



# Special Olympics Camp Shriver Toolkit

**Special  
Olympics**



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# Special Olympics Camp Shriver

Special Olympics Camp Shriver is a program to advance the mission by emphasizing the development of sport skills through a high quality, socially inclusive environment.

The recreational sport experience occurs during a camp where campers can improve their sport proficiency, make new friends, and have fun through sports and summer camp activities.

## Camp Shriver Provides:

A Special Olympics Unified Sports® recreation experience for young people with and without intellectual disabilities (ID) to **learn new sports skills**, get physically fit, and **have fun** together while striving to achieve their full potential;

A **social inclusion center of excellence**, focused on the development of lasting positive friendships while providing all participants the tools all participants the tools of leadership and communications training;

A group environment providing basic **healthy lifestyle awareness** and education; and

A convening opportunity for schools, businesses sport clubs, civic associations, and local government, to join a mission to **break-down societal barriers** and open new paths for youth with and without ID to become contributing **members of their community**.

The unique experience of Camp Shriver brings together an equal number of youths between the ages of 8 to 25 with and without disabilities who engage in the same camp activities alongside one another. In doing so, the camp creates opportunities to promote the social inclusion of youth with ID and to allow youths without disabilities the opportunity to interact with and achieve a greater understanding and appreciation of their peers with disabilities. Camp Shriver stresses the importance of recognizing the similarities in all youths who participate through a fun, engaging environment. *(Adapted: Special Olympics Camp Shriver Wisconsin)*



## Camp Shriver's Key Focus:

Place for people with and without ID to learn new sports skills, participate in individual and team sports, build friendships, and have fun with teammates.

Build and develop lasting positive relationships between and among staff, campers, and volunteers.

Camp is a social as well as athletic experience, and campers come from a variety of backgrounds and have the opportunity to learn from each other.

*Camp Shriver is now a model for sports training, and most importantly, for building lasting relationships between and among people with and without ID.*

## A Brief History of Camp Shriver

Camp Shriver began with a vision for inclusion. Fifty years ago...

*"Thirty- four children were referred to us by special schools and clinics in the area.*

*At the same time, we recruited twenty-six high-school and college students -most of them with no prior experience along this line - to work as volunteer counselors during the three weeks of the camp.*

*What struck us immediately was that the counselors came to us with all the average prejudice and misunderstanding still current among the general public."*

—Excerpt from *Saturday Evening Post*, "Hope for the Retarded" by Eunice Kennedy Shriver, 22 September 1962

Special Olympics Camp Shriver is an inclusive Unified Sports® camp modeled after the original camp at the home of Special Olympics' founder Eunice Kennedy Shriver. This camp evolved into the year-round sports training and competition organization that is Special Olympics.

The first camp was held in 1962 unifying children referred via special schools and clinics, with the recruitment of high-school and college-age volunteers as counselors, due to the lack of camp opportunities for people with ID. The original intent was to experiment with providing and enabling young people with ID to learn sport and recreation skills in order to determine their capabilities in these untested areas. Another goal was to dispel unfounded fears and prejudice based on a lack of understanding and interaction through sport and physical activities.

Since that time, camps held within Special Olympics programming have grown in various formats. In 2012:

- Within the U.S., 20 Programs hosted camps averaging 80 campers per program. 75% of these camps were described as inclusive for individuals with and without ID;
- In Special Olympics Haiti, four one-week camps were held throughout the country averaging 65 campers per week;
- Within Europe and Africa, 14 camps were held averaging 30 campers per program. However, only 28% of these camps were inclusive;

- Camps focuses varied including sports skills, athlete & volunteer recruitment, community relationship building, Young Athletes, and fulfilling gaps between competitive seasons.

Camp Shriver has become a catalyst for increasing the number of athletes, coaches, youth & Unified teammates while addressing the larger challenges of promoting attitudes and behaviors of inclusion, reducing exclusion and isolation, and creating a lifelong pattern of health and active lifestyles.



## Special Olympics Unified Sports®



Special Olympics Unified Sports® is a program combining approximately equal numbers of athletes with and without intellectual disabilities (teammates) on sports teams for training and competition. Age and ability matching of athletes and partners is specifically defined on a sport-by-sport basis.

Special Olympics Unified Sports carries out the mission of Special Olympics. Teams are constructed in such a way as to provide training and competition opportunities that meaningfully challenge and involve all athletes. These opportunities often lead to improved sports skills, higher self-esteem, equal status among peers, the sharing of gifts and talents, and new friendships.

### Benefits:

1. **Sport Specific Development**—under the direction of qualified coaches, Unified Sports participants have the opportunity to develop and improve sport-specific skills.
2. **Community-Based Participation**—Unified Sports programs receive valuable assistance from parks and recreation departments, schools, youth and adult organizations, and many other community sports organizations. These partnerships offer people with intellectual disabilities another opportunity to be a part of community life.
3. **Transition and Choice**—Through Unified Sports athletes are given opportunities to join in the mainstream of sports and community activities. Unified Sports programs help schools meet transition and inclusion mandates and provide alternative choices for athletes currently registered for Special Olympics as well as new athletes.
4. **Public Education**—Unified Sports increases public awareness of the spirit, skills and abilities of individuals with intellectual disabilities.
5. **Family Involvement**—Siblings of Special Olympics athletes are provided a valuable opportunity to participate as partners or coaches.
6. **Personal Development**—Team members may improve their self-esteem, develop friendships and gain an understanding of each other's capabilities through a spirit of equality and team unity.

# Special Olympics Camp Shriver Model

Interested in hosting a Camp Shriver? We are excited to assist you in offering an inclusive sports camp based on the format of Special Olympics Unified Sports.

Camp Requirements...	Camp Shriver Provides...
<b>Purpose</b>	Special Olympics Camp Shriver is a Unified Sports® experience for young people with and without ID to learn new sports skills, seek physical fitness, and offer social inclusion with a focus on developing lasting positive friendships while providing participants opportunities in leadership, health and education.
<b>Affiliation</b>	Any program or third-party hosting a Camp Shriver must be partnered with an Accredited Special Olympics Program and follow Special Olympics guidelines.
<b>Campers</b>	Targeted between ages 8-25, aim for equal number of campers with and without ID at around the same age range. However, Camp Shriver should never be comprised solely of individuals with ID. Numbers of campers per camp may vary, but it is recommended there be a 4:1 ratio of Campers: Volunteers.
<b>Counselors &amp; Volunteers</b>	Preferred youth activation with counselors that are slightly older than campers who attend a training prior to the camp. Counselors may also be Unified Sports coaches.
<b>Duration</b>	Camp Shriver is typically a day program consisting of a number of days within a timeframe that will afford an effective camp experience. Generally, programs are one week long with a minimum of 6 programmable hours during the day.
<b>Location/Tuition</b>	Held at any community site with enough resources to host sports training; tuition is free to attend.
<b>Funding Opportunities</b>	Potential grant funding is available to Accredited Programs that apply and meet criteria. Local business, community partners and other organizations should also be considered for additional expenses and developing sustainable partnerships.
<b>Awareness</b>	A social media strategy (Facebook, Twitter, Blogs, etc.) should be activated along with invitations to engage media partners and drive further awareness.

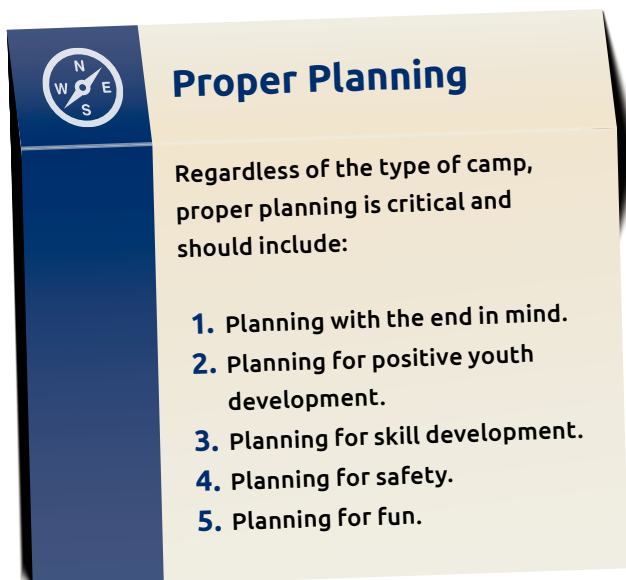
# Camping

Well planned and implemented camps make a difference in young people's lives and can be one more option in providing quality, fun experiences for individuals with and without intellectual disabilities.

According to the American Camping Association: "Camp provides children with a community of caring adults, who nurture experiential education that results in self-respect and appreciation for human value. All of the outcomes—self-identity, self-worth, self-esteem, leadership, and self-respect—build personal competencies. These personal competencies are reflected

in the four "C's" of the camp community: compassion, contribution, commitment, and character!"

Camp Shriver can be either residential or day camps. Both camping experiences provide young people a way to spend time with their peers and to learn and discover new things. Residential camps include an overnight stay and can vary in length from two nights to a week. Young people attending day camps return home daily.



**Proper Planning**

Regardless of the type of camp, proper planning is critical and should include:

1. Planning with the end in mind.
2. Planning for positive youth development.
3. Planning for skill development.
4. Planning for safety.
5. Planning for fun.

**Planning With the End in Mind** means being intentional. It means being thoughtful and purposeful in identifying the camp outcomes and how young people are impacted at the end of camp. Planning this way can prevent camp from being a disconnected series of activities, field trips and events. Determining overall objectives helps determine the budget and prevents overspending for supplies that are not needed.

# Planning for Positive Youth Development

is an approach to developing programs for children and youth focusing on building skills and assets. It is a process which prepares young people to meet the challenges of

adolescence and adulthood through a coordinated, progressive series of activities and experiences which help them to become socially, morally, emotionally, physically, and cognitively competent (National Collaboration for Youth, 1998).

Campers need...	Camp Shriver provides...
<b>To develop positive relationships with caring adults</b>	Opportunities for youth ages 8-25 to be engaged in positive relationships with caring adult volunteers and staff. These volunteers and staff are trained to provide emotional and moral support to campers.
<b>To feel emotionally and physically safe and accepted</b>	Protected settings with staff and volunteers who are trained to provide a safe experience both emotionally and physically.
<b>To have clear developmentally appropriate boundaries allowing them to develop and master new skills</b>	Developmentally appropriate learning experiences which provide structure and limits that promote positive behavior.
<b>To develop a sense of belonging in an inclusive environment</b>	Campers with an identity and sense of belonging. Staff and volunteers are trained to develop and foster a camp environment that is inclusive and supportive of individual differences.
<b>To value and practice service to others (youth activation)</b>	Opportunities for individual and group responsibilities that teach campers to take care of themselves and to contribute to the benefit of the camp community by helping others.
<b>To have opportunities for self-determination, decision making, and goal setting</b>	Campers with multiple opportunities to make choices and decisions about their experiences, from selecting level of involvement in camp activities.
<b>To make positive connections to the future</b>	Exposure to new people, new places, and new ideas. At camp, campers may be involved in unique educational experiences with others from different parts of their community, state, nation or world. Through camp, individuals are able to discover talents and strengths that provide encouragement and hope for future success.
<b>To be involved in active, engaged learning</b>	Experiential, hands-on-learning. Coaches, volunteers and staff are trained to actively involve campers in their learning experiences.



Adapted from: Garst, Revised 2005

## Positive Youth Development

Camp is a proven method for teaching youth a variety of skills. With conscientious planning, a camp team can incorporate a variety of skills into lessons or activities. Camp is dedicated to the positive individual development of youth through experiential learning.

### Socially Inclusive Camp

A socially inclusive camp environment is one where all participants feel valued, their differences are respected, and their basic needs are met so they can achieve the most positive camp experience. Camp content skills will vary based on the programming that you are offering; however, the life skills achieved from the camping experience will be universal. Life skills, which are practiced during camp, can transfer to other areas of a young person's life and can promote healthy development and well-being.

### Remember

Camp is not simply a "location" or "program." Camp is WHAT HAPPENS TO CAMPERS during the event. It is important to remember this. The life skills learned and practiced during camp should be most important. The camp management team should be intentional in planning activities that provide a wide variety of skills and can be used or adapted in real life situations.

## Camp Culture

All camps have a very specific camp culture. Culture encompasses experience, beliefs, values, attitudes, meanings, customs, norms, behaviors, perceptions, traditions, and other products of human work and thought acquired by a group of people in the course of generations through individual and group striving. Whether or not a camp is successful in providing a positive experience for youth can depend largely on the camp culture that exists or that you create.

Camp culture is so powerful that it influences what actually happens at camp. If a negative camp culture is created (or allowed to develop), the outcomes established during camp development may never be achieved. Setting policies is easy; creating a camp culture in which policies are followed can be more challenging. Every participant in the camp process—from directors, coaches, staff, volunteers—must commit to modeling, training and fully participating in the process.

### Recommendations for Creating a Positive Camp Culture

Camp culture begins with the management, they set the culture for the staff and the staff in turn set the culture for the participants. It is essential that all staff members know the desired culture and philosophy of Camp

## Youth Development

**Social Inclusion:** An environment where all participants are equal helping to develop both content and life skills

### Content Skills

Skills learned that are directly related to the content of programming

### Life Skills (Assets)

Building blocks essential for promoting healthy development and well-being

Shriver and demonstrate this at all times. It is difficult for a young person to demonstrate respect towards staff if the staff is not modeling respect towards the young person. Some basic concepts to keep in mind when developing a camp culture include (adapted from the Army Child, Youth and School Services Camp Management Handbook):

- Communicate Camp Shriver's philosophy, values, mission, and vision. Everyone should understand these. They should be modeled at all times.
- Create a system of internal leadership that allows growth of the leaders. Over time, new staff members will understand the culture of Camp Shriver and the expected outcomes.
- Make staff and volunteer training interactive and reflective of multiple learning styles.
- Create a list of expectations for camp attire and include what will not be tolerated in terms of clothing and physical appearance. This should be included in



- pre-camp materials sent to both parents and youth. The ways in which campers and camp staff dress are part of camp culture.
- Include staff, volunteers and youth in ongoing camp planning. Youth are more likely to be engaged in activities if there is a personal choice in the activity. The same can be said for staff. When possible, activities should be based on the interests of all participants.
- Embrace a mindset of self-examination that allows feedback (from formal



assessments of campers/staff/parents to non-formal sources, such as letters from parents, conversations with other Camp Directors, etc.). The overall goal of camp feedback should be to improve the next camp.

- Recognize that Camp Shriver experiences can be a meaningful way for all participants (youth, staff, and volunteers) to make a transition in his/her life. Remember to recognize growth through the camp experiences.
- Develop a ritualistic way to end each day. This might involve passing a ball to each person and having them say what the best part of the day was. Remember, not everyone may have an opinion and that is alright.
- First and foremost be a positive role model. This positive attitude will be modeled by youth and staff alike. Whenever possible, place a positive spin on everything. Treat each issue as it arises as a learning opportunity for staff and youth.



## Positive Youth Development & Camp Culture Inspires Youth Activation

Camp Shriver becomes a key activation point for youth, providing an initiative that they can plan, support and execute on their own, following in Eunice Kennedy Shriver's footsteps.

### Value

Camp Shriver gives youth the opportunity to value and practice service to others. Camp creates opportunities for individual and group responsibilities that teach campers to take care of themselves and to contribute to the benefit of the camp community by helping others. Through Camp Shriver, Special Olympics is able to engage more young people in meaningful and sustaining ways and youth can contribute directly towards the growth and development goals in their local Special Olympics Programs.

Camp Shriver has the ability to inspire youth and develop future volunteers. It is one goal of the Camp Shriver program to teach leadership and encourage further participation after the camp experience.



# Camp Counselors and Coaches

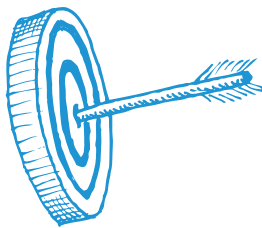
In most camps, the adult supervisors are called counselors. Counselors are trained in the rules and regulations of the camp, as well as the programmatic information that they will be responsible for running such as sports, fitness, games or educational components. These volunteers can include adults and youth activation volunteers that are slightly older than the campers, including Special Olympics and Unified Sports coaches.

## Planning for Safety

This is a great opportunity to educate potential Special Olympics coaches since knowledge varies regarding coaching specific sports, and how to coach people with and without intellectual disabilities.

Volunteers may be teachers, youth with sport knowledge, a volunteer from other areas of Special Olympics, or someone simply charged up to change others' lives and their own!

To become a camp counselor, these individuals should register as volunteers with your Special Olympics programs and are required to complete the same policies in place as any other volunteer within the organization. These volunteers need to be comfortable engaging in activities with the participants while also ensuring the safety of the participants.



## Steps to becoming a counselor or coach include:

1. Get in touch with a nearby Special Olympics office.
2. Attend a General Orientation as a basic introduction to Special Olympics.
3. Attend an approved second course covering a specific sport, aspects of coaching individuals with intellectual disabilities, or other coaching tactics. All counselors should be recommended to complete the online Unified Sports Coaches Course for training on how to develop Unified Sports programming. This course is located at: <http://www.nfhsllearn.com/electiveDetail.aspx?courseID=36000>
4. Complete 10 hours of working with Special Olympics athletes under an experienced coach or volunteer

5. Receive endorsement from his/her Program as having fulfilled the above and general screening approval as a suitable character to work with Special Olympics Athletes.

## Education Resources

Special Olympics provides our volunteer coaches with the basic principles, techniques and tools to effectively coach Special Olympics athletes. Coaches education is necessary and mandatory. Our athletes deserve the most knowledgeable coaches who are trained, who can access sport-specific coaching guides and rules, who provide the safest environment in which to train and compete and who receive ongoing education.

Special Olympics offers a comprehensive set of Coaching Guides in each sport, and Competition Guides available in print and online in several languages.

Find resources and online courses that support Special Olympics coaching education at [www.specialolympics.org](http://www.specialolympics.org).

### **Additional sport specific, Unified Sports and coaching resources found online include:**

- Athlete Development
- Coaches Development
- Basics of Special Olympics
- Coaching Special Olympics Athletes
- Sport Nutrition
- Sport Safety & Injury Prevention
- Sport Psychology



# Getting Started

Determining the type of Special Olympics Camp Shriver program that you will offer will help you to shape the goals and objectives for the current camp season and influence future camp development.

## Establishing Camp Shriver Goals

Camp Shriver programs, generally held during the summer months or school breaks, consist of a number of days within a timeframe that will afford an effective camp experience. Depending of the type of programming that you are implementing you will need to **develop community partners** that can help you to initiate a new program or grow existing ones.

**Any program or third-party hosting a Camp Shriver must be partnered with an accredited Special Olympics Program and follow Special Olympics guidelines.**

Camp agendas can be planned in a variety of ways; generally Camp Shriver has programming built around sport specific activities with themed programs built in (i.e. Healthy Living training). Once you have identified the type of camp you will be initiating, you must set the goals and objectives for the camp. Camp programming should provide life skills, knowledge and a FUN environment for all participants.

Goals for a Special Olympics Camp Shriver program:

- Provide a sport skill development and socially inclusive environment away from home
- Provide an opportunity to meet socially, interact with, and learn from those with or without intellectual disabilities by participating together
- Provide opportunities for youth activation:
  - by allowing youth to take responsibility for their own decisions and actions
  - by exposing youth to new experiences and approaches to everyday interests
  - providing opportunities to develop leadership skills
- Teach youth about being a person of good character
- Allow participants to discover and develop special abilities
- To create an atmosphere of equality, understanding and caring for participants to have fun and learn to create positive, enjoyable experiences individually and with others

## Are You:

launching Camp Shriver for the first time

initiating a new Unified Sports inclusive recreation model within an existing Camp Shriver

increasing participation and impact of pre-existing Unified Sports programming in Camp Shriver

### Developing Community Partners

It is imperative that you develop community partners in order to create a sustainable program. By aligning your program with the community you will develop relationships that allow for Camp Shriver to succeed. By reaching out to community centers, local parks and recreation, schools (primary, secondary and college/universities), and local businesses you will develop a basis for your program to function. Through community partners you will attain some of the monetary and physical support necessary to run Camp Shriver; from sites (buildings, outdoor space, etc.), donations/funding for the program to run (staffing, rental fees, marketing, office supplies, apparel, and food services), and equipment necessary to the curriculum. Developing community partners also gives you a broad base of community volunteers to help with programming and staffing during the actual running of the camp.

## Beginning the Operational Process

### Finding a Location

Once you have identified whether you will be launching Camp Shriver for the first time, initiating a new Unified Sports inclusive recreation model within an existing Camp Shriver or increasing participation and impact of pre-existing Unified Sports programming in Camp Shriver, you will need to secure a site. It is likely that you will already have a site for Camp Shriver if you are doing either of the

later options; however, you will have to make sure the current site can accommodate the changes/increased population of initiating the changes to the program.

### Start by making a list of site necessities:

Based on programming, consider the proximity of buildings and field space. A good site location can alleviate extra work. The first step is to identify the number of programmable hours you will be offering: will you be running a half day camp, a full day camp, or an overnight experience? The answer to this question changes some of the requirements for your location. Use the checklist on the following two pages to help determine what you need to establish your camp.

Once you have answered this question, make a list of your site needs.

- Is there access to sport specific necessities (i.e. field space for football, gymnasium space for basketball)
- Are there easily accessible restrooms
- Easy access to site for parent or transportation drop-off and pick-up
- If camp is held outdoors is there accessibility to indoor space in case of inclement weather
- If meals are being offered are there eating facilities or space for food preparation
- Is there easy access to drinking water
- Are there appropriate sleeping and bathing quarters for overnight experience

## Getting Started

### *Check-List for Implementing Camp Shriver*

Establishing Camp	Deadline	Responsible
Determine Timeline		
<p>Determine how your program will host at least one Camp Shriver through participation in one of the following ways:</p> <ul style="list-style-type: none"> <li>● Launching Camp Shriver for the first time</li> <li>● Initiating a new Unified Sports model within an existing Camp Shriver, or</li> <li>● Increasing participation and impact of pre-existing Unified Sports programming in Camp Shriver</li> </ul>		
Determine type of camp (1/2 day, full day, overnight, programming contents) and set goals and objectives		
Identify site needs (buildings, sleeping, food preparation, etc.)		
Identify types of equipment needed (sports equipment, office equipment, etc.)		
Determine what type of food service is required (consider food substitutions requirements for most common food allergies or restrictions.) Begin contacting community partners and potential donors.		
Select the date of the camp		
Select a location for the camp		
Determine staffing needs		
Determine transportation needs		
Create a plan of action with individual assignments and a timeline for completion		
Identify needed resources (local, community and global) Develop community partners		
Develop a budget		
Set dates for camp staff recruitment, selection and training		
Develop a marketing plan (for staff, volunteer and participant recruitment)		
Interview and select key staff		

## Getting Started

### *Check-List for Implementing Camp Shriver (continued)*

Establishing Camp	Deadline	Responsible
Begin staff training		
Develop registration packet (application, medical Power of Attorney, emergency contact, what to bring, etc.)		
Distribute registration packet		
Complete ordering of supplies needed for camp (equipment, name tags, T-shirts, food, snack, etc.) OR Confirm donations		
Review all health history and medication forms		
Ensure all staff; including youth counselors/volunteers receive required training		
Finalize programs, schedule, staff assignments, group assignments, sleeping assignments, etc.		
Check equipment for availability, safety and needed repairs		
Conduct a parent/camper orientation		
Prepare camp assessment		



### Sport Specific Skills

Sports offered will vary at each Camp Shriver. Following is a list thing to consider when determining the sports your program will offer:

- Location/space you have acquired can accommodate the participants and the requirements of each sport
- Coaches/volunteers available; some sports will require additional/specialized instruction

**For a five day printable schedule of sport specific programming options please refer to Appendix A.**

Once you have determined the sports you will offer:

- Determine the base skill level of each participant through a general assessment.
- Divide the group into two sections:
  - one for those ready to learn plays and team strategy
  - one for those ready for individual skills but are not ready yet for team play
- Provide each participant with a way to monitor their progress through the week and afterwards.

# Develop a Budget

One crucial aspect of planning is the budget. Begin the budgeting process well in advance and review it regularly leading up to and during camp. For Camp Shriver to be successful you must get an early start on budgeting by developing community partners to supplement the costs of running the camp.

Generally camp programs begin with a budget and work from there to determine the rest of the camp structure. Because budgets are created months before the actual camp, making estimates based on good research is required. Obtain contracts and donations early; they help to establish the size and scale of the camp program that you can offer.

## Basic budgeting terms

- **Income**—the amount of money that is brought in for the purpose of running Camp Shriver
- **Fixed Costs**—costs that remain the same regardless of the number of campers. Examples include: site costs and salaries of staff hired to work at Camp Shriver
- **Variable Costs**—costs which fluctuate based on the number of campers attending. These will most likely be most common costs and include food, supplies and transportation (if applicable)

## Estimating Costs

Based on the requirement that tuition is free, you must remember to be conservative with your estimated income and liberal with your expenses. It helps to balance the budget more accurately when funds become available.

Based on a variety of camp programs, the most common elements of a camp budget are:



- Site or facility (fixed cost) goal to have site donated for no cost
- Staff (fixed cost) can be reduced based on the number of volunteers recruited
- Marketing/promotion (variable cost)
- Food service (variable cost)
- Transportation services (variable cost)
- Materials/miscellaneous (variable cost)

## Cost of Site or Facility

Consider these things when determining the cost of a camp facility:

### *Facility cost*

You must consider the following common Services that may need to be negotiated:

- Use of phone, computer, fax or photocopying machine.
- Use of a kitchen for food preparation(if applicable)
- Cost of any recreation equipment or outdoor facilities.

### *Cost of Staff*

Staff can be one of the most costly expenditures; it is also the most valuable part of camp.

- Determine number of counselors/volunteers needed by estimating the number of campers (the more volunteers that are recruited the less the expenditure for staffing)
- Depending on programming you must determine any specialty coaches needed and their total cost

## Cost of Food Service

If food services are being offered it can account for a large portion of the budget. Camp food service should provide a set price early in the

planning process. To determine food cost you must decide whether you will be using a food service or if meals will be made on site.

## Cost of Materials and Supplies

- Determine the amount and types of program materials needed (include arts and crafts, sports equipment, etc.)
- Determine the cost for —give-away items such as camp t-shirts to campers, coaches, counselors/volunteers
- If camp requires specialized equipment for its program (bows for archery, helmets for equestrian), determine these costs based on the number of items required

## Cost of Promotion/Marketing

- Determine the total cost of promotional media (Web page, pamphlet). Include printing, postage and design cost
- Total cost of distribution of materials
- Total cost of distribution of required forms/registration packets

## Determining How to Fund Camp

A variety of methods may be used. Potential grant funding is available to accredited programs that apply and meet criteria. Local business, community partners and other organizations should be considered for additional expenses and developing sustainable partnerships.

## Marketing Your Camp

Special Olympics has developed SO Camp Shriver brand guidelines and templates to be used and followed as you develop your Camp programs. Examples of these materials can be found in Appendix C. For access to approved Camp Shriver logos and branding, please check the website at [resources.specialolympics.org](http://resources.specialolympics.org).



# Developing Programming

There are many details that go into creating programming/curriculum for Camp Shriver. When developing programming, focus on three main categories; sport specific skills that your camp will be offering, supplemental recreational activities and health management.

## Planning for Skill Development

### Athlete Assessment

Begin and end Camp Shriver with an Athlete Assessment. This will help you to incorporate all participants based on their level of ability. It allows you to educate Camp Shriver participants throughout the camp process, developing special skills of all athletes as well as giving them a concrete progress report after their camp experience. The STRIVE program has been designed to determine information about a current state of physical fitness for our athletes.

Special Olympics has developed a program to track and improve athlete health and quality of life. Athlete go through a series of fitness stations to test the following skills: aerobic endurance, balance, coordination, flexibility, power, strength, and speed/agility.

The station results will be used to help each athlete discover their strongest skills, skills for them to improve, and additional Special Olympics sports to try.

### STRIVE Athlete Assessment

The assessment tests athletes' skills, introduces the basics of healthy nutrition, and sets the stage for further development. See skills assessment tools starting on page 22 and diagrams in Appendix B starting on page 74 for additional information.

#### *Layout*

The athlete assessment requires approximately 20 meters by 20 meters of open space. A wall or other vertical surface is recommended for several of the stations.

#### *Time*

Each athlete will take approximately 45 minutes to complete all stations. It will take approximately 2 hours for 20-25 athletes

## Make Your Own Kit

Material	Alternative	Examples	Quantity
<b>Cones</b>	Make item resembling a cone	Cardboard boxes, cups, milk jugs	3
<b>Floor Tape</b>	Any item to mark boundaries	Masking tape, string, ribbon	1
<b>Frisbee</b>	Any object that food label can be taped to and thrown	Bean bags, piece of cardboard, tennis ball	5
<b>Measuring Tape</b>	Any type of measuring tool	Sewing tape measure, household measuring tape, ruler	3
<b>Medicine Ball</b>	Any item weighing 1-2 kg	Ankle weights, Milk jug filled with sand	1
<b>Soccer Balls</b>	Any ball of similar size and weight	Kickball, volleyball, basketball	2
<b>Sports Assessment Sheets</b>	make your own	Make them by hand	1 per athlete
<b>Station Signs</b>	make your own signs to easily label each station for participants	Make them by hand	16
<b>Stop Watches</b>	Use an device capable of tracking time	Watches, clocks, cell phones	6
<b>Tennis Balls</b>	Any ball the same size and weight	Small beach ball, wiffle ball, racket ball	2

to go through. If additional volunteers are available, two athletes can use each station at once, allowing twice the athletes in the same time.

### **Budget**

The minimum material for athlete assessments can be purchased or made.

### **Procedure**

Each athlete will have a sports assessment form. Athletes should then proceed through each station in order. At the end of the Camp Shriver experience, upon re-assessment of the campers you can give supplemental materials for athletes to take home with them to continue their physical and nutrition development.

## Station Descriptions

### **Station 1 – Body Mass Index**

The athlete's weight and height will be measured to determine their BMI. This will constitute a baseline measurement for future assessments on the athletes fitness.

### **Station 2 – Sit and Reach**

This station measures the athlete's lumbar back and hamstring flexibility. The athlete will perform a hip flexion three times reaching as far forward as possible with their arms. The athlete will be assessed on how far they can stretch.

### **Station 3 – One Leg Stand**

This station measures an athlete's postural control and balance. The athlete will be assessed by the amount of time they are able to balance on one foot.

**Station 4–60 Second Plank Hold**

The plank hold measures an athlete's core stability and strength. The athlete will be assessed by the amount of time they are able to hold themselves in the proper plank position.

**Station 5–Broad Jump**

The broad jump measures the athletes' lower body power. The athlete will get three changes to jump as far as they can. The athlete will be assessed by the distance of the jumps.

**Station 6–Seated Medicine Ball Throw**

This station measures an athlete's upper body power. The athlete will get three chances to throw a weighted ball for distance with correct form. The athlete will be assessed by the distance the ball travels from the point of release to the point it lands.

**Station 7–5-10-5 Agility Test**

The agility test will measure the athlete's ability to accelerate, decelerate and change direction to the left and right. This is completed by running a course marked on the ground in a specific layout. The assessment will be determined by the length of time it takes to complete the test.

**Station 8–Push-ups**

Push-ups measure an athlete's upper body strength endurance. The athlete will be assessed on how many push-ups they can complete in one minute with correct form.

**Station 9–30 Second Sit & Stand**

This station measures an athlete's lower body and core strength endurance. The athlete will start from seated position, stand, sit and repeat for 30 seconds. The athlete will be assessed on the number of times s/he sits and stands without assistance.

**Station 10–Shuttle Run**

The 20 meter shuttle run measures an athlete's cardiovascular fitness. The athlete will run twice between two lines that are 20 meters apart. The athlete will be assessed by how fast they run and by how quickly they can change directions.

**Station 11–3 Hydration Station**

The athlete will learn the importance of staying hydrated.

**Station 12–Nutrition Station**

The athlete will learn the importance of balanced nutrition. Using food pictures, the athlete will practice building their own healthy plate.

Please see Appendix B starting on page 74 for detailed diagrams and templates for running each Athlete Assessment Station. Additional STRIVE program kits and materials are available through [www.specialolympics.org](http://www.specialolympics.org).



# Let's Get Ready To Go:

## *Preparing for Activity and Practice*

### Warm-up Period (10-15 minutes)

A warm-up should be part of each activity and training session.

The TOTAL warm-up period should

- last at least 10 minutes
- immediately precede the activity.

Warm-up has two parts:

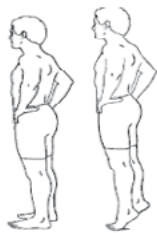
1. Slow, easy jogging, calisthenics or active movements,
2. Gentle stretching of major muscles used in the activity.

### Warm-up Exercises

*10 repetitions each exercise*



*March in place*



*Up and down on toes*



*Trunk twists*



*Shoulder shrugs*



*Head turn side-to-side*



*Arm circles*



*Fast walking in a circle*



### Team Contests

1. **Marching Game**—each team marches from a start to finish line. The first total team to cross the finish line wins.
2. **Walk-Tag-Walk Game**—each team splits in half. One half remains on the start line; the other half goes to the finish line. At go, the first team member walks to the opposite member, and tags. Then the tagged member walks back to another team member and tags. The first team with all members tagged wins.
3. **Ball Throw Contest**—each team member throws a ball as far as they can. All distances are added, and the greatest team distance wins.

# Cool-Down Period

(10 minutes)

## Parts of all activity sessions

Each activity session is composed of several standard elements.

<b>Warm-up</b> .....	10 minutes
<b>Aerobic Conditioning</b> .....	15-30 minutes
<b>Strength &amp; Skill Training</b> .....	20 minutes
<b>Cool-down</b> .....	10 minutes



**Total: 55-70 minutes**

The cool-down period should

- be at least 10 minutes
- immediately follow activity.

Cool-down has two parts:

1. Slow, easy jogging, calisthenics or active movements,
2. Gentle stretching of major muscles used in the activity.

**Gentle stretching** is a critical component of the cool-down

- Stretching after activity reduces delayed-onset muscle soreness.
- Ballistic, or bouncy stretches, are not effective and can cause injury—they **SHOULD NEVER BE DONE!**
- Stretching is performed after active cool-down activities such as calisthenics, running or walking, or arm or leg swings.
- Stretching is effective **ONLY** if performed correctly.

These stretches are dangerous for ALL athletes, and should **NEVER** be done:

- Bending the neck backward
- Bending the trunk backward
- Spinal roll (rolling legs and lower body up over head)
- Standing forward bend with knees straight

## Cool Down Exercises

Do all these exercises slowly.



*Slowly walk or wheel in circles*



*Shoulder boxes*



*Arm circles*



*Trunk twists*



*Head turns*

# Cool-Down Stretches

(10-15 minutes)



## Stretching Tips:

- Do an EASY STRETCH to the point of feeling a pull.
- Hold this position for 10-15 seconds.
- Release the tension for a few seconds and repeat 3 times.
- Stretching is most effective if performed IMMEDIATELY after activity.

### Remind the athlete to breathe during stretching.

- As he/she leans into the stretch, they should blow out slowly.
- While holding the stretch, he/she should breathe in and out.

## Now let's stretch...

### Elongation Stretch

A stretch for the whole body. Lie on the back. Straighten both legs, and place arms straight overhead. Reach fingers in one direction and toes in the other, hold and relax. Repeat.



### Knees to Chest

A stretch for the lower back. Lie on the back with both legs straight. Bend knees toward the chest. Place hands behind the thighs. Pull thighs toward the chest until you feel a stretch, hold, then release. Repeat.



### Seated Forward Bend

Alternative to the Knees to Chest Stretch. While seated in a chair, slowly bend forward between the legs. Keep the buttocks on the seat. Dangle arms toward the floor, and hold, then slowly roll back up to sitting.



### Chest Stretch

A stretch for the chest muscles. Lie on the back with hips bent, feet flat on the floor. Place hands behind the neck with elbows pointing up toward the sky. Try to place elbows on the floor, hold and relax. Repeat.



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### ***Groin Stretch***

A stretch for the muscles on the inside of the thighs. Lie on the back and put the soles of the feet together. Lower the outside of the thighs toward to ground, hold, release.

If you are sitting, put the soles of the feet together and sit with the back straight. Gently push the thighs down toward the floor, hold, relax.



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### ***Seated Calf Muscle Stretch***

A stretch for muscles on the back of the lower leg. Sit with one leg comfortably bent at the knee, foot resting by the opposite thigh. Place the other leg straight in front. Drape a towel or cord around the forefoot of the straight leg. Gently pull on the towel until you feel a stretch behind the ankle. Hold, relax, then repeat. Change leg position, and repeat on the opposite side.



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### ***Hamstring Stretch***

A stretch for the muscles on the back of the thigh. Sit on the ground or in a chair. Bend on leg at the knee, and put the other leg straight. Keeping the back straight, bend forward at the hip toward the toes of the straight leg, hold and relax.

Reverse legs, and repeat on the other side.



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### ***Upper Back and Shoulder Stretch***

A stretch for muscles of the upper back and shoulder. Sit straight and cradle one arm with the other. Pull the arm that is cradled across the chest, hold and relax. Change arms and repeat on other side.



# Skills Assessments

After conducting sport specific skills tests, you can prepare a tracking form for each athlete and then determine who should be in the group that continues to work on just skills and who will be in the group that starts working on team skills. Below we share examples of basketball, football/soccer, and Volleyball skills assessments.

## Basketball Skills Assessment



### Dribbling Skills

- ☐ Attempts to dribble a basketball in any manner.
- ☐ Dribbles in any manner at least 3 bounces in a row.
- ☐ Dribbles the ball with one hand more than three bounces in a row while standing in place.
- ☐ Dribbles the ball with the opposite hand more than three bounces in a row while standing in one place.
- ☐ Dribbles the ball with one hand, then the other hand, three bounces in a row each, without stopping, while standing still.
- ☐ Dribbles the ball with one hand while walking forward ten steps.
- ☐ Dribbles the ball with one hand while running forward twenty steps.

- ☐ Dribbles the ball with either hand while moving in any direction (forward, backward, or sideways).

### Passing Skills

- ☐ Attempts to pass a basketball.
- ☐ Passes the ball in any manner and in any direction.
- ☐ Passes the ball in any manner to an intended target.
- ☐ Makes a two-hand chest pass in any direction.
- ☐ Makes a two-hand chest pass to an intended target.
- ☐ Makes a bounce pass to an intended target.
- ☐ Makes a two-hand overhead pass to an intended target.
- ☐ Makes a lob pass to an intended target.
- ☐ Makes a baseball pass to an intended target.
- ☐ Participates in team passing drills

## Catching Skills

- ☐ Attempts to catch a basketball in any manner.
- ☐ Catches the ball in any manner.
- ☐ Catches a bounce pass in arms and chest.
- ☐ Catches a bounce pass with hands only.
- ☐ Catches a chest pass in arms and chest.
- ☐ Catches a chest pass with hands only.
- ☐ Attempts to catch a pass in any manner while moving.
- ☐ Catches a pass in any manner while moving.
- ☐ Catches a pass with hands only, while moving.

## Shooting Skills

- ☐ Attempts to shoot a basketball toward the basket.
- ☐ Hits the backboard with a one-hand set shot.
- ☐ Makes a basket with a one-hand set shot.
- ☐ Hits the backboard on a lay-up.
- ☐ Makes a basket on a lay-up.
- ☐ Hits the backboard with a jump shot.
- ☐ Makes a basket with a jump shot.

## Participation

- ☐ Attempts to participate in a basketball training program.
- ☐ Participates in any manner in a basketball training program.
- ☐ Participates upon own initiative in a basketball training program.
- ☐ Practices basketball skills a minimum of three days a week.
- ☐ Takes part in team activities.
- ☐ Demonstrates knowledge of the basic rules of basketball.

## Rebounding Skills

- ☐ Attempts to catch in any manner a Basketball that is tossed into the air.
- ☐ Catches a ball that is tossed into the air.

- ☐ Attempts to catch in any manner a ball that rebounds off the backboard.
- ☐ Tracks the ball as it is shot at the basket.
- ☐ Turns to face the basket and takes ready position for rebounding.
- ☐ Catches in any manner the ball after it rebounds off the backboard and bounces once on the floor.
- ☐ Catches the ball with hands only, after it rebounds off the backboard and bounces once on the floor.
- ☐ Catches the ball in the air with hands only after it rebounds off the backboard.
- ☐ Moves to 'box out' an opponent before jumping for a rebound.
- ☐ Participates in team rebounding drills.

## Team Play Skills

- ☐ Attempts to participate in team play skills.
- ☐ Participates in any manner in an offensive team play drill.
- ☐ Participates in any manner in a defensive team play drill.
- ☐ Demonstrates knowledge of fundamentals of offensive team play.
- ☐ Demonstrates knowledge of fundamentals of defensive team play.



## Achievement Award Scoring

Check the box once a skill is mastered; then add the number of boxes checked to determine award level:

- ☐ 1-7 Beginner
- ☐ 8-4 Rookie
- ☐ 9-21 Winner
- ☐ 22-28 Champ
- ☐ 29-35 Super Champ
- ☐ 36-42 Superstar





# Soccer Skills Assessment Card

## Control-Receiving Skills

- ☐ Controls ball using inside of foot
- ☐ Controls ball using chest
- ☐ Controls ball using thigh
- ☐ Cushions ball with chest or thigh
- ☐ Distributes body weight, moves backward, forward or sideways
- ☐ Judges ball flight speed appropriately
- ☐ Chooses the correct technique and body surface to control ball

## Dribbling Skills

- ☐ Dribbles forward, using the top of the foot
- ☐ Uses inside of foot to quickly change direction
- ☐ Uses outside of foot to shield ball from opponents
- ☐ Uses sole of foot to change ball direction
- ☐ Dribbles up field with ball while walking
- ☐ Dribbles up field while running

## Passing Skills

- ☐ Squares up ball, player and target in straight line
- ☐ Makes eye contact with intended receiver
- ☐ Follows through in direction of intended receiver kicking foot
- ☐ Places kicking foot flat against back of the ball
- ☐ Contacts ball with toes pulled up, foot parallel to ground and ankle locked

## Shooting Skills

- ☐ Approaches the ball from the side
- ☐ Places non-kicking foot by side of ball
- ☐ Controls ball before shooting

## Tackling Skills

- ☐ Leans upper body into front-block tackle
- ☐ Maintains good balance with outstretched leg in side-block tackle
- ☐ Tracks and closes down on opponents dribbling the ball

- ☐ Knows when to use appropriate tackle technique
- ☐ Moves quickly to close distance to opponent with ball
- ☐ Focuses attention on ball, not opponent's body

## Heading Skills

- ☐ Attempts to head the ball
- ☐ Looks at ball as it comes toward the head
- ☐ Rocks onto back foot before ball arrives
- ☐ Attacks through ball for power
- ☐ Directs ball in correct, general direction
- ☐ Directs ball with accuracy
- ☐ Heads ball while standing
- ☐ Heads ball while jumping

## Goalkeeping Skills

- ☐ Maintains concentration when ball is away from the goal
- ☐ Gets behind the line of the ball
- ☐ Scoops up low balls with legs straight and together
- ☐ Goes down on one knee and scoops up low balls
- ☐ Secures high ball with both hands working together as one unit
- ☐ Dives on side of body
- ☐ Distributes the ball, using appropriate technique

### Achievement Award Scoring

Check the box once a skill is mastered; then add the number of boxes checked to determine award level:

- ☐ 1-7 Beginner
- ☐ 8-4 Rookie
- ☐ 9-21 Winner
- ☐ 22-28 Champ
- ☐ 29-35 Super Champ
- ☐ 36-42 Superstar



## Volleyball Skills Assessment Card

### Serving

- ☐ Difficulty tossing/contacting ball
- ☐ Sometimes serves underhand legally over the net
- ☐ Legally serves underhand consistently and effectively
- ☐ Legally serves both underhand and overhand over the net
- ☐ Consistently serves overhand over the net
- ☐ Often serves overhand over the net, such that the opposing team cannot return

### Passing

- ☐ Difficulty completing a forearm pass to teammate
- ☐ Sometimes completes a pass to teammate
- ☐ Only completes passes that come directly to him/her
- ☐ Usually completes passes received in general area of his/her position
- ☐ Chooses best type of pass (overhead/ set/ forearm) for the situation
- ☐ Completes passes accurately to the setter to run an offense
- ☐ Controls the offense with ability to complete an advanced pass, overhead set and forearm pass

### Blocking

- ☐ Does not block at all, regardless of the situation
- ☐ Makes little to no effort to block and often is out of position for the block
- ☐ Blocks only when the ball is hit directly in front of him/her
- ☐ Goes after attacks that are within 1-2 steps
- ☐ Aggressively attempts blocks 3-4 steps away, makes many successful blocks
- ☐ Exceptional ability to stop opponent's attacks all along the net with good body control

### Attacking/Hitting

- ☐ Does not demonstrate knowledge of basic mechanics of front row play
- ☐ Periodically makes an uncontested attack over the net
- ☐ Hits the ball over the net when it comes directly to him/her
- ☐ Hits the ball over the net when it is set to him/her, occasionally moving to a set 1-2 steps away
- ☐ Consistently hits the ball over the net into the opposite court
- ☐ Consistently hits the ball over the net that the opposing team cannot return

### Communication

- ☐ Does not communicate with teammates or coaches; does not make any motion toward the ball
- ☐ Does not communicate with teammates or coaches; often runs into other players and takes balls called by teammates
- ☐ Responds to communications from teammates and coaches by changing the way he/she plays on the court
- ☐ Calls for and aggressively pursues balls near his/her position and backs away from teammates who call for a ball
- ☐ Encourages teammates to communicate; helps guide teammates on the court
- ☐ Strongly communicates with teammates and coaches during play


### Game Awareness

- ☐ Sometimes confused on offense and defense; does not transition; stays in one place
- ☐ Can play a fixed position as instructed by coach; may go after an occasional loose ball
- ☐ Limited understanding of the game; performs basic skills and will run occasional plays if coach prompts

- ☐ Moderate understanding of the game; some offensive plays and solid defensive skills
- ☐ Advanced understanding of the game and mastery of volleyball fundamentals

## Movement

- ☐ Maintains a stationary position; does not move to or away from the ball as necessary
- ☐ Moves only 1-2 steps toward the ball
- ☐ Moves toward the ball, but reaction time is slow and has intermittent transition from offense to defense
- ☐ Movement permits adequate court coverage
- ☐ Good court coverage, reasonably aggressive; good transition from offense to defense
- ☐ Exceptional court coverage, aggressive anticipation; great transition from offense to defense



### Achievement Award Scoring

Check the box once a skill is mastered; then add the number of boxes checked to determine award level:

- ☐ 1-7 Beginner
- ☐ 8-4 Rookie
- ☐ 9-21 Winner
- ☐ 22-28 Champ
- ☐ 29-35 Super Champ
- ☐ 36-42 Superstar



# Recreational Activities

When creating programming for Camp Shriver you want to make sure that you have a good balance between active and resting activities. This is helpful for both participants and staff; it allows the participants the recuperation time necessary between exercises, outdoor sun exposure and allows for time between activities for staff to prepare the next event.

Activities will vary based on the region that the camp is being offered. You should use songs and games that you are familiar with.

## Planning for Fun

### Camp Songs

Camp songs are the perfect way to build spirit, let loose, and create many fond memories of camp for years to come. This is also a perfect opportunity to incorporate your community partners into the camp experience; for example if you are partnering with a school/university you can incorporate the school song, etc. Camp songs can also help with the transition between two different activities.

The following is a list of popular songs, games, activities that can be used to supplement the sport specific skills that you will be teaching. It is important for participant retention and involvement to intersperse activities (some free choice) with sport

specific skills, it allows for the participant to feel that they are having an active choice in their environment and it also allows for recuperation between activities.

Listed below are type of camp games, songs and activities, for a more comprehensive list of resources including descriptions and rules of each game you can visit: <http://www.ultimatecampresource.com/site/camp-activities/>



### Camp Games

There are more to camp games than sport specific skill games. With recreational camp games the key to a fun summer lies in your ability to offer ever-changing, age-appropriate, and interactive games to your campers.

Any camp games rules may be modified to add a personal/global/regional touch or to make it more accessible for all participants. When playing recreational camp games or activities it is advised to allow participants to play under a non-competitive philosophy, “everybody plays, everybody wins”, as well as giving the option of “challenge by choice” for activities. This promotes a fun and safe environment but also helps to engage all participants in activities. The purpose of all games and activities is to have FUN!

## Circle Games

Circle games are easy to monitor, ensure that participants are on equal ground (no one is at the front of the line, etc), and enable everyone to see and hear one another.

### **Action Syllables**

With the group standing in a circle, have the participants each choose an action for every syllable of their name.

*Example:* Elvis has 2 syllables, so he does a hip shake with “El” and snaps his fingers for “vis”. Once Elvis has done his action while saying his

name, the whole group repeats. After the 2nd person does his/her name, the whole group repeats, then does Elvis’s again. And so on ‘til everyone’s done it.

## Cooperative Games

Cooperative Games are easy to monitor, focuses on working together as a whole.

### **All Over**

Divide campers into two equal groups. Each group should have the same amount of balls to start the game. Have the two groups stand on opposite sides of the center line. The game leader shouts “All Over” to start the game. The balls can be passed to the other side by being kicked, thrown or rolled. As soon as there are no balls on one side of the center line, the game leader shouts “All Over” to signal the end of the game. When using a large amount of balls, we would end the game after a few minutes and the group with the newest amount of balls on their side wins.

## High Activity Games

This is a good way to get participants moving. These types of camp games are perfect for those children who love to run, run, run!

### **Everybody’s it!!! (TAG game)**

Proclaim, “everybody’s it!” in an open space and the participants begin trying to tag others, while avoiding getting tagged. Decide beforehand if simultaneous tags result in either sitting down, or both remaining free. Once tagged, participants sit down, extend their arms, and try to tag those left running around.



### ***Belt Loop Ball***

Divide the players into teams of 10 people. Each team competes with itself to 'play' the game successfully. It is fun to have different players make up each team every time the game is repeated. Each team stands in a straight line; they are tied together by passing the rope through the left loop of every player's belt. Two people on each team are given a ping pong ball. The object of the game is to guide a soccer ball by using only their feet, from one side of the playing area to another. However, the only players who are allowed to kick the ball are those holding one of the two ping-pong balls. Every time the leader calls "SWITCH" the people holding the ping-pong balls pass them on to different members of their team. Only one kick per time holding the ping-pong ball is permitted. After each team becomes adept at completing the run across the playing area, competitions between teams can be organized.

## **Sports Oriented Games**

These games could easily be oriented into a sport specific camp placing and emphasis more on the game as opposed to skill or drill while still practicing the skills that may have been introduced.

### ***ABC Basketball***

This game should be played by a basketball hoop. Children sit in a large circle and pass the basketball around the circle (like hot potato) while singing the alphabet.

Whoever has the ball when the group gets to the letter Z must go to the basket and try to make a shot. If player makes the shot, he/she takes their seat in the circle. If they miss it, they are out of the game.



## Integrating Health into Camp Shriver

In order to most successfully compete in Special Olympics sports, participate in Camp Shriver activities and lead productive lives, people with intellectual disabilities (ID) need to be healthy. Through Camp Shriver, there is an opportunity to enable people with ID to increase control over, and to improve, their health and to help ensure a healthy, productive lifestyle. Healthy behaviors and education can be seamlessly incorporated into the activities of Camp Shriver which will encourage and enhance healthy behaviors; reduce risky behaviors; improve self-efficacy and self-advocacy; and will ultimately enable Camp Shriver participants to lead more productive lives.

There are several ways in which Camp Shriver can integrate health and Special Olympics Healthy Athletes into Camp Shriver programming. In order to be most successful, we recommend having at least one staff person or volunteer dedicated to the preparation and promotion of health during Camp Shriver.

## Healthy Habits Education Stations

Set up booths throughout Camp Shriver where volunteers provide education and materials (such as flyers, handouts) on a variety of topics such as:

- Hand washing
- Warm weather safety (safe sun exposure and adequate hydration)
- Blood pressure screening
- Nutrition
- Oral health

For samples of flyers and handouts on the above topics or for help developing materials on other topics, please contact Kathleen Palermo, SOI Health Promotion Manager [kpalermo@specialolympics.org](mailto:kpalermo@specialolympics.org).

## Health promotion throughout the Camp Shriver experience

- Serve nutritious meals and snacks. Guidance from TRAIN@Home provides nutrition materials to serve as guidance: [http://media.specialolympics.org/soi/files/resources/StriveAndTrain/TRAINHome\\_Nutrition.pdf](http://media.specialolympics.org/soi/files/resources/StriveAndTrain/TRAINHome_Nutrition.pdf)



- Discuss importance of vegetables and fruit, portion control, limiting sugar intake, etc. while athletes are eating
- Promote hand washing before eating and after using the bathroom by setting up stations and reminding athletes
- Have water, sunscreen, and shady areas available next to where the athletes play and remind them of the importance of hydration and sun safety
- Organize walking opportunities with a walk leader and established routes: have water at the beginning and end of the walk, create an incentive for athletes who walk every day
- Stairwell challenge: post motivational posters and information near elevators and stairwells encouraging athletes to take the stairs
- Maximize downtime (while waiting in line, etc.) by leading athletes in fun activities like dancing, walking in place, or other active games



- More resources can be found in the Health Promotions section of the Special Olympics website: [http://resources.specialolympics.org/Topics/Healthy\\_Athletes/Healthy\\_Athletes\\_Resources.aspx](http://resources.specialolympics.org/Topics/Healthy_Athletes/Healthy_Athletes_Resources.aspx)

## Healthy Athletes screenings

If you are interested in conducting a Healthy Athletes screening at your camp, or you are interested in connecting campers to a concurrent HA screening event, please contact your local SO Program.



# Schedules

## Creating Your Day to Day Programming

- ½ Day Template
- Full Day Template
- Overnight Template
- Mock Schedule



### Schedule Template Full Day Programming

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-9:00	Check-In				
9:00-9:15	Welcome & Warm-Ups	Welcome & Warm-Ups	Welcome & Warm-Ups	Welcome & Warm-Ups	Welcome & Warm-Ups
9:15-10:00	Programming	Programming	Programming	Programming	Programming
10:00-10:30	Morning Snack & Sunscreen APPLICATION				
10:30-11:15	Programming	Programming	Programming	Programming	Programming
11:15-12:00	Programming	Programming	Programming	Programming	Programming
12:00-12:30	Lunch				
12:30-1:15	Programming	Programming	Programming	Programming	Programming
1:15-2:00	Programming	Programming	Programming	Programming	Programming
2:00-2:30	Afternoon Snack & Sunscreen Application				
2:30-3:15	Programming	Programming	Programming	Programming	Programming
3:15-4:00	Programming	Programming	Programming	Programming	Programming
4:00-4:30	Check-Out				

## Schedule Template

### Half Day Programming for morning or afternoon

	Time	Monday	Tuesday	Wednesday	Thursday	Friday
Morning Session	8:30-9:00	Check-In				
	9:00-9:15	Welcome & Warm-Ups	Welcome & Warm-Ups	Welcome & Warm-Ups	Welcome & Warm-Ups	Welcome & Warm-Ups
	9:15-10:00	Programming	Programming	Programming	Programming	Programming
	10:00-10:30	Morning Snack & Sunscreen APPLICATION				
	10:30-11:15	Programming	Programming	Programming	Programming	Programming
	11:15-12:00	Programming	Programming	Programming	Programming	Programming
	12:00-12:30	Lunch				
Afternoon Session	12:30-1:00	Mid-Day Transition/ Check Out-Am/ Check-In Pm				
	1:00-1:15	Welcome & Warm-Ups	Welcome & Warm-Ups	Welcome & Warm-Ups	Welcome & Warm-Ups	Welcome & Warm-Ups
	1:15-2:00	Programming	Programming	Programming	Programming	Programming
	2:00-2:30	Afternoon Snack & Sunscreen Application				
	2:30-3:15	Programming	Programming	Programming	Programming	Programming
	3:15-4:00	Programming	Programming	Programming	Programming	Programming
	4:00-4:30	Check-Out				



# Appendix A

## *Printable Materials*

### Basketball

#### Day One

##### Goals:

- Determine the base skill level of each participant
- Divide the group into two sections;
  - one for those ready to learn plays and team strategy
  - one for those ready for individual skills but are not ready yet for team play
- Provide each participant with a way to monitor their progress through the week and afterwards.

##### Description:

1. Conduct the Individual Skill Competition events of:
  - 10-meter Dribble
  - Spot Shot
  - Target Pass
2. Have Basketball Skill Assessment Cards ready for each athlete and have partners work together to check off skills that are already mastered. Keep those cards until Friday and then send them home with each athlete with a Home Training Guide.




After conducting the skills tests, you can prepare a tracking form for each athlete and then determine who should be in the group that continues to work on just skills and who will be in the group that starts working on team skills. Don't tell them which group they will be in until Day 2.

##### Set-up:

See rules (appendix 1) for descriptions and instructions for conducting these skills.

## Day Two

Start by welcoming people back and then have leaders call out names of athletes and partners that will be in each group for the rest of the week. Group One will be the Skills athletes, Group Two will be the Team athletes.

	Group One	Group Two
	<p><b>Goals: Improve Passing skills</b></p> <p><b>Description:</b></p> <ul style="list-style-type: none"> <li>● Conduct Loose Ball Recovery and/or Passing Under Pressure (See below)</li> <li>● Run passing Drills that have pairs of athletes standing 3 meters apart, facing each other. They should pass the ball back and forth as they side step the length of the court and back.</li> <li>● If pairs master this skill, have them move to the Target Pass Skill station to practice.</li> <li>● Attempt Passing items on the Skill Assessment Card</li> <li>● Retest on the Target Pass ISC</li> </ul> <p><b>Set-up:</b></p> <ul style="list-style-type: none"> <li>● Have Balls for each pair</li> <li>● Set up Target Pass Skill stations so that several pairs can practice at the same time.</li> </ul>	<p><b>Goals: Learn “Give and Go” Offense</b></p> <p><b>Description:</b></p> <ul style="list-style-type: none"> <li>● Conduct Partner Pass and Dash (See below)</li> <li>● Conduct Give and Go Training (See below)</li> <li>● Run passing Drills that have pairs of athletes standing 3 meters apart, facing each other. They should pass the ball back and forth as they side step the length of the court and back.</li> </ul> <p>Leave 15 minutes at the end of the session for Unified teams of athletes and partners to play a scrimmage game. Seed teams with coaches if necessary.</p> <p><b>Set-up:</b></p> <ul style="list-style-type: none"> <li>● Have a wall available for PP&amp;D</li> <li>● Have a goal available for G&amp;G</li> </ul>

### Loose Ball Recovery

#### Reps

Until the whistle blows.

#### Purpose of the Drill

- Develop visual tracking skill
- Teaches ‘move to the ball’

#### Steps

1. The deliverer instructs the receiver to “Give A Target” and be ready to move.
2. The deliverer then rolls or passes

(bounce or chest) the ball to the target that the receiver pointed out.

3. The receiver moves to get behind the ball, catches it, passes it back to the deliverer, and returns to his/her position.
4. Drill is repeated so that the receiver gets 5-10 attempts before switching places with the deliverer.
5. The emphasis is on movement and tracking.
6. Each player has an individual goal of recovering more than he/she did each previous time.



## Passing under Pressure (Keep away)

Athletes with average to moderate ability - can move to get behind the ball and can catch pass the ball are now ready for this drill.

### **Reps**

Three rounds of 1-2 minute games

### **Purpose**

- Develop quick passes to avoid steals
- Teaches players to move to get open for a pass

### **Steps**

1. The coach divides the group into pairs.
2. Partners stand the width of the lane apart facing each other.
3. Passing and receiving are practiced using all passes (chest and one-handed bounce passes plus one-handed, and overhead passes).
4. A defender is added to each group.
5. The ball starts with one teammate versus the defender.
6. The athlete with the ball looks for the OPEN DOOR and passes to his/her teammate.

7. If the pass is not deflected or stolen, the defender turns and moves to defend against the athlete who has the ball.
8. When the defender makes a steal or deflects the ball, he/she becomes a teammate passer.
9. The person whose pass was deflected or stolen becomes the next offensive teammate.
10. Drill continues for 1-2 minutes.

### **Key Words**

- Look for the Open Door
- Give a Target
- Move to Get Behind the Ball

## Partner Pass and Dash

### **Reps**

Three trials of 30 seconds each

### **Purpose**

- Developing accurate and fast passes
- Teaches athletes to move out after a pass and to move in to catch a pass
- Develops proper footwork for sliding into and away from plays
- Teaches teamwork



### **Steps**

1. Divide athletes into teams of two – keeping athletes of similar skill together
2. One athlete has a ball and is positioned a set distance from a wall (9-12 feet is recommended)
3. The second athlete is positioned immediately behind the first
4. The first athlete chest passes the ball to the wall and then immediately slides to the right
5. The second athlete steps up to catch the pass, and then immediately passes it back to the wall and slides to the left
6. The first athlete slides back to the center to catch the pass, pass it back to the wall and then slides to the left
7. This repeats as long as the athletes can keep the passes going while alternating sliding to the right and then left after each pass.



### **The Give And Go**

The give-and-go is one of the most important team skills. An athlete learns to recognize and work with a teammate where the ultimate goal is scoring. An athlete passes the ball to a teammate who has moved to get open. The passer cuts to the basket for a return pass. This skill assists athletes in making the transition from skills to game play. The skill does not exist in isolation; it is incorporated into offense and team play.

### **Athlete Readiness**

- Athlete can identify a teammate by the color of scrimmage vest he/she is wearing.
- Athlete can pass and catch, pivot, dribble, shoot, and move to the ball.
- Athlete can move forward, backward, and sideways.

### **Teaching the Concept**

1. Review the bounce pass.
2. Teach the V-cut. The athlete takes one step to the basket, plants that outside foot, turns his/her hips toward the teammate with the ball, and moves 1-2 steps toward the ball.
3. Practice receiving the pass and turning (pivoting) to face the basket. As the athlete pivots to face the basket, the athlete raises the ball to a position in front and to the shooting side of the body. The athlete is now in an effective position to pass, dribble, or shoot. This position is called "triple threat."
4. Perform the give-and-go without defense.
5. Perform the give-and-go against a passive defender on the receiver.
6. Perform the give-and-go against passive defenders--one on the receiver and the other on the passer-cutter.
7. Perform the give-and-go against more active defense.

### **Key Words**

- Go Get the Ball
- Bounce Pass to Teammate
- V-Cut

## Day Three

Start by welcoming people back and then have leaders call out names of athletes and partners in each group.



### Group One: *Skills Athletes*

### Group Two: *Team Athletes*

#### Goals: Improve Dribbling skills

##### Description:

Run one or two of the following drills:

- Stationary Dribbling
- Stationary Dribbling in Multiple Positions
- Dribbling while Moving Forward
- Alternate Hands 5-4-3-2-1-Dribble

Conduct the 10 meter Dribble Test to see if improvement was made from the first day – Reward each improved score with a certificate.

##### Set-up:

- Have Balls for each pair
- Set up 10 Meter Dribble Skill stations so that several athletes can practice at the same time.

#### Goals: Learn “Give and Go” Offense

##### Description:

If players have adequate dribbling skills, jump to teaching the 3 player Offense (See Below), if not, run the following drills:

- Dribble and Slide
- Mini-Basketball: Dribbling Tag
- Hot Griddle Dribble
- Protect the Ball While Dribbling

Leave 15 minutes at the end of the session for Unified teams of athletes and partners to play a scrimmage game. Seed teams with coaches if necessary.

##### Set-up:

- Have enough balls for each athlete to have his/her own.

## Group One Activities

### Stationary Dribbling

Perform while standing in place or simply moving with the ball.

#### **Reps**

3 sets of ten dribbles with each hand

#### **Purpose of the Drill**

- Develop ability and confidence in dribbling
- Teach athletes that once they catch a ball they have been dribbling, they must pass it.

#### **Steps**

1. Start dribbling with one hand only and count out loud to ten with the right hand

and then to ten with the left hand

2. If the athlete has to catch the ball with both hands to control it, they must then pass it to the coach or another player (this prevents a ‘double dribble’ call)
3. The coach or other player then passes the ball back to the athlete to begin again.
4. This may also be done in a circle with several athletes. Each time an athlete either completes 10 dribbles with each hand OR has to catch the ball with two hands, they pass to another player in the circle.

## Stationary Dribbling in Multiple Positions

Perform while standing, then kneeling, and finally sitting .

### **Reps**

3 sets of ten dribbles in each position with each hand

### **Purpose of the Drill**

- Develop ability and confidence in dribbling
- Develop ability to switch hands while dribbling

### **Steps**

1. Start dribbling and count out loud to ten with the right hand and then to ten with the left hand
2. Then keep dribbling as you kneel on the floor (10 with the right and 10 with the left hand)
3. Then move from kneeling to sitting on the floor and count to ten again with each hand

## Dribbling while Moving Forward

### **Reps**

Two round- trips; each round trip is from baseline to the far baseline and back

### **Purpose**

- Develop skill of controlling the and protecting the ball while moving
- As confidence grows, the athlete can add speed to the dribble as well as the skill of stopping.

### **Steps**

1. Stand in place and dribble the ball 3 times.
2. Push the ball slightly forward and walk forward.
3. Keep head and eyes looking forward, not down.
4. Gradually add speed and more forward push to the ball.

## Alternate Hands 5-4-3-2-1-Dribble

### **Reps**

Three sets of 5-4-3-2-1- as described below.

### **Purpose**

- Practice switching dribbling hands
- Developing body and ball awareness as the ball shifts from side to side

### **Steps**

1. Stand in place and dribble the ball 5 times.
2. Bounce the ball in front of the body –over to the other hand.
3. Dribble the ball 5 times with the other hand.
4. Bounce the ball back over to the other hand and perform 4 dribbles with each hand, without stopping.
5. Repeat the pattern, each time doing one less dribble on each side.
6. Once this is mastered, you can have athletes reverse the process and increase the number of dribbles on each side back up to 5.



## Group Two Activities

### Teaching the 3-Player Offense

1. Position athletes on the court according to their abilities.
  - Your best athlete is #1, the point guard.
  - Place the other two athletes one behind the other at the block to the left of the basket and with their backs to the basket.
2. On GO, each breaks to a spot.
  - #2 comes up the lane between defenders.
  - #3 runs just outside the block on the opposite side of the basket.
  - Neither stands behind an opponent; each moves to an open space.
3. #1 passes to #2 and breaks to the basket.
4. #2 pivots, faces the basket with the ball protected, and passes back to #1 who shoots.
5. #1, #2, and #3 go for the rebound.
6. Or #2 can pivot, face the basket, and dribble for a lay-up.
7. Initially, #1 can pass to #3 as well. The play continues.



#### Tip:

A simple player-to-player defense is encouraged. This helps athletes learn to defend a player with the ball and another without. This is an excellent transition to the five player game. A triangle zone defense with the top defender on the ball can also be played. This lets athletes defend an area and the opponent with the ball in their area. It places them in the best rebounding position. Or two athletes can be assigned other opponents with one athlete back protecting the middle. This is the best of individual defense (pressure on the ball) and zone defense (protection of the basket).

### Dribble and Slide

#### Reps

Two to Three rounds of 30-60 seconds per practice.

#### Purpose

- Practice dribbling and moving the ball intentionally
- Practice keeping focus on other players instead of the ball while dribbling

#### Steps

1. Each player has a basketball and lines up with space between players but so all can see the coach
2. Players start dribbling in place
3. The coach now uses arm movements (think airline stewards showing where the exits are on a plane) to direct the group to move left, right, to the back and to the front.
4. For fun, try a diagonal or a snaking pattern back (have fun with the hand signals!)
5. Make sure athletes are using correct footwork and are keeping knees bent and heads up.

### Mini-Basketball: Dribbling Tag

#### Reps

Two to Three rounds per practice

#### Purpose

- Practice dribbling and protecting the ball
- Practice trying to legal steal the ball from an opponent.

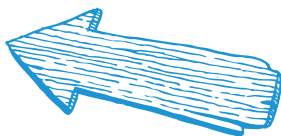
#### Steps

1. The group is divided into no fewer than two teams of two athletes.
2. Each player has a ball and wears a scrimmage vest for team identification.
3. The area of the court depends upon

the size and ability level of the group. The lower the ability level, the fewer the athletes. If there are two athletes, a jump ball circle can be used. If there are four to six athletes, the area inside the 3-point arc and baseline can be used.

4. The coach signals the athletes to begin dribbling. Each athlete must keep the ball bouncing and protected while trying to tip an opponent's basketball away or outside the arc and the baseline.
5. If anyone stops his/her dribble or basketball goes outside the boundaries, those athletes are out of the game.
6. If a foul occurs, the ball handler stays and continues playing while the opponent is out of the game.
7. Play Dribble Tag for 1-2 minutes.
8. The team with the most athletes left dribbling inside the arc at the end of the time period wins.
9. A best-of-three game series can be played to heighten competition.

## Hot Griddle Dribble



### Reps

Two trips up and down the length of the court, stopping at the free throw lines (extended), half court line and base lines.

### Purpose

- Practice changing from speed dribble to stationary dribble
- Practice keeping balance and setting up fake move or pass from a dribble

### Steps

1. Start at the base line and fast-dribble up to the first free throw line.
2. At that line stop running and keep the dribble alive
3. While stationary at the stopping point, start moving your feet quickly up and down, in place (as if on a hot griddle)
4. Hold that movement for 10 seconds and move on to the mid court line and repeat
5. Repeat again at the other free throw line and then again at the far baseline.
6. Then turn around and repeat on the way back.

## Protect the Ball While Dribbling

### Reps

Two to Three rounds with a coach

### Purpose

- Practice dribbling and protecting the ball
- Practice moving while keeping the ball from an opponent.

### Steps

1. Have athletes work one-on-one with a coach or assistant
2. Athlete starts dribbling in place
3. Coach takes the unprotected ball to show what we do NOT want to happen.
4. Coach instructs athlete to keep his/her body between the ball and the defender, with an arm bent to further shield the ball
5. Now the coach moves around while the athlete continues to dribble, making sure the athlete moves their body to keep it between the ball and the coach.
6. Finally, the athlete is instructed to move forward and back or side to side while keeping the ball protected.

## Day Four

Start by welcoming people back and then have leaders call out names of athletes and partners in each group.



### Group One: *Skills Athletes*

#### Goals: Improve Shooting skills

##### Description:

Run one or two of the following drills: See below

- Shoot to Self - Shoot to Wall - Shoot to Partner
- Teaching a One Handed Set Shot
- Teaching a Lay Up Using the Backboard

Conduct the Spot Shot Test to see if improvement was made from the first day – Reward each improved score with a certificate (below)

##### Set-up:

- Have Balls for each drill station
- Have goals set at either 8 or 10' based on age and ability of athletes.
- Set up Spot Shot Skill stations so that several athletes can practice at the same time.

### Group Two: *Team Athletes*

#### Goals: Learn Offense to Defense Conversion

##### Description:

Start with shooting drills below and then introduce the conversion from Offense to defense activity.

- Teaching Shooting a Jump Shot
- Shoot to Lower Basket then at Regular Basket
- Rapid Fire Shooting
- Two-Ball Lay-up or Power Up

Leave 15 minutes at the end of the session for Unified teams of athletes and partners to play a scrimmage game . Seed teams with coaches if necessary.

##### Set-up:

- Have enough balls for each athlete to have his/her own.
- Have goals set at 8' or 10' based on age and ability of athletes.

## Group 1 Activities:

### Shoot to Self / Shoot to Wall / Shoot to Partner

#### Reps

3 sets of 10 shots each to self and wall

#### Purpose of the Drill

To master the technique of using the whole body from bottom to top in each shot; starting with a balanced stance, then bent knees, then smooth motion up through back,

shoulders and shooting arm and finally letting the ball roll off finger pads and following through with the shooting hand.

#### Steps

1. Focus on good form, not on the basket.
2. Place ball in proper shooting position in hands and up to face.
3. Bend legs and then extend them while shooting above head.

4. Knees, elbow, wrist, and hand extend in sequence.
5. Follow Through.
6. Shoot 10 to self; then shoot 10 to wall or partner.
7. Emphasize good form.



## Teaching a One Handed Set Shot

1. Hold the ball in good dribbling position.
2. Bring the ball up to the shooting position. The shooting hand is behind and slightly under the ball; the non-shooting hand is to the side of the ball; thumbs are up and apart from one another.
3. Face the basket and look over the ball focusing on the target.
4. Keep the shooting-side leg slightly forward.
5. Bend knees; lift elbow and extend shooting arm toward basket.
6. Release the ball by snapping the shooting hand down rolling the ball off the fingertips to impart lift and backspin to the ball.
7. During this Follow Through, hand and arm from a Gooseneck.

### Key Words

- High
- See the Basket over the Ball
- Follow Through (Gooseneck)

## Teaching a Lay Up Using the Backboard

1. Face the front of the backboard and stand two steps away and to the right of the rim for a right-handed shooter.
2. Pick the ball up to chest height in proper shooting position.
3. Sight the target over the ball. Focus on the top right corner of the square on backboard for a right-hander.
4. Step forward onto right foot then left foot.
5. Raise the shooting-side knee as the ball is lifted to the forehead.
6. Extend body toward basket off left foot.
7. Gently lay the ball up against the backboard on the top right corner of the square.
8. Land on both feet under the backboard.

### Key Words

Softly Lay the Ball Up On the Backboard



## Coaching Tips

For lower ability athletes, a step leading to a two-foot takeoff gives more power and body control. Mark the top corners of the square on the backboard with red tape. Left-handed athletes approach the basket on the left side. They start by stepping on the left foot, then the right foot as they raise the left knee and ball preparing to shoot. Once the motion and shot can be performed, practice approaching the lay-up from a walking dribble, from a running dribble, and then from receiving a pass.

## Group 2 Activities:

### Teach offense-to-defense conversion

- Athletes line up in positions at their own offensive end of the court. Athlete shoots ball and coach retrieves. Coach cues “Defense” and “Go to Your X. Assistants physically prompt athletes to run to the other end and set up their defensive positions on their respective X’s.
- Athletes sprint to opposite end and set up defense on their spots.
- Athletes move on defense as ball is passed by offense.
- Keep reinforcing “Belly to the Ball” and “Step to the Ball.”
- Gradually remove the X’s or use existing marks on the court.

### Practice offense-to-defense-to-offense conversion.

- Repeat above drill, beginning with ball shot at offensive end and athletes sprinting to defensive end to set up 2-1-2 zone.
- On a defensive steal and rebound, team breaks down court to offensive spots.
- Get offensive center out of lane; use strong physical prompt plus verbal cues (Hot, Get Out of the Fire). The coach must do this from day one or athletes will have problems discriminating between defensive and offensive ends as well as getting out of the lane.

### Teaching Shooting a Jump Shot

1. Hold the basketball in proper hand position (shooting hand is behind and slightly under the ball, non-shooting hand is on the side of the ball supporting it).
2. Face and focus on the basket.
3. Bend knees slightly.
4. Raise the ball above forehead (shooting-hand side of head) as the legs extend and jump straight up off feet.
5. Release the non-shooting hand from the ball as the ball is shot toward the basket (elbow, wrist, and hand extends in rhythmical sequence).
6. Land on the floor and track the ball to the basket,

#### Key Words

- Bend and Extend
- Reach For Basket
- Up - Shoot

#### *Shoot to Lower Basket then at Regular Basket*

Athletes with average to moderate ability—can move to get behind the ball and can catch pass the ball are now ready for this drill. As skills improve, the coach increases the demand:

- The coach places the basketball on the floor for the athlete who picks it up, brings his/her shooting-side leg under the ball, places the ball in front of the face, and shoots.



### Coaching Tips

- Athletes with lower ability can play team sports. The key is making the concepts, athletes’ roles, and responsibilities as simple and as concrete as possible. Through the development of skills and the repetition of their use in the game, the concepts become understand.
- When teaching player-to-player or man-to-man defense, a player is responsible for defending a player, not an area. The above progression is extended as follows.

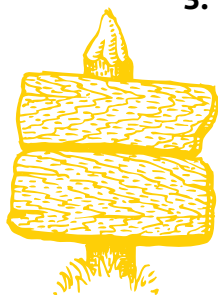
- The coach bounce passes the ball to the athlete who takes one step to catch it, brings his/her legs shooting-side leg under the ball, places the ball in front of the face, and shoots.
- The coach chest passes the ball to the athlete who takes one step to catch it, brings his/her legs shooting-side leg under the ball, places the ball in front of the face, and shoots.
- The coach varies passes to the athlete who takes one step to catch it, brings his/her legs shooting-side leg under the ball, places the ball in front of the face, and shoots.

### **Reps**

3 shots per athlete in line; go through the line 3 times

### **Purpose**

- Improve shooting technique through repetition
- Improve quickness in shooting



### **Steps**

1. Lineup 2-4 athletes behind one another at the side of the basket.
2. Hand ball to first shooter, making sure that the athlete receives it in proper hand placement.
3. The athlete brings the ball up to the face and shoots it.
4. Each athlete takes 2-3 shots then rotates to the end of the line.
5. While in the line, each athlete holds a pretend ball and mimics the shooter.

## **Rapid Fire Shooting**

For athletes who can shoot, use the following drills that add more movement. Make sure the shooter turns to face the basket before shooting. On the turn, the ball is brought up to the face into proper shooting position. This drill can be done at any spot.

For example, if the athlete shoots from in front of the basket, the passer is at the side. The re-bouncer is always underneath. In addition, the re-bouncer does not always have to be a coach; for a team drill, have athletes rotate to all positions; shooter to re-bouncer to passer to shooter, etc.

### **Steps**

1. One athlete (the shooter) is within his/her shooting range to the side and 1-2 meters from and facing the basket.
2. Another athlete (the passer) is at the middle of the free throw line or at the top of the key.
3. Coach (or another athlete) is under the basket and with back to basket (the rebounder).
4. The rebounder and the passer have a basketball.
5. Passer bounce passes ball to the shooter.
6. As soon as the athlete passes his/her basketball, the rebounder calls the passer's name and passes to the passer.
7. Rebounder rebounds the shooter's shot.
8. Rebounder always rebounds; only the athlete passes to the shooter; the shooter continues shooting for 30-45 seconds.
9. After the time period, the athletes rotate to the next position in the triangle.
10. Count how many shots are made and record individually.

### **Key Words**

- See the Basket
- Down and up
- Follow Through (Gooseneck)
- Step and Push
- Pass to the Target
- Bounce Pass

## Two-Ball Lay-up or Power Up

A higher ability athlete can be the re-bouncer. This rebounding position demands focus on the ball, movement to the ball, recognizing the vacant block, replacing one ball while changing focus to one being shot.

### Reps

Each athlete has two or three (depending on ability and interest) attempts of 30 seconds each

### Purpose

- Quick positioning and setting of shooting stance
- Practice shooting from the post.

### Steps

1. Two basketballs are placed on the floor, one on each block
2. Coach or higher ability athlete rebounds under the basket and with back to basket.
3. Shooter stands inside the lane, bends down, picks up one ball, brings it up to shooting position, then shoots the ball.
4. After shooting the ball, the shooter runs across the lane, picks up the other ball, turns to face the basket, brings the ball up to shooting position, and then shoots this ball.
5. Re-bouncer chases and re-bounds each basketball shot and replaces it on the vacant block.
6. Continue drill with the shooter moving and shooting from side to side for 30-60 seconds.
7. Count the number of shots made and chart for individual improvement comparisons.

## Day Five

Start by welcoming people back and then have leaders call out names of athletes and partners in each group.



### Group One: Skills Athletes

#### Goals: Retest ISC to measure improvement

##### Description:

Run the Individual Skills Test as they were run on Day One. Note the Day One score and the Day Five score: See below

- Spot Shot
- 10 Meter Dribble
- Speed Pass

If improvement was made from the first day – either overall or on individual skills, reward each improved score with a certificate (below)

##### Set-up:

- Have Balls for each drill station
- Have goals set at either 8 or 10' based on age and ability of athletes.

### Group Two: Team Athletes

#### Goals: Team Play!

##### Description:

Divide the group into Unified teams of athletes and partners to play a series of 10 minute games . Each team should have a name and work to use the skills learned over the week.

##### Set-up:

- Have goals set at 8' or 10' based on age and ability of athletes.
- If only one goal is available, make sure you have covered 3-on-3 half court rules.

# Soccer

## Day One

### Goals:

- Determine the base skill level of each participant
- Divide the group into two sections;
  - one for those ready to learn plays and team strategy
  - one for those ready for individual skills but are not ready yet for team play
- Provide each participant with a way to monitor their progress through the week and afterwards.

After conducting the skills tests, you can prepare a tracking form for each athlete and then determine who should be in the group that continues to work on just skills and who will be in the group that starts working on team skills. Don't tell them which group they will be in until Day 2.

### Set-up:

See rules (appendix 1) for descriptions and instructions for conducting these skills.

### Description:

1. Conduct the Individual Skill Competition events of:
  - Dribbling
  - Shooting
  - Run and Kick
2. Have Soccer Skill Assessment Cards ready for each athlete and have partners work together to check off skills that are already mastered. Keep those cards until Friday and then send them home with each athlete with a Home Training Guide.



## Day Two

Start by welcoming people back and then have leaders call out names of athletes and partners that will be in each group for the rest of the week. Group One will be the Skills athletes, Group Two will be the athletes ready for intermediate or advanced skills work. The groups work on the same skill group each day, allowing coaches to regroup athletes

on the fly. The two groups should work in close proximity to each other so athletes that need to move up or down can do so without wasted time or unwanted attention to the adjustment. The game at the end can either be two separate games (if the skill levels are too far apart) or a combined team game.



### Group One

#### Goals: Improve Dribbling Skills

##### Description:

- Review Dribbling basics (below)
- Conduct Beginner Dribbling Drills below
- Retest on the Dribbling Individual Skill

##### Set-up:

- Have Balls for each pair
- Have cones available for drills
- Set up Dribbling Skill stations so that several pairs can practice at the same time.

### Group Two

#### Goals: Improve Dribbling Skills

##### Description:

- Review Dribbling basics (below)
- Conduct Intermediate Dribbling Drills below
- Retest on the Dribbling Individual Skill

##### Set-up:

- Have Balls for each pair
- Have cones available for drills
- Set up Dribbling Skill stations so that several pairs can practice at the same time.



## Day Three

Start by welcoming people back and then have leaders call out names of athletes and partners that will be in each group for the rest of the week. Group One will be the Skills athletes, Group Two will be the athletes ready for intermediate or advanced skills work. The groups work on the same skill group each day,



allowing coaches to regroup athletes on the fly. The two groups should work in close proximity to each other so athletes that need to move up or down can do so without wasted time or unwanted attention to the adjustment. The game at the end can either be two separate games (if the skill levels are too far apart) or a combined team game.



### Group One

#### Goals: Improve Passing Skills

##### Description:

- Review Passing basics (below)
- Conduct Beginner Passing Drills below
- Retest on the Passing Individual Skill

Leave 15 minutes at the end of the session for Unified teams of athletes and partners to play a scrimmage game. Seed teams with coaches if necessary.

##### Set-up:

- Have Balls for each pair
- Set up Run and Kick Skill stations so that several athletes can practice at the same time.

### Group Two

#### Goals: Improve Passing Skills

##### Description:

- Review Passing basics (below)
- Conduct Intermediate Passing Drills below
- Retest on the Passing Individual Skill

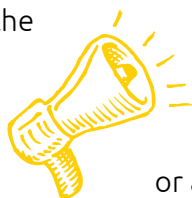
Leave 15 minutes at the end of the session for Unified teams of athletes and partners to play a scrimmage game. Seed teams with coaches if necessary.

##### Set-up:

- Have enough balls for each athlete to have his/her own.
- Set up Run and Kick Skill stations so that several athletes can practice at the same time.

## Day Four

Start by welcoming people back and then have leaders call out names of athletes and partners that will be in each group for the rest of the week. Group One will be the Skills athletes, Group Two will be the athletes ready for intermediate or advanced skills work. The groups work on the same skill group each day, allowing coaches to regroup



athletes on the fly. The two groups should work in close proximity to each other so athletes that need to move up or down can do so without wasted time or unwanted attention to the adjustment. The game at the end can either be two separate games (if the skill levels are too far apart) or a combined team game.



### Group One

#### Goals: Improve Shooting Skills

##### Description:

- Review Shooting basics (below)
- Conduct Beginner Shooting Drills below
- Retest on the Shooting Individual Skill

Leave 15 minutes at the end of the session for Unified teams of athletes and partners to play a scrimmage game . Seed teams with coaches if necessary.

##### Set-up:

- Have Balls for each drill station
- Have goals set up for practice.
- Set up Shooting stations so that several athletes can practice at the same time.

### Group Two

#### Goals: Improve Shooting Skills

##### Description:

- Review Shooting basics (below)
- Conduct Intermediate Shooting Drills below
- Retest on the Shooting Individual Skill

Leave 15 minutes at the end of the session for Unified teams of athletes and partners to play a scrimmage game . Seed teams with coaches if necessary.

##### Set-up:

- Have Balls for each drill station
- Have goals set up for practice.
- Set up Shooting stations so that several athletes can practice at the same time.

## Day Five

Start by welcoming people back and then have leaders call out names of athletes and partners in each group.



### Group One: *Skills Athletes*

**Goals: Retest ISC to measure improvement**

**Description:**

Run the Individual Skills Test as they were run on Day One. Note the Day One score and the Day Five score: See below

- Dribbling
- Shooting
- Run and Kick

If improvement was made from the first day – either overall or on individual skills, reward each improved score with a certificate (below)

**Set-up:**

- Have Balls for each drill station

### Group Two: *Team Athletes*

**Goals: Team Play!**

**Description:**

Divide the group into Unified teams of athletes and partners to play a series of 10 minute games . Each team should have a name and work to use the skills learned over the week.

**Set-up:**

- Have goals set up for games.
- Have pennies to differentiate teams



# Dribbling

Dribbling is the skill of running with the ball at your feet. The player is speeding forward through open space, maneuvering out of tight situations and feinting to beat opponents. It is perhaps the most expressive and exciting part of the game.

## Athlete Readiness

The beginner player typically kicks the ball some yards away and runs after it, rather than keeping it close and under control. Dribbling under control tends to be difficult because the player dribbles with the toe. These players can change direction slowly but will often lose the ball when pressured by an opponent.

The intermediate player can move the ball forward with the toe pointed down, keeping the ball close and under control. The player can change direction, using the inside or outside of the foot to beat opponents, but may have difficulty executing fakes to beat opponents.

## Teaching Dribbling

When dribbling, the most important aspects are balance and coordination. To be able to go around a player, the body must be flexible enough to change direction by shifting weight quickly, while still maintaining balance and the ability to think quickly. When asking a player to jog round the field to warm up, it is better to do this with a ball at his/her feet to help increase confidence in ball control when running. A lot of skill in dribbling develops from players' confidence, therefore it is important to praise and motivate at training. Dribbling essentials are close control, changing direction or pace, and disguise. Players are not robots; always encourage them to express themselves.

1. To help develop touch and control of the ball, the player dribbles forward using the top of the foot along the outside of the laces.
2. Point the toe down toward the ground.
3. Keep the ball close, within one yard from the body.

## Key Words

- Keep It Close–Light Touches
- Toe Down

## Techniques

1. Encourage players to use the inside of the foot to quickly change direction and beat an opponent. Use short even strides, while keeping the ball close to the feet:



2. You want athletes to progress from using a line marker to practice going in a straight line to moving up to a quicker pace without cones or having to follow a line marker:



#### **Key Words**

- Inside of the Foot
- Change Direction
- Chop Across The Ball

3. Encourage the player to use the outside of the foot to shield the ball from opponents and evade their tackles:



#### **Key Words**

- Keep It On The Outside
- Spin Away

4. Teach players to use the sole of the foot to change direction with the ball, then move the ball to the outside of the foot. By keeping the ball on the outside, the player is in a better position to pass the ball to their teammate when dribbling up the field:



#### **Key Words**

- Balance
- Reverse

5. Encourage players to use both feet. Sometimes, it is better for the athlete to begin walking through the cones and then progress to teammate passing drills:



#### **Points of Emphasis:**

- Close control.
- Awareness of body positioning when weaving.

#### **When to use**

Build players' confidence where the emphasis is on praise and confidence.

# Dribbling Drills

## Group One Activities

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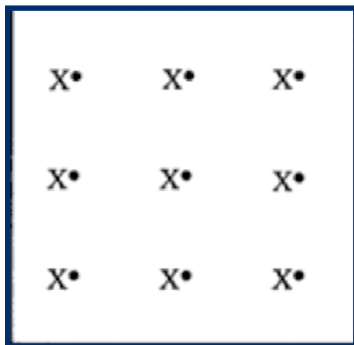
### Lower Ability – Dribble in the Square

#### *Purpose of the Drill*

- Player awareness.
- Confidence in holding ball in tight situations.

#### *Steps*

1. Designate a 15-yard-by-15-yard square.
2. Every player has a soccer ball.
3. Players dribble around inside of the square, avoiding collisions with other players.
4. Encourage the use of both feet.
5. Encourage changing direction while looking up.
6. Introduce different dribbling techniques.
7. Coach can play as a chaser. Players must try to avoid being kicked out of the square.
8. Play for 30 seconds.
9. Award one point for keeping the ball safe.



### Cone Drills

#### *Purpose of the Drill*

- Encourage players to keep close control without the pressure of an opponent.

#### *Steps*

1. Set up seven cones in a straight line.
2. Place a gate, using cones at either side.
3. Demonstrate first without ball, then with ball.
4. Have players weave through cones slowly without the ball, then with the ball.
5. Correct players who lose control or weave too wide.
6. Encourage players to use both feet. Sometimes, it is better for the athlete to begin walking through the cones and then progress to teammate passing drills.

#### *Points of Emphasis:*

1. Close control.
2. Awareness of body positioning when weaving.

#### *When to Use:*

Build players' confidence where the emphasis is on praise and confidence.

## Group Two Activities

### Intermediate Ability – Immediate Attack (Three vs. Three with Dribbling Condition)

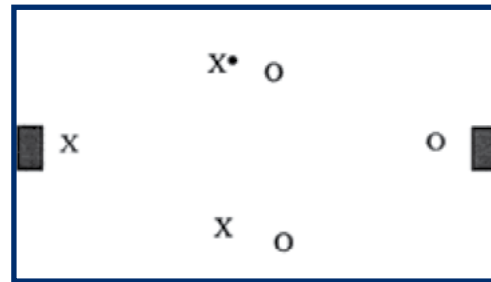
#### *Purpose of the Drill*

- Player under pressure in confined space.
- Player must learn to think quickly.

#### *Steps*

1. Play on a minifield of 20 yards by 15 yards with 4-yard-wide goals.
2. Form two teams of three players. One is a goalkeeper.
3. Play a regular game, except that when a player gets possession of the ball, the player must immediately dribble against an opponent and try to get past the player.
4. A player cannot pass the ball until this is done.

5. Award one point for successfully dribbling past an opponent and three points for each goal scored.



#### *Points of Emphasis:*

Learn the ability to think and react quickly under pressure.

#### *When to Use:*

Players who are beginning to express themselves on the field.



# Passing

Football is a team game. Playing as a team requires each player to be able to pass the ball well. Through passing, a team can quickly counterattack from defense, maintain possession in midfield, and set up opportunities to score. The key to good passing, once the technique is perfected, is repetition.

## Athlete Readiness

The beginner player tends to play with their head down, looking at the ball, and so is rarely able to look for a teammate before passing. The player usually uses the toe or awkwardly tries to pass with the inside of the foot. A player at this level can kick successfully in the correct general direction, but rarely to a teammate.

The intermediate player is able to locate and make eye contact with the intended receiver before passing. The player uses the inside of the foot for short passes and the instep for longer passes. A player at this level still finds some passes difficult to master; i.e., outside of the foot, chipped, and one-touch passes. In addition, the player is deliberate and predictable when passing in a game and will not disguise or fake passes.

## Teaching Passing

1. Make eye contact with the intended receiver. This is the starting point for successful passing.
2. Go through the technique with an imaginary ball first to correct the action.
3. Ask player to bend their knee when passing.
4. Place the player's foot on the ball, so they know what part of foot to contact the ball with.

## Teaching the Inside-of-Foot "Push" Pass

1. "Square up" so player, ball and target are in a straight line.
2. Place "plant foot" about 4 inches from the side of the ball, pointing toward the target. The direction the plant foot points is important, because that is the direction the hips will face. Try it. Or, have the player face the target and back of the ball, whichever the player prefers. Plant foot can be toward the middle.
3. Head is over the ball, eyes looking down, both knees slightly bent.
4. Teach proper motion by first having the player place their striking foot flat against the back of the ball, about 5 inches above the ground, and pushing the ball toward the target, following through toward the target. This is a push and follow through, not a jab. Think of a tennis serve. However, jabbing a one-touch pass is okay.



## Coaching Tips

- Always begin teaching passing with the side of the foot first.
- Have the receiver stand close, then as the passing gets better, move further away.
- The inside of the foot can be used for short push passes. The ball is struck firmly, with the foot following through in the direction of the intended receiver.

5. Be sure ball contact is with toes pulled up (i.e., foot parallel to the ground) and the ankle locked.
6. Make contact with the arch, below the ankle bone, and follow through toward the target so the ball has top spin.
7. Have player do the same, except start one step back from the ball — player, ball and target are in a straight line. This step provides power to the pass. If the pass goes into the air, it means it was struck too low.



### Key Words

- Head Up
- Look At Your Teammate
- Push The Ball Firmly
- Follow Though With Your Foot
- Toe Down
- Firm Strike



### Coaching Tips

When passing, encourage lower ability players to pass with the side of the foot.

When practicing, try and encourage the use of both feet. The non-kicking foot is always alongside the ball. Players must check where they are aiming before striking the ball. Remind players to always keep their eye on the ball when striking. The instep can be used to send longer passes.



# Passing Drills

## Group 1 Activities

### Passing Numbers

#### *Purpose of the Drill*

- Correct passing technique

#### *Steps*

1. Players are in pairs and 3 meters apart.
2. Player passes ball to partner.
3. Players can then be timed to see how many complete passes they make in one minute.
4. Repeat.

### Passing in Triangle

#### *Purpose of the Drill*

- Increase passing skills from different sides using both feet.

#### *Steps*

1. Players stand in triangle 3 meters apart.
2. Players pass ball to each other in a clockwise direction.
3. Players pass ball to each other in counterclockwise direction.
4. This exercise can also be done in a square using four players.

### Lower Ability – Football Bowling

#### *Purpose of the Drill*

- Increase accuracy when passing.
- Aids player passing under pressure.

#### *Steps*

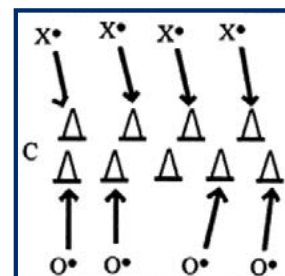
1. Designate a 10-meter-by-10-meter area.
2. Place five to 10 cones up the middle.
3. Form teams of three or four players.
4. Players pass and try to knock down cones.
5. Coach retrieves and returns balls from middle.
6. Keep time to see how long it takes to knock down all the cones, or play one group against another.

#### *Points of Emphasis:*

Knocking over the cones—stress accuracy of the pass, not speed.

#### *When to Use:*

Training sessions related to passing skills.



## Group 2 Activities

### Player in the Middle Passing

#### *Purpose of the Drill*

- Adapts players to game situations.
- Helps players to think quickly in possession.

#### *Steps*

1. Designate a 15-meter-by-15-meter square.
2. Position one player in the middle (initially the coach). Three players stand on the outside of the square with the ball.
3. See how many passes the three players can make before being intercepted.

4. Rotate middle player every two minutes.
5. Show players how to move to the open corner to get open for a pass.
6. See which group can get the most passes.

#### *Points of Emphasis:*

Keep the ball moving at all times, therefore, middle player always has to be alert.

#### *When to Use:*

End of training sessions when players are warmed up to increase their awareness in game-like situations.

# Shooting

The aim of the game is simple: score goals. To score goals, your players need to develop both good shooting technique and a positive attitude toward taking shots whenever they have a good opportunity. If you do not shoot, you will not score.

## Athlete Readiness

The beginner player is able to kick in the general direction of the goal, but without any consistency or power. They usually kick the ball with the toe or, awkwardly, with the inside of the foot. The player may slow down or stop before attempting to shoot and finds it very difficult to shoot a ball that is rolling across the body.

The intermediate player has a positive attitude toward taking shots and is able to shoot with a reasonable degree of accuracy. This player is able to shoot with the top of the foot (instep) to generate power. The player will occasionally connect successfully with a rolling ball but has learned to increase success by controlling the ball before shooting. The player is still likely to lose composure and effectiveness under pressure and has not mastered the advanced skill of volleying the ball out of the air.

## Teaching Shooting

1. When shooting, approach the ball slightly from the side, not straight on. This allows the foot to make a more natural and effective strike on the ball.
2. Place the non-kicking foot at the side of the ball.
3. Swing the kicking foot backward with a bent knee.
4. Keep your eye on the ball and head still.
5. Swing the kicking foot forward with knee pointing down.
6. Kicking foot follows the ball as the

knee straightens. Following through with the kicking leg guides the ball into the corner of the net, the direction where the foot and leg are pointed:



## Coaching Tips

Most goals are scored from the side of the goals, because the middle is usually well defended; therefore, it is more beneficial to teach players to shoot at an angle.

It is important to teach shooting in the correct size goals.

It is harder for a goalkeeper to save a low shot. When a ball is in the air, the goalkeeper can pick up the flight of the ball. Low shots can also be deflected or change direction by hitting bumps on the field.

Always aim for the far post when shooting at an angle. This increases the chance of a secondary opportunity.

When shooting, accuracy is more important than power.

To shoot low, it is effective to hit the ball with the laces of the shoe.

### Key Words

- From The Side
- Sweep Around  
For good accuracy and power, keep the head down and strike the ball with the instep and with the ankle firmly locked.
- Head Down
- Toe Down
- Watch The Foot Strike

Make a strong impact on the ball, and follow through with the foot. When shooting, it is recommended to use proper size goals where available. To practice shooting, it is better to aim for the corners; therefore, cones can be placed on the goal line and players encouraged to aim between the cone and the post.

- Strike

## Shooting Drills

### Group 1 Activities

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#### Lower Ability Shooting

##### *Purpose of the Drill*

- Shoot the ball as far as possible, using the correct technique.

##### *Steps*

1. Set up cones at 1-, 2-, 3- and 4-meter intervals. Cone distance can vary, depending on athlete ability level.
2. Line up and shoot the ball as far as possible.
3. Record distance.

#### Lower Ability Shooting Accuracy

##### *Purpose of the Drill*

- Accurately shoot through two cones, using correct shooting techniques.

##### *Steps*

1. Set up two cones 2 meters apart at a distance of 5 meters.
2. Player shoots through cones (goals).
3. Five shots per player.
4. Record goals accurately scored, using correct technique.

#### Lower Ability — Shoot Out!

##### *Purpose of the Drill*

- Allows players to shoot in game-like situations.
- Allows players to position themselves before shooting.

##### *Steps*

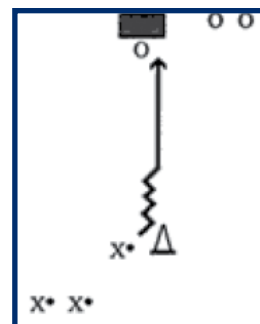
1. Use a regular goal or make cones.
2. Place a starting cone 15-20 meters from the goal.
3. Three players on the shooting team; three players on the goalkeeping team.
4. Shooter has three seconds to dribble and shoot.
5. Coach counts down, 3-2-1-shoot.
6. Goalkeepers rotate after each shot.
7. Five shots each, then change teams.

##### *Points of Emphasis:*

Players position themselves correctly, before using correct shooting technique.

##### *When to Use:*

Practicing shooting for goal.



## Group 2 Activities

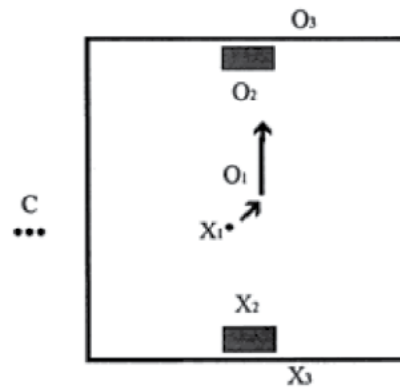
### Intermediate Ability – One vs. One to Goal

#### *Purpose of the Drill*

- Players gain confidence in going past a defender before shooting.
- Encourage game-like situations that players can relate to during a game.

#### *Steps*

1. Designate a 20-meter-by-20-meter square with goals at opposite ends.
2. Form two teams of three players.
3. Number equally matched players, 1-2-3.
4. Play No. 1 from each team on the field with No. 2 in goal and No. 3 behind the goal as a chaser.
5. Play one vs. one for one minute.
6. Coach rolls in spare balls when needed.
7. One point for each shot on target and three points per goal.
8. Rotate players.
9. Keep the team score.



#### *Points of Emphasis:*

When the player gets past the defender, they must position themselves correctly before shooting.

#### *When to Use:*

At any training session to perfect forward play or defense.



# Build Your Own Program

## Sport Activity

## Goals

## Description

## Set-up

## Schedule

### Day One

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### Day Two

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### Day Three

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### Day Four

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### Day Five

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## Getting Started

### *Check-List for Implementing Camp Shriver*

Establishing Camp	Deadline	Responsible
Determine Timeline		
<p>Determine how your program will host at least one Camp Shriver through participation in one of the following ways:</p> <ul style="list-style-type: none"> <li>● Launching Camp Shriver for the first time</li> <li>● Initiating a new Unified Sports model within an existing Camp Shriver, or</li> <li>● Increasing participation and impact of pre-existing Unified Sports programming in Camp Shriver</li> </ul>		
Determine type of camp (1/2 day, full day, overnight, programming contents) and set goals and objectives		
Identify site needs (buildings, sleeping, food preparation, etc.)		
Identify types of equipment needed (sports equipment, office equipment, etc.)		
Determine what type of food service is required (consider food substitutions requirements for most common food allergies or restrictions.) Begin contacting community partners and potential donors.		
Select the date of the camp		
Select a location for the camp		
Determine staffing needs		
Determine transportation needs		
Create a plan of action with individual assignments and a timeline for completion		
Identify needed resources (local, community and global) Develop community partners		
Develop a budget		
Set dates for camp staff recruitment, selection and training		
Develop a marketing plan (for staff, volunteer and participant recruitment)		
Interview and select key staff		
Begin staff training		



*Continued on next page...*

## Getting Started

### *Check-List for Implementing Camp Shriver (continued)*

Establishing Camp	Deadline	Responsible
Develop registration packet (application, medical Power of Attorney, emergency contact, what to bring, etc.)		
Distribute registration packet		
Complete ordering of supplies needed for camp (equipment, name tags, T-shirts, food, snack, etc.) OR Confirm donations		
Review all health history and medication forms		
Ensure all staff; including youth counselors/ volunteers receive required training		
Finalize programs, schedule, staff assignments, group assignments, sleeping assignments, etc.		
Check equipment for availability, safety and needed repairs		
Conduct a parent/camper orientation		
Prepare camp assessment		



### Sport Specific Skills

Sports offered will vary at each Camp Shriver. Following is a list thing to consider when determining the sports your program will offer:

- Location/space you have acquired can accommodate the participants and the requirements of each sport
- Coaches/volunteers available; some sports will require additional/specialized instruction

Once you have determined the sports you will offer:

- Determine the base skill level of each participant
- Divide the group into two sections;
  - one for those ready to learn plays and team strategy
  - one for those ready for individual skills but are not ready yet for team play
- Provide each participant with a way to monitor their progress through the week and afterwards.

For a five day printable schedule of included sport specific programming please refer to Appendix A

# Examples of Marketing Materials

Examples of how to properly represent Special Olympics Camp Shriver in different executions



Banners



T-Shirts



Horizontal Banner & Sponsor's Logo



Special Olympics  
Camp Shriver

## Teacher Tools

Email Masthead/Newsletter Mastheads



Vertical Banners

Special Olympics  
Camp Shriver

Teacher Tools

### Camp Shriver trains teachers on best practices

Page 1

**HEADING**  
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**SPORT ONE**  
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**SPORT TWO**  
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**SPORT TWO**  
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**On your marks, get ready for the 4 year cycle**

**LOREM IPSUM DOLOR SIT AMET, CONSECUTUR ADIPISCING ELIT. VIVAMUS NEC DUI AUGUE, ID LOBORTIS DUI. QUISQUE ERAT NISL. FUSCE LAOREET, MI MALESUADA HENDRERIT CONSEQUAT, ELIT EROS VOLUTPAT MAURIS, ET GRAVIDA NIBH NEQUE UT SAPIEN. DUIS MI LACUS, SEMPER NEC HENDRERIT EGET, POSUERE NEC LACUS. SED FELIS EST, PELLENTESQUE SIT AMET VOLUTPAT QUIS, IMPERDIET VITAE PURUS. CRAS AT LACUS SED**

**SUB HEADING GOES HERE**  
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**FAMILIES ARE TERRIFIC!**  
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# Appendix B

## *Athlete Assessment Volunteer Instructions*

### Volunteer Station Instructions

#### 1. Body Mass Index

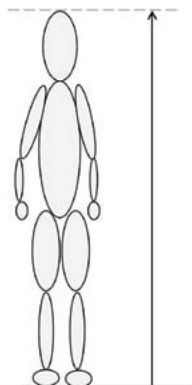
*(1 Volunteer/2 Minutes)*

**Objective:**

The athlete's weight and height will be measured to determine their Body Mass Index (BMI).

**Materials:**

Portable Weighing System or Scales, Measuring Tape



**Set-Up:**

Remove Portable Weighing System from bag and place on level surface. The height should be measured against a wall or tent pole, if outdoors.

**Procedure:**

1. Ask the athlete to remove shoes.
2. Ask athlete to step on scale.
3. Ask athlete to move to measuring stadiometer or measuring tape.
4. Retract height measuring stick from scales or use measuring tape.
5. Ask athlete to stand up straight and measure height.
6. Record athlete's height.
7. Ask athlete to proceed to the Sit and Reach station with their shoes off.
8. If athlete was not wearing socks, use disinfecting wipes on scales.

**Scoring:**

Both weight and height is recorded. BMI will be calculated at end of assessment.

## 2. Flexibility: Sit and Reach

(1 Volunteer/2 Minutes)

### Objective:

The Sit and Reach test will assess the flexibility of an athlete's hamstring and lower back muscles.

### Materials:

Sit and Reach Box, Mat



### Set-Up:

Assemble the sit and reach box before the Strive Event begins. Detailed instructions are located inside the cardboard box along with all of the supplies. Once the box has been assembled, place the Finish Line sticker on each side of box. Place mat and Sit and Reach Box on a level surface, the box should be against a wall when available.

### Procedure:

1. Athlete should still have shoes removed from the previous station.
2. Instruct the athlete to sit down in-front of box, placing feet flat against sit and reach box, knees locked and sitting upright with their shoulders back.
3. Athlete puts arms in front of their body, overlapping their hands one on top of another, similar to a swimming dive.
4. If the box is not against the wall, make sure to secure the box to prevent it from moving by placing your hand or foot against the box.
5. Athlete extends and places fingertips against the metal piece on top of box.
6. Keeping their legs straight, athlete will bend at the waist and in a slow movement slide the piece of metal

as far as possible. Attempts are INVALID, do not record measurement if an athlete bounces to move metal marker further or bends their knees.

7. Repeat the test three (3) times, sliding the metal piece back to start each time.
8. Clean the sit and reach Box with a disinfecting wipe after each athlete.

### Scoring:

Record all three attempts in centimeters.

## 3. Balance: One Leg Stand

(1 Volunteer/1 Minute)

### Objective:

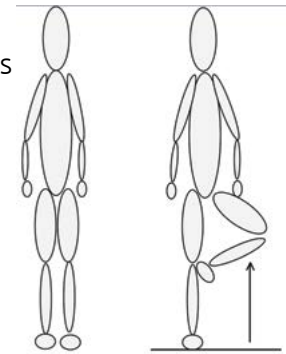
The One Leg Stand tests the athlete's postural control and balance.

### Materials:

Stop Watch

### Procedure:

1. Explain and demonstrate the procedure to the athlete, allowing for a practice test.
2. Ask the athlete to choose a dominant leg. This will be the leg that remains straight.
3. Have the athlete put the heel of one foot on the knee of their inner side of the dominant leg chosen so that the thigh is rotated outward.
4. Arms hang relaxed at side.
5. After a practice run, give the athlete a few seconds before attempting a second time which will be the test.
6. Start the stopwatch as soon as the athlete is balanced.
7. Athlete is given a maximum of 60 seconds to balance on one foot.



### Scoring:

Time is recorded up to 60 seconds or when athlete loses balance.

## 4. Core Strength/Stability: 60 Second Plank Hold

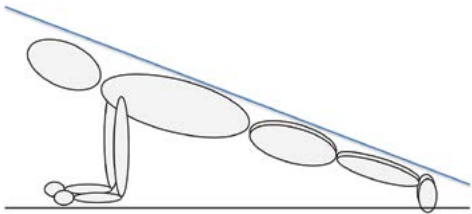
(1 Volunteer/2 Minutes)

### Objective:

The athlete will be assessed on core stability and strength.

### Materials:

Mat, Dowel Rod, Stopwatch



### Procedure:

1. Instruct the athlete to lie down on their stomach.
2. Position the athlete with toes pointed towards their shins and elbows placed underneath their shoulder with forearms resting on the floor.
3. Ask the athlete to lift hips off the ground creating a straight line with their body starting from their shoulders to hips to ankles.
4. Place the dowel rod on athlete's back touching 3 points of contact: The top of the hip, the upper part of the back and the back of the head. This indicates the correct position.
5. Start the stopwatch when athlete is in position.
6. Athlete holds plank position for 60 seconds if possible. Stop athlete at 60 seconds or record time when the athlete can no longer hold the position.

### Scoring:

Time is recorded up to 60 seconds or when the athlete can no longer hold the plank position.

## 5. Lower Body Power: Broad Jump

(1 Volunteer/2 Minutes)

### Objective:

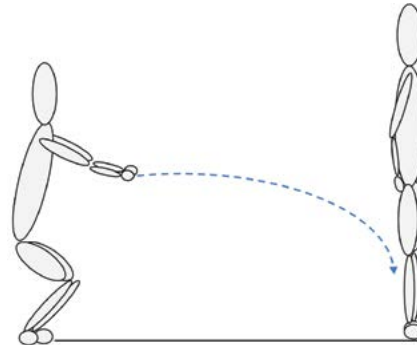
The athlete will be assessed on lower body explosive muscular strength.

### Materials:

Measuring Tape, Tape

### Set-Up:

Identify and mark a start line on the floor with tape. From the start line, place and extend the tape measure to 3.65 m (12"). The start line will be the zero mark for the tape measure. Secure the measuring tape in place with tape at every foot.



### Procedure:

1. Position the athlete behind the start line with feet hip width apart.
2. Ask the athlete to squat at the hips and knees.
3. Athlete jumps as far as possible landing with both feet solidly planted.
4. Measure from the back of the athlete's foot.
5. Athlete repeats test twice.

### Scoring:

Record both measurements in meters.

## 6. Upper Body Power: Seated Medicine Ball Throw

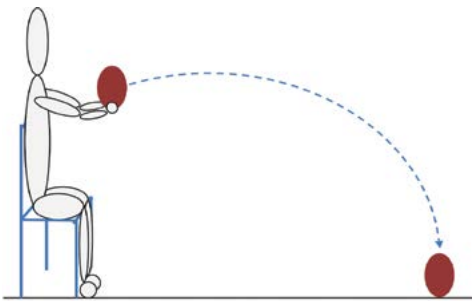
(2 Volunteers/4 Minutes)

### Objective:

The athlete will be assessed on upper body power and explosiveness.

### Materials:

Medicine Balls -2 lb. and 4 lb., One Folding Chair, Tape Measure, Four Oval Markers



### Procedure:

1. Instruct the athlete to sit down on the chair upright and shoulders back, with back flat against the chair.
2. Give the appropriate medicine ball to the athlete. Female athletes are given 2 lb. medicine ball and male athletes are given 4 lb. medicine balls.
3. Ask athlete, while holding medicine ball, to extend their arms in front of their body and drop the ball directly in front of them.
4. Mark the spot where ball was dropped with marker.
5. Give the ball back to the athlete; instruct them to hold the ball at chest level and push/throw as far as possible.
6. Mark the spot where ball first hits ground.
7. Repeat two additional times for a total of 3 attempts, marking each location. Using a tape measure, record the distance between the first marker and all other markers after the three attempts are completed.

### Scoring:

Record the three attempts in meters.



## 7. Agility: 5-10-5 Agility Test

(1 Volunteer/3 Minutes)

### Objective:

The athlete's ability to accelerate, decelerate and change direction both left and right will be assessed.

### Materials:

Tape, Measuring Tape, Three Cones, Stop Watch, Tape

### Set-up:

Measure a distance of 9.144m (30ft) to determine the overall space for this test. Place the first cone on the ground at the 0 mark. Measure 4.572m (15ft) from the first cone and place the second cone. From the second cone measure another 4.572m (15ft) and place the third cone, so that the three cones form the points of a triangle. Using tape make lines at all three cones running parallel to each other on the ground.

### Procedure:

1. Walk the athlete to the center of the test area.
2. Ask the athlete to place their feet on each side of the line marked for the middle cone location.
3. At this time, walk the athlete through the steps that follow.
4. Athlete will pick which direction they desire to go, either left or right.

5. Instruct the athlete to run to the first cone in the direction they chose and touch the line.
6. WITHOUT turning their back to the front, the athlete will then change directions and run to the farthest line.
7. Again, WITHOUT turning their back to the front, the athlete will run back as fast as they can through the start line in the middle.
8. When athlete is ready, say go and begin stopwatch.
9. Stop the stopwatch once athlete finishes test.

### Scoring:

Record the athlete's time in seconds.

## 8. Upper Body Endurance: Push-Ups

(1 Volunteer/1 Minute)

### Objective:

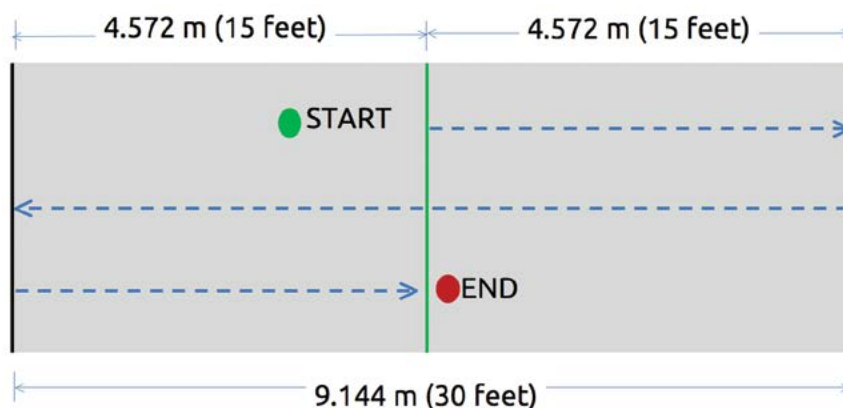
The athlete will be assessed on upper body muscular strength and endurance.

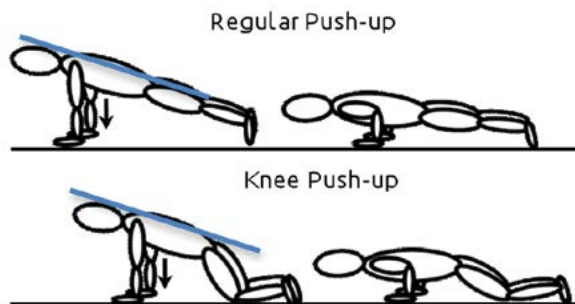
### Materials:

Mat, Dowel Rod

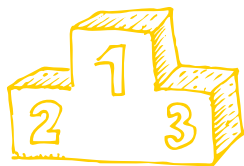
### Procedure:

1. Explain and demonstrate test.
2. Ask athlete to get down on the mat in push-up position. Legs extended, back straight. Males will conduct the test on their toes and females will be on their knees.





3. Instruct the athletes to place arms shoulder width apart with hands flat on the ground.
4. Place a dowel rod on the athlete's back touching three points indicating correct positioning. The three points of contact include: top of hip, upper part of back and back of head.
5. Athlete lowers their body down to elbows at a 90 degree angle with dowel rod staying with all three points and brings self back-up indicating a proper push up.
6. Ask the athlete to perform as many push-ups as they can, making sure proper form is used each time.
7. Count the number of proper push-ups. Do not count incorrect push-ups, even if attempted. The goal of Strive is to measure baseline and progress fitness levels and this is only possible if all recorders score the same way.
8. Athlete receives one cue from volunteer that the correct position has been broken. Volunteer can even fix, but if athlete drops into wrong positioning again, the test is done.



#### **Scoring:**

Record the number of correct push-ups.

## **9. Lower Body Endurance: 30 Second Sit and Stand**

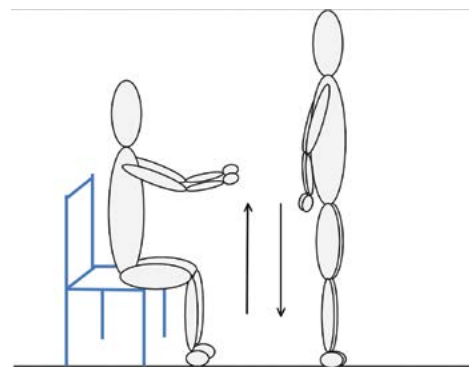
*(1 Volunteer/1 Minute)*

#### **Objective:**

The athlete will be assessed on lower body muscular endurance.

#### **Materials:**

Folding Chair, Stop Watch



#### **Procedure:**

1. Demonstrate the 30 second sit and stand test showing the proper form for sitting and standing back up from the chair.
2. Position the athlete to stand in front of the chair with feet hip width apart.
3. Instruct the athlete to sit on the chair and stand back up without using their arms on chair, knees or walking aid.
4. Start the stopwatch as the athlete makes first movement to the chair.
5. Count how many times athlete sits and stands without assistance in 30 seconds.
6. Athlete is given one cue to not use arms on anything, just bodyweight. If athlete continues to use assistance before the end of 30 seconds end the test.

#### **Scoring:**

Record how many completed correct repetitions the athlete does within 30 seconds or once they are unable to continue.

## 10. Cardiorespiratory Endurance: 20 Meter Shuttle Run

(3 Volunteers/1 – 12 Minutes)

### Objective:

Assess the athlete's cardiovascular fitness and endurance.

### Materials:

Measuring Tape, Four Cones, Beep Test App (free download on any smart phone), Flags, Tape

### Set-Up:

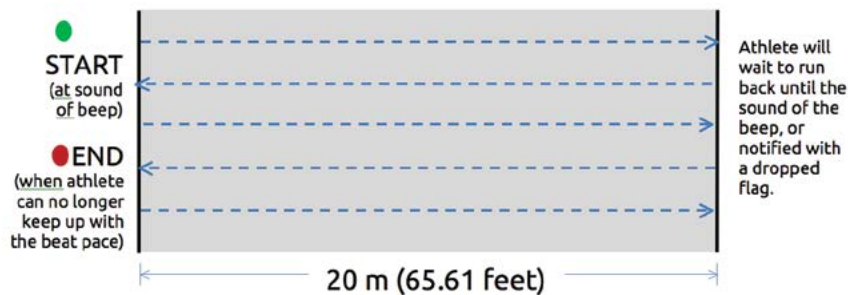
Measure a distance of 20m (65.61ft) in the designated test area. Place one cone on the ground and measure 20m (65.61ft) distance and place the second cone. Using tape make parallel lines at both ends of 20m placing a cone at each end of tape.

### Procedure:

1. Explain and demonstrate the test by running to the 20m mark before the beep/flag and returning back to the start position after the second beep. A practice lap with athletes can be demonstrated.
2. Position the athlete at the starting position behind the first line facing the opposite line. Start the beep test app, say go and drop the flag as a visual cue to instruct athletes to run to the next line where they will stop and await the next beep/flag cue. Remind athletes to start at a slower pace as beep speeds up as test continues.
3. Tell the athletes to watch when the flag drops to start running back to the other line.
4. Test ends when athlete does not make it back to line before the next beep.

### Scoring:

Scoring is recorded by how many laps an athlete completes. This is shown on the beep test app.



## 11. Hydration Stations

(1-2 Volunteers)

### **Objective:**

The athlete will learn the importance of staying hydrated.

### **Materials:**

Educational material on hydration, water, sugar cubes, plastic bags

### **Set-Up:**

In five plastic bags place the following number of sugar cubes: 12 (soda bag), 7 (orange juice bag), 10 (energy drink bag), 5 (sports drink bag) and blank bag for water. Examples of each drink listed above are placed with appropriate bag.

### **Procedure:**

1. At the hydration station, volunteers demonstrate by using sugar cubes the amount of sugar found in the beverages listed above stressing that water has no sugar and is the best beverage to keep you hydrated.
2. Volunteers should stress the importance of drinking water.
  - a. "Water keeps our brain and heart healthy."
  - b. "If we do not drink enough water we can become tired or even sick... especially when we are exercising."
  - c. "Each day we should drink eight to ten FIST size glasses of water."
  - d. Discuss drinking beverages with sugar. "They can make you gain weight and also make your teeth unhealthy."
  - e. It is important to include talking points about the effects of hydration on an athlete's sports performance.

### **Evaluation:**

At the end of the hydration station, the volunteer should ask the athlete what they have learned and assist them with any questions. Give athlete educational material on hydration.

## 12. Nutrition Station

(1-2 Volunteers)

### **Objective:**

The athlete will learn the importance of balanced nutrition.

### **Materials:**

Educational material on nutrition, water, artificial food and two paper plates

### **Set-Up:**

Artificial food is placed on one of two paper plates to demonstrate a properly balanced plate, artificial food is placed in middle of table and empty plate is placed on left side of food.

### **Procedure:**

1. At the nutrition table, introduce the athlete to the balanced plate by teaching the athlete what each section of the plate represents.
2. Say the following items to the athlete and help the athlete build their own healthy plate using the artificial food located in the center of the table
  - a. This is a balanced plate.
  - b. The green section represents fruits and vegetables and is the largest section of the plate because the nutrients keep us healthy.
  - c. The red section includes meats and beans. They help us grow strong muscles.
  - d. The orange section represents grains. Grains give you energy.
  - e. The blue circle in the middle is for dairy which gives us strong teeth and bones.
  - f. It is important to include talking points about the effects of balanced nutrition on an athlete's sports performance.

### **Evaluation:**

At the end of the nutrition station, the volunteer should ask the athlete what they have learned and assist them in providing names for food items that are not clear to them. Give athlete educational material on healthy eating.

**NOTES:**

This image shows a single page of white paper with horizontal blue lines. The lines are evenly spaced and run across the width of the page, typical of notebook or ledger paper. There are no margins, text, or other markings on the page.



