get inspired with the water recipes below:

SWEET	HERBAL	CITRUS	TROPICAL
Melonberry Water	Cool Refresh Mint Water	So-Fizz-ticated Citrus	Vacation in a Glass
			
Mix 1 cup blueberries and 1 cup watermelon chunks with enough cold water to fill a 2-quart pitcher.	Slice 1 medium-sized cucumber and 1 lime into rounds (rind removed). Combine sliced ingredients with 5 mint leaves and enough cold water to fill a 2-quart pitcher.	Rinse, slice, and squeeze the juice of 2 limes, combine with enough cold sparkling water to fill a 2-quart pitcher. Add 1 small pint of fresh or frozen raspberries.	Peel and slice 1 kiwi (rind removed) and a handful of strawberries. Mix with water in a 2-quart pitcher. For a fancy twist, garnish your glass with a kiwi slice.

For best results, let the ingredients sit in the water for at least half an hour before drinking. Water recipes can be stored up to 3 days in the refrigerator. Remove fruit rinds from water after 24 hours to avoid any bitter flavors.

Take the Bump Out Sugary Drinks Challenge!

Your challenge for this week is to reduce the amount of sugary drinks.

Daily goals:

- No sugary drinks
- Drink 8 Cups of water
- Limit 100% juice to ½ cup or less
- Eat a piece of fruit instead of having juice
- Bonus point: Make/drink your own infused water

How it works:

STEP 1

Use the table below to keep track of drinks throughout the week, starting with today's day.

STEP 2

Place a checkmark beside the goals you meet each day.

STEP 3

Total your points each day.

STEP 4

Circle if it was 'easy' or 'hard' to avoid the sugary drinks and if it was 'easy' or 'hard' to drink water.

STEP 5

Total your checkmarks at the end of the week and share with your coach and/or teammates.

Take the Bump Out Sugary Drinks Challenge!

DAY OF THE WEEK	LIST YOUR DRINKS	TRACK YOUR PROGRESS	AVOIDING SUGARY DRINKS	DRINKING WATER
MONDAY		<input type="checkbox"/> No sugary drinks <input type="checkbox"/> 8 cups water <input type="checkbox"/> ½ cup or less of juice <input type="checkbox"/> Fruit instead of juice <input type="checkbox"/> Add natural flavor to water ___ DAILY TOTAL	WAS IT? <input type="checkbox"/> EASY <input type="checkbox"/> HARD	WAS IT? <input type="checkbox"/> EASY <input type="checkbox"/> HARD
TUESDAY		<input type="checkbox"/> No sugary drinks <input type="checkbox"/> 8 cups water <input type="checkbox"/> ½ cup or less of juice <input type="checkbox"/> Fruit instead of juice <input type="checkbox"/> Add natural flavor to water ___ DAILY TOTAL	WAS IT? <input type="checkbox"/> EASY <input type="checkbox"/> HARD	WAS IT? <input type="checkbox"/> EASY <input type="checkbox"/> HARD
WEDNESDAY		<input type="checkbox"/> No sugary drinks <input type="checkbox"/> 8 cups water <input type="checkbox"/> ½ cup or less of juice <input type="checkbox"/> Fruit instead of juice <input type="checkbox"/> Add natural flavor to water ___ DAILY TOTAL	WAS IT? <input type="checkbox"/> EASY <input type="checkbox"/> HARD	WAS IT? <input type="checkbox"/> EASY <input type="checkbox"/> HARD
THURSDAY		<input type="checkbox"/> No sugary drinks <input type="checkbox"/> 8 cups water <input type="checkbox"/> ½ cup or less of juice <input type="checkbox"/> Fruit instead of juice <input type="checkbox"/> Add natural flavor to water ___ DAILY TOTAL	WAS IT? <input type="checkbox"/> EASY <input type="checkbox"/> HARD	WAS IT? <input type="checkbox"/> EASY <input type="checkbox"/> HARD
FRIDAY		<input type="checkbox"/> No sugary drinks <input type="checkbox"/> 8 cups water <input type="checkbox"/> ½ cup or less of juice <input type="checkbox"/> Fruit instead of juice <input type="checkbox"/> Add natural flavor to water ___ DAILY TOTAL	WAS IT? <input type="checkbox"/> EASY <input type="checkbox"/> HARD	WAS IT? <input type="checkbox"/> EASY <input type="checkbox"/> HARD
SATURDAY		<input type="checkbox"/> No sugary drinks <input type="checkbox"/> 8 cups water <input type="checkbox"/> ½ cup or less of juice <input type="checkbox"/> Fruit instead of juice <input type="checkbox"/> Add natural flavor to water ___ DAILY TOTAL	WAS IT? <input type="checkbox"/> EASY <input type="checkbox"/> HARD	WAS IT? <input type="checkbox"/> EASY <input type="checkbox"/> HARD
SUNDAY		<input type="checkbox"/> No sugary drinks <input type="checkbox"/> 8 cups water <input type="checkbox"/> ½ cup or less of juice <input type="checkbox"/> Fruit instead of juice <input type="checkbox"/> Add natural flavor to water ___ DAILY TOTAL	WAS IT? <input type="checkbox"/> EASY <input type="checkbox"/> HARD	WAS IT? <input type="checkbox"/> EASY <input type="checkbox"/> HARD
WEEKLY TOTAL		___ DAILY TOTAL		



MAKE IT A HABIT

My Bump Out Sugary Drinks Plan:

I will complete the Bump Out Sugary Drinks Tracker each day at _____ . If I forget, I will fill it out the next day.
(time)

If this habit is important to you, be sure to add it to your Habit Tracker! This will help you schedule it into your week.



HOMEPLAY: Snack Tracker

It's important to think about the timing of your snacks and types of food you eat. There might be small changes that you can make in order to perform your best!

You should aim to eat 1-4 hours before your workout, and 2 hours after your workout. A meal (larger portions, foods that take longer to digest) is best to plan a little farther out, like 3-4 hours before your workout, whereas a snack (smaller portions, easier to digest) is more appropriate 1-2 hours before your workout.

Snack Ideas:

Here are a few ideas for tasty snacks that are packed with fruits and vegetables. You can use these ones or search recipes or online for other ideas. Snacks should include fruits or vegetables, and a high protein food. You can also watch this [video](#) to learn how to make the Berry Blast and Cottage Cheese recipes:



Apples & your favorite nut butter (peanut, almond, sunflower)



Low-fat unsweetened yogurt with berries



Low-fat cottage cheese with tomatoes



Carrots or peppers dipped in hummus



Celery with peanut butter and raisins

Snack Planning Tips:

Before you go to the store, check to see what you already have in your cupboards and refrigerator. Make a list of the foods you need to make your healthy snacks.

Schedule some time on a weekend or quiet evening to:

- Wash the fruits and vegetables
- Cut up the vegetables
- Split fruits and vegetables into ½ - 1 cup portions
- Have your water bottle ready

Snack Tracker Activity:

For this week, keep track of the snacks you eat and how you felt during your practice, competition, or workout. Once you notice the link between your snacks and your performance, it will be easier to adjust.

STEP 1

Track your snacks:

Use the table on the next page to keep track of your snacks for the week.

Snack Tracker

DAY	EVENT AND TIME	TIME OF SNACK	WHAT I ATE AND HOW MUCH	WHAT I DRANK AND HOW MUCH	HOW I FELT DURING THE WORKOUT
Example: Monday	6 pm practice	4 pm	Fruit smoothie with protein powder (2 cups) 1 banana 1 small muffin	Sports drink (250 ml)	<input type="checkbox"/> Hungry <input type="checkbox"/> Extra Full <input type="checkbox"/> Headache <input type="checkbox"/> Cramps <input type="checkbox"/> Extra Slow <input type="checkbox"/> Fast <input checked="" type="checkbox"/> Just right
					<input type="checkbox"/> Hungry <input type="checkbox"/> Extra Full <input type="checkbox"/> Headache <input type="checkbox"/> Cramps <input type="checkbox"/> Extra Slow <input type="checkbox"/> Fast <input type="checkbox"/> Just right
					<input type="checkbox"/> Hungry <input type="checkbox"/> Extra Full <input type="checkbox"/> Headache <input type="checkbox"/> Cramps <input type="checkbox"/> Extra Slow <input type="checkbox"/> Fast <input type="checkbox"/> Just right
					<input type="checkbox"/> Hungry <input type="checkbox"/> Extra Full <input type="checkbox"/> Headache <input type="checkbox"/> Cramps <input type="checkbox"/> Extra Slow <input type="checkbox"/> Fast <input type="checkbox"/> Just right
					<input type="checkbox"/> Hungry <input type="checkbox"/> Extra Full <input type="checkbox"/> Headache <input type="checkbox"/> Cramps <input type="checkbox"/> Extra Slow <input type="checkbox"/> Fast <input type="checkbox"/> Just right
					<input type="checkbox"/> Hungry <input type="checkbox"/> Extra Full <input type="checkbox"/> Headache <input type="checkbox"/> Cramps <input type="checkbox"/> Extra Slow <input type="checkbox"/> Fast <input type="checkbox"/> Just right

STEP 2

Complete the Snack Tracker reflection: At the end of the week, look back over your Snack Tracker and answer the questions below.

MY SNACKS	ALWAYS	USUALLY	SOMETIMES	NEVER
I ate foods that I am used to that didn't upset my stomach				
I ate the right amount of food based on when my workout was				
I planned my meals and snacks so I was not too hungry or too full for my practice or competition				
I drank 2 cups of water 2 hours before practices or events, and drank a small amount of water 15-30 minutes before				

STEP 3

Answer the Snack Tracker follow-up questions.

What is working well regarding your snacks?

What areas would you like to improve?



MAKE IT A HABIT

My Snack Tracker Challenge:

I will fill in the Snack Tracker every day at _____
(time)

I will fill in the reflection at the end of the week on _____
(day/time)
with _____.
(name)

**If this habit is important to you, be sure to add it to your Habit Tracker!
This will help you schedule it into your week.**



HOMEPLAY: Stress and Your Body

This lesson will help you think about where you feel stress in your body. You will also plan what stress reducing tips you will use so that stress doesn't affect your daily activities or prevent you from performing at your best.

How does stress feel to you?

Put a checkmark by the words that describe how you feel when you are nervous or anxious:

- | | |
|--|--|
| <input type="checkbox"/> I can't concentrate | <input type="checkbox"/> I feel tired |
| <input type="checkbox"/> I get angry | <input type="checkbox"/> I don't want to do anything |

When do you feel stress?

Can you think of a time when you have felt stress in the past week?

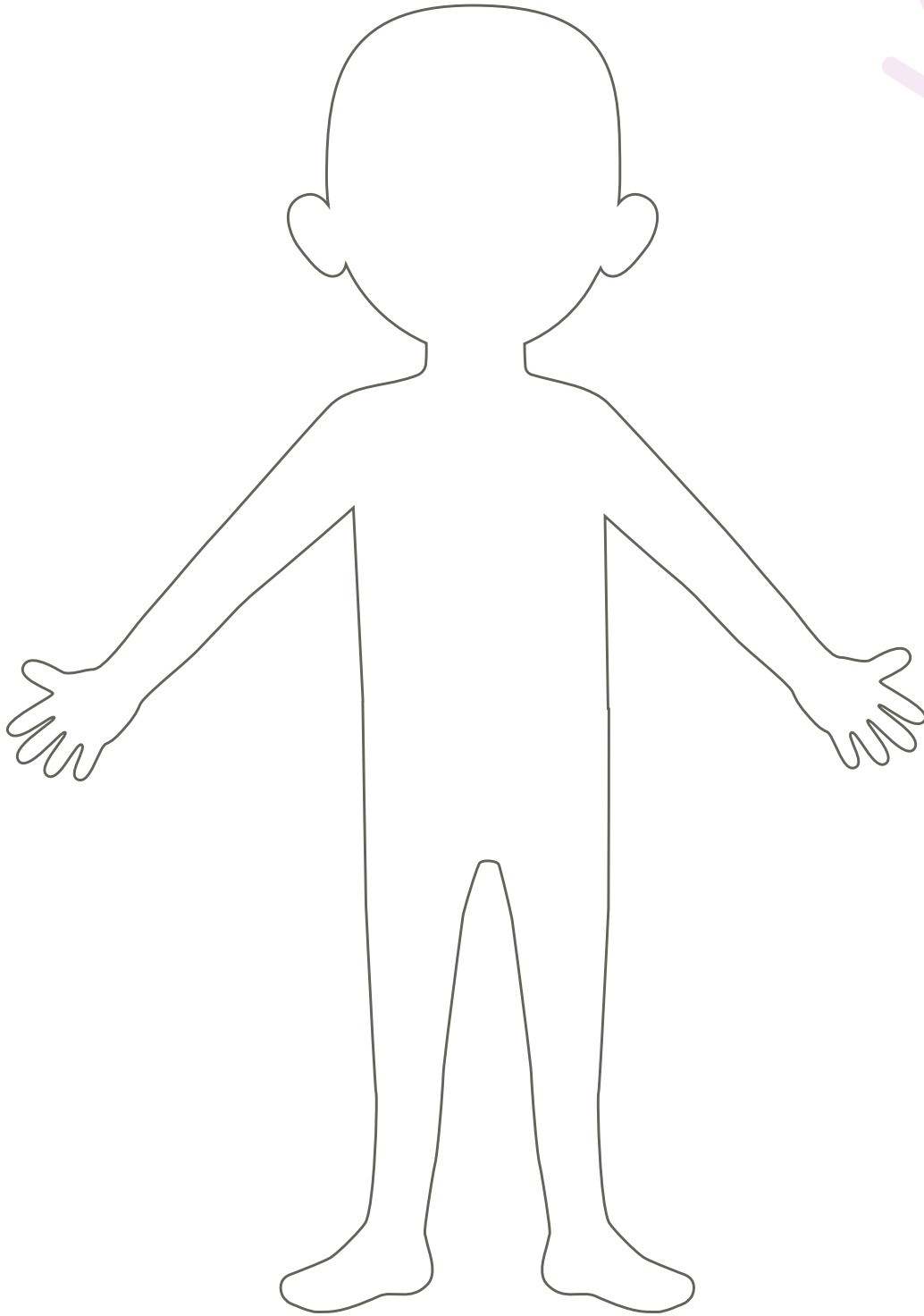
What did you do?

What specific parts of your body do you feel stress in?

Use the outline of the human body on the next page to draw what you are feeling. Some ideas:

- Butterflies in your stomach
- Squiggly lines in your head for racing thoughts or headaches
- Color in where you feel tight muscles
- Circle your teeth if you grind them
- Draw a line on areas of your skin that get irritated

WHAT STRESS LOOKS LIKE IN MY BODY



What will you do the next time you feel stress?

Place a checkmark beside the ones you will use or add your own:

- Ask for support/support a teammate
- Squeeze a stress ball or your fist
- Stretch
- Breathe
- Think, say, or write a positive message
- Other idea: _____
- Other idea: _____
- Other idea: _____
- Other idea: _____
- Other idea: _____

After you try an activity above, discuss with a caregiver or friend.

- Did you feel the same, better, or worse? _____
- Did it help your body feel less stress in the areas you circled?

- Would you try this activity again? _____
- Or is there a different activity you would like to try next time you feel stress?

Repeat

Try these steps throughout the week to help you learn what works for your body to manage stress.



MAKE IT A HABIT

My Stress Management Plan:

When I feel stress in my body, I will:

(examples: support, squeeze, stretch, breathe, positive message, etc.)

**If this habit is important to you, be sure to add it to your Habit Tracker!
This will help you schedule it into your week.**



HOMEPLAY: Plan your Breathing Practice

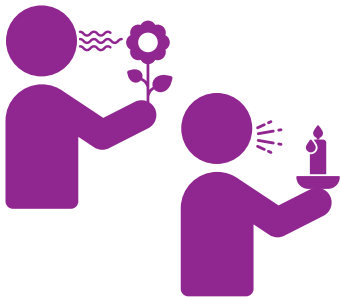
Practicing breathing throughout the week makes it easier to use breathing when you are feeling nervous or stressed. Strong Breathing helps you stay calmer when things go wrong, be ready for challenges, pay attention and focus better.

A calm breath is a slow, easy breath that feels relaxing. When you take calm breaths, it can help calm your mind. Taking calm breaths is a skill you can practice every day.

STEP 1

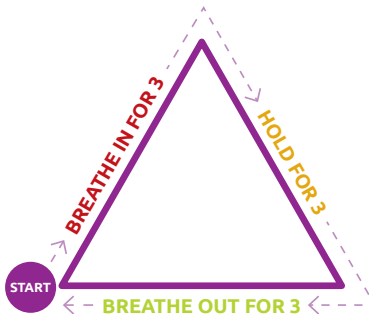
Practice a breathing exercise.

- Choose one of the breathing activities.
- *Plan when you will do the breathing activity.* Examples could be **before** your workout, practice or game, **during** a stressful situation in your game, like before shooting a foul shot, when you first **wake up**, or **before you go to bed**.
- Complete 2 minutes of breathing exercises.



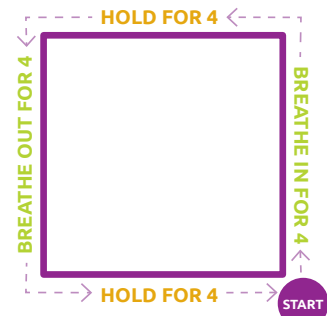
Flower and Candle

Pretend you are smelling a flower by breathing in slowly through your nose. Pretend you are blowing out a candle slowly.



Triangle Breathing

Breathe in for 3 seconds, hold for 3 seconds, breathe out for 3 seconds.



Square Breathing

Breathe in for 4 seconds, hold for 4 seconds, breathe out 4 seconds, hold for 4 seconds.

STEP 2

Fill in the blanks below with the help of a caregiver.

For this week the breathing exercise I am going to practice is:

- Flower and Candle
- Triangle Breathing
- Square Breathing

The time of day when I am going to practice my breathing is: _____
(time)

How long will I practice breathing?

- I will choose a number between 5 and 10 and count that many breaths
- If I have a hard time keeping track I can use a counting method such as counting with my fingers, using bubble wrap, or pop-its
- I will set a timer for 1-5 minutes
- For as long as it takes me to feel calm

I will also try to use my breathing exercises when I feel nervous or stressed. Things in my sport that make me feel nervous or stressed are?

(examples: before taking foul shots, before competitions, loud noises, cheering crowds, etc.)



MAKE IT A HABIT

My Breathing Practice Plan:

The type of breathing I will practice is _____
(flower and candle, triangle, square)

I will practice this at _____ every day.
(time)

**If this habit is important to you, be sure to add it to your Habit Tracker!
This will help you schedule it into your week.**



HOMEPLAY: Supporting Yourself and Others

Positive messages help us relieve stress and spread kindness to ourselves and to those around us. Kindness has health benefits that makes the world a less stressful place. Take time to think about who makes you feel happy and ways you can show kindness to others.

With a family member or caregiver, discuss the following:

Who makes you feel happy and strong?

Family Member: _____

Friend: _____

Coach: _____

Teammate: _____

Who else? _____

Positive and strong messages can help motivate athletes to work hard and try their best, such as:



What is a positive message you could say to:

Family Member: _____

Friend: _____

Coach: _____

Teammate: _____

Who else? _____



MAKE IT A HABIT

My Plan to Share Positive Messages:

I will practice using Positive Messages towards myself at least once a day in
the _____ .
(morning, afternoon or evening)

The message I will use is:

**If this habit is important to you, be sure to add it to your Habit Tracker!
This will help you schedule it into your week.**

APPENDIX



- Lesson Plans:
Supporting Resources
- Additional Coaching Resources



Appendix

LESSON PLANS: SUPPORTING RESOURCES



Introduction to Healthy Habits

- [Healthy Habit Tracker](#)
- [Healthy Athletes Overview](#)
- [Oral Health and the Body](#)
- [Healthy Minutes with Megan: The Importance of Sleep](#)
- [Healthy Sleep Checklist](#)
- [Healthy Sleeping Tips](#)



Physical Activity and Exercise

- [Sport-Specific Warm-Up and Cool Down Guides](#)
- [Warm-Up and Cool-Down Overview](#)
- [Warm-Up and Cool-Down Videos](#)
- [Fit 5 Guide, Exercise Cards, and Videos](#)
- [School of Strength](#)
- [Escuela de Fuerza](#)



Nutrition and Hydration

- [Lesson 7: Grocery Games – Stationary Activity](#)
- [Better Beverages: Infused Water Recipes](#)
- [Fit 5 Guide](#)
- [School of Strength: Snack Zone](#)



Game Day Minds

- [Strong Minds Tips for Stress: Coaches Playbook](#)
- [Strong Breathing Activity Cards](#)
- [Take 5 Strong Minds: Deep Breathing Video](#)
- [Strong Messages](#)

ADDITIONAL RESOURCES FOR COACHES

- [2023 Coach Webinar Series](#)
- [Coach Webinar Series: Dashboard](#)
- [Fitness and Health Assessments Guidance](#)
- [Fitness Captains Webpage](#)
- [Fitness for the Sport Coach eLearning Module](#)
- [Fitness for Sport Coaches Webpage](#)
- [Minimum Fit Standards](#)
- [Performance Stations Webpage](#)
- [Sport-Specific Coaching Guides](#)
- [Sport: Coaching Level 1 Sport Assistant eLearning Module](#)
- [Sport: Coaching Level 2 Coaching Assistant eLearning Module](#)
- [Sport: Coaching Level 3 Coach eLearning Module](#)
- [Sport: Special Olympics Unified Sports Coaching eLearning Module](#)
- [Sports Nutrition eLearning Module](#)

**Special
Olympics**



Minimum "Fit" Practice Standards define the components that should be included in every sports practice. These can be led by coaches, or other key leaders like Fitness Captains.

- 5-minute warm-up with dynamic stretches
- 5-minute cool-down with static stretches
- Conditioning integrated into practice
- Encouragement to be active and healthy outside of practice
- Focus on active practice
- Water breaks every 15-20 minutes
- Healthy foods encouraged at team functions, including field of play

WEEKLY HABIT TRACKER

*Special
Olympics*



ATHLETE NAME:

WEEK OF: _____

HABIT

SUN MON TUES WED THU FRI SAT

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

MOTIVATION

REWARDS



SAMPLE WARM-UP! (11 minutes)

Purpose: Try new ways to warm up while focusing on technique.

1. Aerobic Activity (4 minutes)

Athletes walk or jog laps (option to warm up with a partner side by side to keep pace moderate). Continually do laps, coach switches exercises every 45 seconds.

- Skip, side steps, crossovers, butt kicks
Change direction halfway.



Sample Diagram 1

2. Dynamic Stretching (3 minutes)

Athletes stop and face the inside of the circle, arm's length apart. Do 4 exercises for 45 seconds each.

- Arm swings, hip circles, leg swings, high knees



Sample Diagram 2

3. Sport Specific Movements (4 minutes)

Athletes stay in the circle. Place a small cone or marker in front of each athlete. Have athletes do these movements at their cone for 30-45 seconds each.

- Side steps or leaps over or behind the cone
- Forward and back (jump or step over or beside)
- Move in a square around the cone, facing forward
- Twist to the right, centre, left



Sample Diagram 3



GROCERY GAMES ACTIVITY ALTERNATIVE (11 minutes)

Purpose: Increase athlete knowledge and ability to locate healthy foods in their local market.

Directions:

Add the foods below to the correct row in the tables on the next two pages, based on where you would find them in your local market. Cut out the names on pages 72 and glue them or write them in the spaces. Put a line through each food here as you add them to help you keep track.

LIST OF FOODS				
Pita Bread	Milk	Blueberries	Lentils	Broccoli Florets
Vanilla Yogurt	Dried Beans	Frozen Fruit	Fuji Apples	Sorbet
Baby Carrots	Frozen Corn	Whole Wheat Bread	Frozen Dinner	Lamb Chops
Nuts	Salmon	Iceberg Lettuce	Cheddar Cheese	Flour
Ice Cream	Cinnamon Bagel	Margarine	Chicken Breast	Granola Bars
Rice	Sour Cream	Naan Bread	Pork Chop	Croissant
Cookies	Ground Beef	Sparkling Water	Pasta	Crisps

Place the foods from the previous page where you would find them in the market.

The sections of the market may be different where you live. You can change the names of the sections to match where you shop for food or add any that are missing at the bottom.

MARKET SECTION	
LIST OF FOODS	Bakery

MARKET SECTION	
LIST OF FOODS	Produce (Fruits and Vegetables)

MARKET SECTION	
LIST OF FOODS	Dairy

MARKET SECTION	
LIST OF FOODS	Meat

Place the foods from the previous page where you would find them in the market.

The sections of the market may be different where you live. You can change the names of the sections to match where you shop for food or add any that are missing at the bottom.

MARKET SECTION	
Dry Goods	
LIST OF FOODS	

MARKET SECTION	
Snacks	
LIST OF FOODS	

MARKET SECTION	
Frozen Foods	
LIST OF FOODS	



Pita Bread

Rice

Vanilla Yogurt

Ground Beef

Iceberg Lettuce

Cookies

Naan Bread

Flour

Frozen Corn

Croissant

Lamb Chops

Ice Cream

**Whole
Wheat Bread**

Dried Beans

Milk

Chicken Breast

Baby Carrots

Crisps

Margarine

Pork Chop

Frozen Fruit

Pasta

Blueberries

Frozen Dinner

Cinnamon Bagel

Lentils

Cheddar Cheese

Salmon

Broccoli Florets

Sparkling Water

Fuji Apples

Nuts

Sorbet

Sour Cream

Granola Bars

Dry Goods

Bakery



Cut these cards out
to use as headers
for the activity.

Dairy

Snacks

Produce
(Fruits and Vegetables)

**Frozen
Foods**

Meat

Answer Key

MARKET SECTION	LIST OF FOODS				
Bakery	Pita Bread	Whole Wheat Bread	Cinnamon Bagel	Croissant	Naan Bread
Dry Goods	Rice	Dried Beans	Lentils	Pasta	Flour
Dairy	Vanilla Yogurt	Milk	Cheddar Cheese	Sour Cream	Margarine
Meat	Ground Beef	Chicken Breast	Salmon	Lamb Chops	Pork Chop
Produce	Iceberg Lettuce	Baby Carrots	Broccoli Florets	Blueberries	Fuji Apples
Snacks	Cookies	Crisps	Sparkling Water	Granola Bars	Nuts
Frozen Foods	Ice Cream	Frozen Dinner	Frozen Corn	Frozen Fruit	Sorbet

***Special
Olympics***

