



Special Olympics
Junior Athletes



Multisport Guide



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PHYSICAL EDUCATION STANDARDS ALIGNMENT

Each lesson in this unit connects to the SHAPE America National Physical Education Standards. These standards describe what athletes should know and be able to do to lead physically literate, active lives. Because every lesson is designed to promote inclusion, teamwork, and leadership, not every standard is directly taught or formally assessed in every session. However, many standards are reinforced implicitly through active participation, social interaction, and reflection. While SHAPE America standards were developed in the United States, they are grounded in research and informed by international practices in physical education. These standards provide a widely recognized framework for developing physical literacy and guiding high-quality, developmentally appropriate programming. Their focus on lifelong participation, skill development, and whole-child outcomes aligns with global principles for physical education, including those outlined by UNESCO.¹

CATEGORY	DESCRIPTION	HOW IT APPEARS IN LESSONS
Explicitly Taught & Assessed Standards	These are intentionally planned learning objectives. Athletes receive direct instruction and feedback, and their performance can be observed or measured.	Examples: Demonstrating control while dribbling, applying movement strategies, performing skill cues.
Implicitly Supported Standards	These standards are naturally reinforced through participation, teamwork, and classroom or team culture. They are not directly taught or graded but are embedded in the learning experience.	Examples: Demonstrating respect, encouraging peers, recognizing the value of physical activity, showing perseverance.

WHY THIS MATTERS

Physical education supports the whole child, physically, socially, and emotionally. Each lesson is designed to help athletes:

- Build foundational movement skills (Standards 1–2)
- Apply strategies and tactics in play (Standard 3)
- Develop respect, cooperation, and inclusion (Standard 4)
- Recognize the joy and value of physical activity (Standard 5)

By engaging in these experiences, athletes strengthen not only their motor skills but also their social-emotional competencies, including self-management, empathy, and collaboration.

WHY STANDARDS MATTER IN COMMUNITY COACHING

Using Physical Education standards helps coaches know what to teach and how to support each child's development. For coaches outside of school settings, these standards offer clear guidance to make sure activities are safe, age-appropriate, and meaningful for all athletes.

¹ SHAPE America National Physical Education Standards; international physical education guidance including UNESCO's International Charter of Physical Education, Physical Activity and Sport.

INTRODUCING SPORTS WITHIN EACH UNIT

Each unit provides opportunities for coaches to introduce athletes to different sports through activities and skill development. While sports may be embedded within games and exercises, coaches are encouraged to take a moment to connect the activity to the sport it represents. This helps athletes understand how the skills they are learning apply to real sports and builds interest and confidence for future participation. By making these connections clear and engaging, coaches can support athletes in developing both foundational skills and a growing awareness of different sport opportunities within Special Olympics.

WARM-UP, STRETCHING, & COOL-DOWN

Each lesson includes a warm-up, stretching activities, and a cool-down to help prepare athletes for movement and support recovery. While the same warm-up and cool-down may appear throughout the lessons to provide consistency and familiarity, coaches are encouraged to adapt and vary these activities based on their knowledge, experience, and the needs of their athletes.

Warm-up stretches should be performed as dynamic movements to prepare the body for activity, while cool-down stretches can be static for slower and more controlled movements after activity. Coaches may introduce additional or alternative stretches as appropriate, ensuring all movements are safe, age-appropriate, and support the overall goals of the session. For further information on warm-up and cool-downs reference [Special Olympics High 5 Cards](#).

LEVELING UP

In Junior Athletes, “Leveling Up” means moving from learning in a playful manner to practicing a skill in the way it’s used in the real sport. As children build confidence and control, they progress from basic movements to playing and applying those skills in team-style activities. It’s how athletes grow, step by step, toward playing the sport with others.

THE STEP FRAMEWORK:

A foundational coaching tool for Special Olympics programs worldwide

Junior Athletes provides a space for children of all abilities to be successful. In some cases, due to a range of athlete abilities and challenges, activities may need to be adapted so that all athletes can participate.

STEP is a simple, powerful coaching tool—widely used in adapted physical education—that helps make any activity more accessible, more challenging, or more inclusive, without needing to create an entirely separate activity. By adjusting one or more of its four elements, a coach, teacher, or parent can meet every athlete where they are. You do not need to change every part of STEP for each activity—use your best judgment to make thoughtful adjustments that support success and inclusion for all athletes, while always presuming competence and recognizing that every child is capable of learning, growing, and participating in meaningful ways.

S	SPACE	Should I change the SPACE? Move targets closer or farther, open or shrink the playing area, add visual boundary markers, adjust the height of the activity.
T	TASK	Should I change the TASK? Simplify instructions, allow a different movement pattern, adjust the rules, use a visual schedule or picture card, break skills into smaller parts.
E	EQUIPMENT	Should I change the EQUIPMENT? Use a softer, larger, lighter, brighter, or noisier ball or tool; introduce a ramp, handle extension, communication board, or sensory support.
P	PEOPLE	Should I change the PEOPLE arrangement? Adjust team size, assign a supportive role, bring in a peer buddy, reposition yourself, add demonstration, physical guidance, or verbal encouragement.

HOW TO USE STEP

When observing an athlete, ask: Is modification needed? If yes, is it to provide support or to create a challenge? Start with the most important STEP element and add others as needed. Most athletes who need adaptations benefit from adjustments across multiple elements. Start with the minimum change, observe, and adjust from there.

STEP is also an analysis tool: work through each element to assess performance. You do not always need to modify—coaches should also recognize when an athlete can succeed without changes, and provide verbal encouragement and support first.

STEP is for every coach and athlete. Novice coaches may follow it step-by-step. Experienced coaches use it more fluidly and instinctively. Both should stay flexible, focus on athlete success, and build confidence in making adjustments.

INCLUSIVE ADAPTATIONS

The following pages organize the Junior Athletes Inclusive Adaptations for the six multisport units by category. Athletes may have a primary need, such as requiring an assistive device to walk. You can find that category below to quickly see how to adapt activities across all six units.

However, categories are not mutually exclusive. Many children have multiple needs at the same time. Therefore, combining adaptations from more than one category may be necessary to ensure they can participate in all activities.

For specific adaptations organized by activity, use the quick reference guide at the end of each unit.



SIX CATEGORIES

	Limited Mobility (LM): Athletes with limited or uncoordinated movement of their arms or legs; an athlete may use a wheelchair or stander for positioning and mobility.
	Assistive Device (AD): Athletes who are ambulatory with an assistive device (walker, crutches, cane, gait trainer) or wear a brace.
	Hard of Hearing (HOH): Athletes with difficulty hearing.
	Visual Impairment (VI): Athletes with difficulty seeing.
	Non-Verbal (NV): Athletes who have difficulty with oral communication; they may use sign language or a communication device.
	Sensory Processing Disorder (SPD): Some athletes may be overly sensitive to minor environmental stimuli (touch, sounds, etc.), while others may seek sensory stimulation, including movement.

Focus on what athletes CAN do and celebrate all participation!



KEY ADAPTATIONS: LIMITED MOBILITY (LM)

UNIT 1: THROWING & CATCHING (SOFTBALL, BOWLING, BOCCE)

- Allow seated throws, ramp use, or any body part (head, elbow, finger) to push or roll the ball
- Offer different ball sizes, textures, and weights; reduce throwing distance and increase target size
- Allow catching with body and arms together (not just hands)
- Use a ramp or table-top setup for bowling-style rolling
- Provide peer partner for ball retrieval; allow modified base running or peer runners
- Simplify to one base at a time as needed

UNIT 2: DRIBBLING & SHOOTING (BASKETBALL)

- Allow seated or two-hand dribbling; slower walking pace or wheelchair propulsion while dribbling
- Use lower or larger hoops; place floor markers closer to basket; allow underhand shots or chest passes
- Offer different ball sizes, textures and weights; provide hand-over-hand guidance
- Reduce court size; designate peer partners for retrieval

UNIT 3: DRIBBLING, PASSING, & KICKING (FOOTBALL)

- Allow seated or hand dribbling, or use of assistive device; widen cone spacing
- Allow hand passes, rolling passes, or assistive device use instead of kicks
- Allow seated kicking or hand kicks; shorten base or field distances
- Allow taggers to attach pool noodles to wheelchair; pair with peer partner for support

UNIT 4: VOLLEYING, PASSING, & SERVING (VOLLEYBALL)

- Allow seated volleys, two-hand strikes, catching instead of volleying, or tossing to self
- Offer different balloon or ball sizes and weights; adjust zone size and net height
- Allow two-hand underhand toss for serving; allow any movement instead of clapping
- Demonstrate with tactile, hand-over-hand cues; designate peer partners for retrieval

UNIT 5: STRIKING WITH IMPLEMENTS (SOFTBALL, FLOORBALL, TENNIS)

- Allow seated striking; adjust tee height; use ramp or allow push or nudge instead of full swing
- Use shortened pool noodle as bat or racquet substitute; allow one-hand grip or attach implement to wheelchair
- Allow ball tapping with wheelchair or assistive device; place pins at individualized distances
- Shorten base paths and widen lanes; pair with peer partner for base-running support and retrieval

UNIT 6: FITNESS

- Allow wheelchair propulsion or walking with assistive device for laps
- Allow seated or adapted versions of all exercises; permit any type of movement
- Replace balance beam and hurdles with floor tape; replace hoops with flat floor markers
- Use adapted scooter boards or allow sitting; allow ball tapping toward bucket using wheelchair
- Modify repetition (rep) counts and hold times individually; create rest zones near each station



KEY ADAPTATIONS: ASSISTIVE DEVICES (AD)

UNIT 1: THROWING & CATCHING (SOFTBALL, BOWLING, BOCCE)

- Offer different ball sizes, textures, and weights; allow one-hand tosses if athlete cannot release device with both hands
- Allow catching with body and arms together (not just hands)
- Allow seated throwing or rolling if device limits safe participation
- Ensure clear pathways and allow extra time; provide peer partner for retrieval; allow modified base running

UNIT 2: DRIBBLING & SHOOTING (BASKETBALL)

- Offer different ball sizes, textures and weights; allow two-hand dribbling or slower walking pace
- Widen playing zones for device clearance; allow seated or stationary dribbling
- Allow seated shooting or underhand tosses; use lower or larger hoops; place floor markers closer to basket

UNIT 3: DRIBBLING, PASSING, & KICKING (FOOTBALL)

- Offer different ball sizes, textures and weights; allow use of assistive device for dribbling; widen cone spacing
- Allow hand passes or rolling passes instead of kicks; allow hands or device to knock down targets
- Allow seated kicking or hand kicks; shorten base distances; reduce distances; provide peer partner support

UNIT 4: VOLLEYING, PASSING, & SERVING (VOLLEYBALL)

- Offer different balloon or ball sizes; allow sitting if device limits safe participation
- Allow two-hand underhand toss for serving; allow any movement instead of clapping
- Encourage peer partner to hold the ball for striking; designate peer partners for retrieval

UNIT 5: STRIKING WITH IMPLEMENTS (SOFTBALL, FLOORBALL, TENNIS)

- Offer implements in different sizes and weights, including pool noodles; use grip-mitt as needed
- Allow one-hand grip or attach implement to assistive device; allow sitting if device limits participation
- Shorten base path distances; pair with peer partner for base-running support

UNIT 6: FITNESS

- Ensure clear pathways and extra time at all stations; allow walking with assistive device for laps
- Allow any leg movement and weight shifting for squats and lunges; use wall push-ups (hands on wall)
- Replace hurdles and hoops with floor tape for safe navigation; provide chair or wall support for balance exercises
- Reduce reps or hold times as needed



KEY ADAPTATIONS: HARD OF HEARING (HOH)

UNIT 1: THROWING & CATCHING (SOFTBALL, BOWLING, BOCCE)

- Demonstrate activities visually before starting
- Give clear visual cues ("ready, catch!") and visual countdowns before each toss
- Use Go and Stop signs or light signals (lights on and off) to indicate starts and stops
- Use noise-making targets and sound cues (whistles or verbal) for "safe" and "out"

UNIT 2: DRIBBLING & SHOOTING (BASKETBALL)

- Demonstrate each activity before starting; use visual cards or signs for commands alongside verbal cues
- Use visual signs to start and stop; check for understanding before proceeding

UNIT 3: DRIBBLING, PASSING, & KICKING (FOOTBALL)

- Demonstrate skill or game before starting
- Use large, colorful picture cards for role changes; use light signals or Go and Stop signs to start and stop play

UNIT 4: VOLLEYING, PASSING, & SERVING (VOLLEYBALL)

- Demonstrate each activity before starting; use visual body-part cards alongside verbal cues
- Use light signals or Go and Stop signs; allow longer response time; check for understanding

UNIT 5: STRIKING WITH IMPLEMENTS (SOFTBALL, FLOORBALL, TENNIS)

- Demonstrate each activity before starting
- Provide signs when using music prompts; use light signals or Go and Stop signs for start and stop

UNIT 6: FITNESS

- Use large visual signs, gestures, or sign language for all explanations; demonstrate each station
- Use a visual timer for work periods; use visual signals (lights on and off, signs) for station transitions



KEY ADAPTATIONS: VISUAL IMPAIRMENT (VI)

UNIT 1: THROWING & CATCHING (SOFTBALL, BOWLING, BOCCE)

- Use bright, glowing, or sound-making balls (bells or beepers); use noise-making hoops and light-up targets
- Create tactile pathways with ropes or pool noodles to guide rolling direction
- Give clear verbal cues before each toss; demonstrate hand positioning with physical guidance
- Use larger, colorful bases with tactile edges; add sound cues for “safe” and “out”

UNIT 2: DRIBBLING & SHOOTING (BASKETBALL)

- Use bright, glowing, or sound-making balls; lower hoops with lights; use larger, brightly colored hoops
- Use textured or squeaky floor markers and tactile pathways to guide movement; place floor markers closer to basket
- Use brightly colored pinnies or hats to distinguish teams; use verbal cues and tactile assistance for shooting form
- Pair with peer partner for navigation support

UNIT 3: DRIBBLING, PASSING, & KICKING (FOOTBALL)

- Use bright, glowing, or sound-making balls; use brightly colored, lighted, or beeper cones
- Create tactile pathways with ropes or pool noodles; use auditory cues (whistles) for role changes
- Shorten distances; pair with peer partner for support

UNIT 4: VOLLEYING, PASSING, & SERVING (VOLLEYBALL)

- Use bright, glowing, or sound-making balls or balloons; use bright, glowing cones to mark zones
- Demonstrate and use tactile, hand-over-hand cues to form platform; reduce distance to wall
- Use bright-colored tape or high-contrast pictures on the wall; designate partner for ball retrieval

UNIT 5: STRIKING WITH IMPLEMENTS (SOFTBALL, FLOORBALL, TENNIS)

- Use bright, glowing, or sound-making balls, cones, and pins as targets
- Use tactile floor markers to guide base paths; place sound-making cones on each base
- Demonstrate and use tactile, hand-over-hand cues for aim and swing; allow athlete to touch target pin before striking
- Shorten distance to target; use bright or contrasting-colored equipment throughout

UNIT 6: FITNESS

- Use bright, glowing, or sound-making cones to mark all paths, stations, and lap tracks
- Use pool noodles, textured or squeaky floor markers, or colorful tape to indicate paths
- Demonstrate and use tactile, hand-over-hand cues for all exercises and balance movements
- Place bright, glowing, or sound-making cone in buckets for core games



KEY ADAPTATIONS: NON-VERBAL (NV)

UNIT 1: THROWING & CATCHING (SOFTBALL, BOWLING, BOCCE)

- Demonstrate each activity and position change before attempting; use visual schedules and picture cards
- Use simple yes or no questions and choices with pictures or objects
- Allow and celebrate any form of communication—gestures, eye gaze, vocalizations; provide extra time for responses

UNIT 2: DRIBBLING & SHOOTING (BASKETBALL)

- Use visual cards or signs for all commands alongside verbal cues; allow longer response time
- Provide visual tracking cards to count successful shots; use pictures or objects to offer participation choices

UNIT 3: DRIBBLING, PASSING, & KICKING (FOOTBALL)

- Demonstrate each activity and role visually before starting; use pictures or objects to offer role choices
- Provide visual timers to show time remaining; provide visual charts to track passes
- Allow any form of communication to indicate readiness or preference

UNIT 4: VOLLEYING, PASSING, & SERVING (VOLLEYBALL)

- Use visual body-part cards; demonstrate each activity and body part option visually
- Use pictures or objects to offer participation choices; allow any form of communication; provide extra time

UNIT 5: STRIKING WITH IMPLEMENTS (SOFTBALL, FLOORBALL, TENNIS)

- Demonstrate each activity before starting; use visual cards or pictures for turn-taking and activity choices
- Allow athlete to point to or touch target pin to indicate choice; celebrate any form of communication

UNIT 6: FITNESS

- Use picture cards at each station and visual turn-taking cards for rotations
- Demonstrate each exercise before starting; use visual timers for work periods
- Allow any form of communication to indicate fatigue or readiness



KEY ADAPTATIONS: SENSORY PROCESSING DISORDER (SPD)

UNIT 1: Throwing & Catching (Softball, Bowling, Bocce)

- Use bright, glowing, textured, or sound-making balls—observe whether athletes benefit from novelty or prefers simplicity
- Allow modified positions or skip challenging transitions; provide verbal and visual countdowns before each toss
- Simplify to one base at a time; use visual turn-taking cards and timers for transitions
- Add bright-colored pinnies or hats to reduce visual confusion between roles

UNIT 2: DRIBBLING & SHOOTING (BASKETBALL)

- Use floor markers to designate personal space; create smaller playing zones with fewer lines
- Designate break areas and safe zones; use visual turn-taking cards and timers between rotations
- Allow longer response time; simplify to fewer command options; use visual tracking cards to count shots
- Use brightly colored pinnies or hats to distinguish roles clearly

UNIT 3: DRIBBLING, PASSING, & KICKING (FOOTBALL)

- Use brightly colored, glowing, or beeper cones to clearly define spaces; designate rest zones
- Reduce required passes before shooting; reduce number of options and simplify roles as needed
- Limit the number of balls in play; use visual turn-taking cards and timers between rotations

UNIT 4: VOLLEYING, PASSING, & SERVING (VOLLEYBALL)

- Use balloons or textured balls, adjust based on whether athlete is hypersensitive or hyposensitive
- Reduce number of balloons or balls in play; simplify to fewer body-part challenge steps; adjust zone size
- Provide demonstration of each body part before attempting; offer fidget toys and longer response time between commands

UNIT 5: STRIKING WITH IMPLEMENTS (SOFTBALL, FLOORBALL, TENNIS)

- Use bright, glowing, or sound-making balls, cones, and pins—adjust stimulation level to athlete's sensitivity
- Place bright, glowing cones on each base to clearly define spaces; use pool noodles or rope for course boundaries
- Reduce complexity of rules and transitions; use visual turn-taking cards and fidget toys between rotations

UNIT 6: FITNESS

- Use color-coded floor markers so athletes can independently follow station rotations
- Use rest zone markers and visual turn-taking cards between rotations; allow fidget toys during rest intervals
- Use bright, glowing, or sound-making cones and floor markers; limit balls and items in play at one time
- Use pool noodles or rope to create clear course barriers; reduce reps or hold times; provide quiet break zones



Special Olympics
Junior Athletes



Unit 1: Throwing & Catching

Featuring skills used in: softball, bowling, & bocce



In this unit, athletes learn to roll to a target, throw with control, and catch safely. These foundational skills build hand-eye coordination, accuracy, and confidence that athletes will use across many sports.

ROLLING & TRAPPING

Rolling helps athletes send an object along the ground with control and accuracy. Learning to trap a moving object helps them stop it safely and stay in control during play.



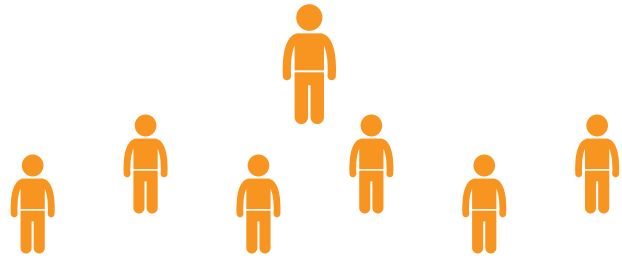
WARM-UP 1: COACH SAYS

Equipment

- None

Setup

Athletes spread out throughout the space, facing the coach.



Instructions:

- Coach calls out commands for athletes to follow.
- Athletes only act if the coach says, "Coach Says."
- If an athlete follows without hearing "Coach Says," they receive a strike.
- Athletes can keep track of strikes in their head.
- No one is removed from the game; the goal is to keep all engaged.
 - » Examples of Commands:
 - » Touch your toes.
 - » Jump up and down.
 - » Spin around.

Coaching Tips:

- Choose commands that warm up muscles for throwing and rolling.
- Keep the pace quick to maintain excitement.

WARM-UP 2: DYNAMIC MOVING & STRETCHING

Suggested Stretches



**High
Knees**



**Forward
Bend Stretch**



**Standing
Side Reach**



**Arm
Circles**

Instructions:

- Do each movement for 20–30 seconds (or 8–10 reps).
- Keep movements continuous (warm-up = dynamic).
- Use a gentle, controlled range of motion.

Coaching Tips:

- Use continuous movement rather than holding positions.
- Encourage slow, controlled, repeated motions.
- Focus on preparing the body for activity, not pushing flexibility.

SKILL: TARGET ROLL

Equipment

- 1 soft foam ball (softball or baseball size) per pair

Setup

Athletes stand in pairs about 10 steps apart, with one ball per pair. One athlete stands with feet wider than shoulder-width apart.



Instructions:

- Partners take turns rolling the ball through the legs of their partner.
- Remind athletes to:
 - » Grip the ball with their dominant hand.
 - » Step forward with their non-dominant foot.
 - » Keep eyes on the target.
 - » Swing arm like a pendulum and follow through.

LEVEL UP: ROLLING PRACTICE

Equipment

- Hula hoops
- Balls

Setup

Lay out the hula hoops on one side of the space on the floor and athletes line up on the other side.



Instructions:

- Athletes line up on one side of the space with balls.
- On the coach's signal, athletes roll their ball towards a hula hoop.
- If a ball rolls into a hula hoop and stay inside, leave it there.
- After rolling, athletes run to pick up a ball that is not in a hula hoop and roll again.
- The goal is to get all the balls into the hula hoops.
- Remind athletes to:
 - » Aim for the middle of the hoop.
 - » Roll smoothly (keep the ball on the ground).
 - » Watch where the ball goes and adjust their aim on the next roll.

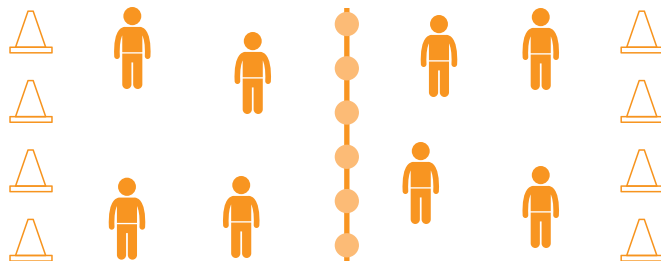
GAME: ROLLERBALL

Equipment

- Foam balls
- Cones or floor markers
- Line to divide the space

Setup

Divide the space into two halves with a line and place several balls along the line. Place cones on each endline behind athletes.



Instructions:

- Athletes begin on their end line and start on the coach's signal: "Ready, steady, go."
- Athletes may grab a ball and choose to roll it at an opponent or try to knock over a cone.
- An athlete is out if they are hit below the knee by a rolled ball; the ball must stay on the ground or the thrower is out.
- Athletes who are out sit criss-cross and cannot move from their spot, but they may block balls and roll from the floor.
- If a seated athlete rolls a ball and gets someone out, they return to the game.
- Knocking over a cone brings all out athletes on that team back in; the cone stays down.
- A team can win by knocking over all of the opponent's cones or getting every opponent out.

COOL-DOWN: STATIC STRETCHING

Suggested Stretches



**Overhead
Triceps Stretch**



**Quad
Stretch**



**Chest
Stretch**



**Forearm
Stretch**

Instructions:

- Hold each stretch for 15–30 seconds.
- Stretch both sides when needed.
- Hold still and breathe (no bouncing).
- Move into a gentle, comfortable stretch.

Coaching Tips:

- Encourage slow, steady breathing: “In...out...relax.”
- Remind athletes to keep a tall posture.
- Stretch should feel gentle and comfortable, not painful.

Reflection:

Have the athletes answer the question: “What helped your ball roll closer to the target today—your starting position, arm swing, or follow through?”

OVERHAND THROWING

Overhand throwing allows athletes to send an object farther and with more direction. This skill helps them reach targets and teammates during games.



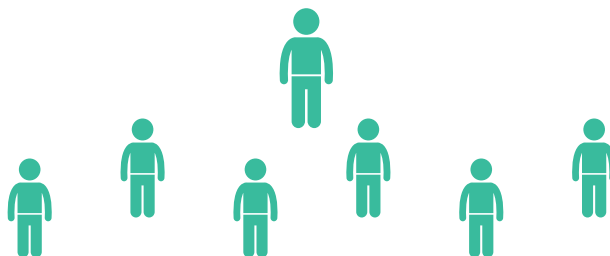
WARM-UP 1: MIRROR, MIRROR

Equipment

- None

Setup

Athletes spread out throughout the space, facing the coach.



Instructions:

- The coach demonstrates full-body movements while athletes silently mirror in reverse (coach's right = athlete's left). Movements include arm circles, toe touches, side bends, jumping jacks, and marching in place to activate major muscle groups.

Coaching Tips:

- Incorporate as many body parts as possible for a full warm-up.
- Allow athletes to lead a few movements once familiar with the routine.
- Emphasize control and focus—"mirror, don't race."

WARM-UP 2: DYNAMIC MOVING & STRETCHING

Suggested Stretches



High
Knees



Forward
Bend Stretch



Standing
Side Reach



Arm
Circles

Instructions:

- Do each movement for 20–30 seconds (or 8–10 reps).
- Keep movements continuous (warm-up = dynamic).
- Use a gentle, controlled range of motion.

Coaching Tips:

- Use continuous movement rather than holding positions.
- Encourage slow, controlled, repeated motions.
- Focus on preparing the body for activity, not pushing flexibility.

Pick a skill or game to review from the previous lesson to help remind athletes what they have been working on!

SKILL: TARGET TOSS

Equipment

- Large target taped to wall
- 3 soft balls per group

Setup

Athletes stand in groups of 3-4 with 3 balls per group. Create one throwing lane per group that is facing the direction of the target.



Instructions:

- Athletes work in groups of 3–4 with 3 balls per group.
- One athlete is the thrower at a time.
- Other athletes wait behind the throwing line.
- The thrower stands behind the line and tries to hit the target with an overhand throw.
- After 3 throws, the athlete collects balls and passes to next teammate.
- Rotate so everyone gets a turn in each role.

Coaching Tips:

- Remind athletes:
 - » Stand sideways
 - » Step with opposite foot
 - » Throw over shoulder

LEVEL UP: KNOCK IT OFF!

Equipment

- Cones with a ball that can balance on top
- Bean bags

Setup

Divide athletes into 4 or 5 teams and have them stand in a line behind a bean bag. Set up a cone with a ball on top of it about 4-5 feet away from the athletes.



Instructions:

- Athletes are on teams (3-4 athletes on each team). Each team lines up behind a bean bag.
- On the coach's signal, the first athlete underhand tosses the beanbag at the ball on top of the cone.
- If the athlete knocks the ball off:
 - » Run to the cone and place the ball back on top.
 - » Pick up the bean bag and bring it back to the next athlete in line.
- If the athlete misses:
 - » Run to get the bean bag.
 - » Bring it back and hand it to the next athlete in line.
- Continue until time is up (or until a team reaches a set number of successful knocks).

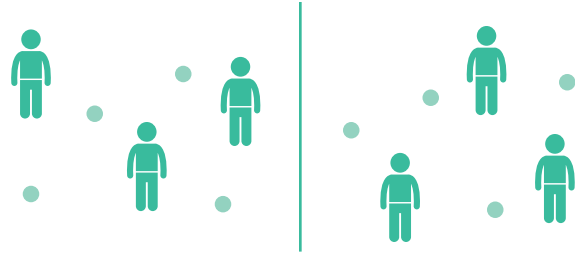
GAME: CLEAN UP THE YARD

Equipment

- Lightweight balls
- Cones or center line

Setup

Divide the space into two sides using a line or cones. Scatter an equal number of balls on each side. Split athletes into two teams.



Instructions:

- Athletes start on their team's side.
- On "Go," athletes pick up a ball and use an overhand throw to send it to the other side.
- Athletes throw one ball at a time, then get another.
- Athletes continue throwing balls to the other side until time is called (3-5 minutes, play music during this time).
- Count up balls on each side and whoever has the fewest on their side wins!

COOL-DOWN: STATIC STRETCHING

Suggested Stretches



Overhead
Triceps Stretch



Quad
Stretch



Chest
Stretch



Forearm
Stretch

Instructions:

- Hold each stretch for 15–30 seconds.
- Stretch both sides when needed.
- Hold still and breathe (no bouncing).
- Move into a gentle, comfortable stretch.

Coaching Tips:

- Encourage slow, steady breathing: “In...out...relax.”
- Remind athletes to keep a tall posture.
- Stretch should feel gentle and comfortable, not painful.

Reflection:

Have the athletes answer the question: “What did you do that helped your partner catch your throw more easily?” (soft throw, waiting until they were ready)

CATCHING

Catching helps athletes receive an object and keep play going. Using two hands and watching the object builds confidence and control during partner and group activities.



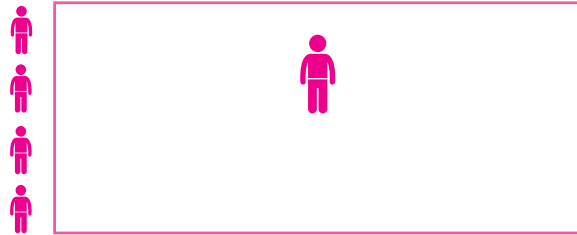
WARM-UP 1: RED ROVER TAG

Equipment

- None

Setup

Athletes stand on an endline. Coach (or athlete leader) stands in the middle of the space.



Instructions:

- The coach calls, “Red Rover, Red Rover, may we come over?” and announces a color.
- Athletes wearing that color run across the gym, attempting to avoid being tagged by the tagger(s) in the middle.
- Tagged athletes join the taggers for the next round.
- Continue until everyone has crossed, then reverse directions.

Coaching Tips:

- Wait until all runners have crossed before reversing play.
- The starting endline is not a safety zone—athletes must cross to the opposite side.
- Allow athletes to choose colors or serve as taggers for engagement.

WARM-UP 2: DYNAMIC MOVING & STRETCHING

Suggested Stretches

**High
Knees****Forward
Bend Stretch****Standing
Side Reach****Arm
Circles****Instructions:**

- Do each movement for 20–30 seconds (or 8–10 reps).
- Keep movements continuous (warm-up = dynamic).
- Use a gentle, controlled range of motion.

Coaching Tips:

- Use continuous movement rather than holding positions.
- Encourage slow, controlled, repeated motions.
- Focus on preparing the body for activity, not pushing flexibility.

Pick a skill or game to review from the previous lesson to help remind athletes what they have been working on!

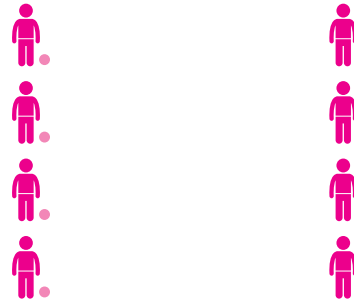
SKILL: EGG TOSS

Equipment

- 1 ball per pair
- Optional: floor markers to mark where to stand

Setup

Partners line up facing each other, 3-4 feet apart, with one ball per pair.



Instructions:

- Athletes practice soft, underhand tossing and catching with a partner.
- The coach cues, "Ready, steady, go!" for synchronized tosses.
- Each successful catch earns one point.
- After each round (both partners have had a turn), both partners take one step back.
- Catching Cues:
 - » Reach: extend hands toward the ball.
 - » Eyes: watch the ball closely.
 - » Grab: catch with two hands.
 - » Secure: bring the ball into the body.
 - » Above the belly button: thumbs together, fingertips pointed up.
 - » Below the belly button: pinkies together, fingertips pointed down.

Coaching Tips:

- Use larger, softer balls for beginners; smaller ones for advanced catchers.
- Encourage control and accuracy over distance.
- Have athletes practice low (basket) catches and high (claw) catches.

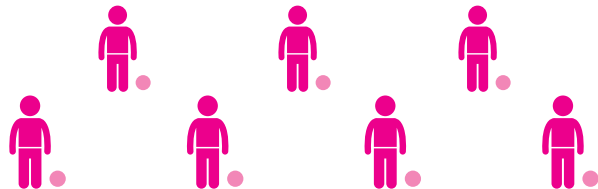
LEVEL UP: CATCHING CHALLENGE

Equipment

- 1 ball for each athlete

Setup

Athletes spread out throughout the space, each with a ball



Instructions:

- Each athlete starts with a ball.
- Start in a kneeling position with the ball.
- Toss the ball straight up and catch it.
- Each time you toss the ball, move your body to a new position while the ball is in the air:
 - » Kneeling to standing
 - » Standing to wide leg sit
 - » Criss cross to standing
 - » Cross cross to knees
- Challenges
 - » Stand and turn around
 - » Stand, toss, sit down, then catch
 - » One-handed catch

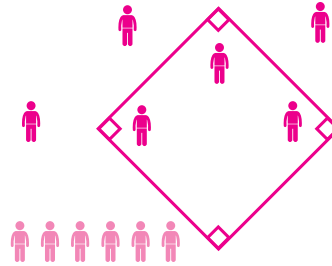
GAME: THROWBALL

Equipment

- Cones or bases
- Wiffle ball or similar lightweight ball

Setup

Setup a baseball diamond using cones or bases. Divide athletes into 2 teams: one assumes fielding positions; the other lines up at home plate.



Instructions:

- Split athletes into 2 teams: a throwing and running team and a fielding team.
- The throwing team lines up at home plate. The fielding team spreads out in the field.
- The first athlete “throws” the ball into the field to start the play (instead of hitting).
- After throwing, the athlete becomes a runner and tries to run to first base (and keep going if it’s safe).
- Fielders try to get an out by catching the ball in the air or tagging the runner with the ball (hold the ball to tag—no throwing at runners).
- If a throw goes outside the 1st or 3rd base lines, it is a rethrow.
- There are no strikeouts, and there is no sliding.
- Play continues until the runner is out or stops safely on a base.
- Everyone on the throwing team gets one turn to throw before switching sides.
- Switch teams after everyone has thrown (or after a set time).
- Rotate fielding positions each inning or round so everyone tries different spots.
- Keep the catcher a few steps behind home plate for safety.

COOL-DOWN: STATIC STRETCHING

Suggested Stretches



**Overhead
Triceps Stretch**



**Quad
Stretch**



**Chest
Stretch**



**Forearm
Stretch**

Instructions:

- Hold each stretch for 15–30 seconds.
- Stretch both sides when needed.
- Hold still and breathe (no bouncing).
- Move into a gentle, comfortable stretch.

Coaching Tips:

- Encourage slow, steady breathing: “In...out...relax.”
- Remind athletes to keep a tall posture.
- Stretch should feel gentle and comfortable, not painful.

Reflection:

Have the athletes answer the question: “During the game, when did you make a good choice about how hard to throw or where to aim?”

INCLUSIVE ADAPTATIONS QUICK REFERENCE GUIDE

ADAPTATIONS BY ACTIVITY						
Target Roll & Rolling Practice						
Use brightly colored, lit, beeper, textured, or balls with bells				✓		✓
Offer different ball sizes and weights	✓	✓				
Create tactile pathways with ropes or pool noodles to guide rolling direction		✓		✓		
Allow seated rolling or use of ramps	✓					
Use floor markers, noise-making hoops, or light-up targets			✓	✓		✓
Rollerball						
Use brightly colored, lit, beeper, textured, or balls with bells			✓	✓		✓
Offer different ball sizes and weights	✓	✓				
Create smaller playing zones or reduce distances between athletes	✓	✓				
Add bright colored pinnies or hats to distinguish teams or athletes who are "in" vs. "out."				✓		✓
Provide seated options for athletes who are not out. Use sound cues like whistles or verbal calls for 'in' and 'out'			✓	✓		
Target Toss						
Reduce throwing distance	✓	✓		✓		
Use larger, brightly colored, or light-up targets or ones that make noise			✓	✓		✓
Use brightly colored, lit, beeper, textured or balls with bells			✓	✓		✓
Offer different ball sizes and weights	✓	✓				
Allow any type of throw or rolling a ball on a ramp toward a target	✓	✓				
Provide peer support for ball retrieval	✓	✓				

Continued on the following page

INCLUSIVE ADAPTATIONS QUICK REFERENCE GUIDE (CONTINUED)

ADAPTATIONS BY ACTIVITY						
Knock It Off!						
Adjust the throwing distance and ball size based on ability	✓	✓		✓		
Use brightly colored, lit, or beeper cones				✓		✓
Allow any type of throw or rolling a ball on a ramp toward the target	✓	✓				
Clean Up the Yard						
Reduce throwing distance	✓	✓		✓		
Use brightly colored, lit, beeper, textured or balls with bells			✓	✓		✓
Offer different ball sizes and weights	✓	✓				
Allow seated rolling or any type of throw	✓	✓				
Provide visual signs or timers for stopping and starting			✓			✓
Provide peer support for ball retrieval	✓	✓				
Egg Toss & Catching Challenge						
Use brightly colored, lit, beeper, textured, or balls with bells				✓		✓
Offer different ball sizes and weights	✓	✓				
Start partners closer together	✓			✓		
Give clear verbal and visual cues 'ready, catch!' cues before each toss			✓	✓		
Allow catching with body and arms together, not just hands	✓	✓				
Demonstrate hand positioning with physical guidance				✓		

Continued on the following page

INCLUSIVE ADAPTATIONS QUICK REFERENCE GUIDE (CONTINUED)

ADAPTATIONS BY ACTIVITY						
Throwball						
Reduce distance to bases	✓	✓		✓		
Use bright, glowing, or sound-making cones at each base				✓		✓
Use rope or pool noodles to indicate running path				✓		✓
Allow wheelchair and assistive device use with partner support as needed	✓	✓				
Use brightly colored, lit, beeper, textured or balls with bells			✓	✓		✓
Offer different ball sizes and weights	✓	✓				
Allow seated rolling or any type of throw	✓	✓				

QUICK ADAPTATION TIPS		
Multi-Sensory Equipment	Self-Regulation Tools	Combine Adaptations
Use beeper balls, balls with bells inside, or light-up targets to support athletes with VI, HOH, and SPD	Use visual turn-taking cards, timers, and fidget toys between activities to help managing waiting and transitions	Layer multiple adaptations: beeper ball + closer distance (VI+LM), or ramp + tactile pathway (LM+VI)



Special Olympics
Junior Athletes



Unit 2: Dribbling & Shooting

Featuring skills used in: basketball



In this unit, athletes will learn to dribble a basketball with control (using both hands while keeping eyes up) and then apply those skills to shooting from different spots. These skills help athletes move safely and confidently in games, keep possession, and create chances to score.

DRIBBLING & SHOOTING

Dribbling in place helps athletes learn control of the ball. This is the foundation for moving, protecting the ball, and staying in possession.



WARM-UP 1: SNAKES IN THE GRASS

Equipment

- Optional: cones

Setup

Define a large boundary using gym lines or cones. Select 2–3 “snakes” to begin in the center. All other athletes line up along the boundary.



Instructions:

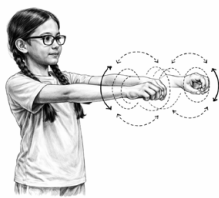
- Snakes crawl on hands and knees, tagging runners who move around the space.
- Tagged athletes join as new snakes until everyone has been tagged or one runner remains.

Coaching Tips:

- Adjust number of snakes based on class size.
- Reinforce safe crawling—no diving or lunging.
- Rotate who starts as a snake for fairness.

WARM-UP 2: DYNAMIC MOVING & STRETCHING

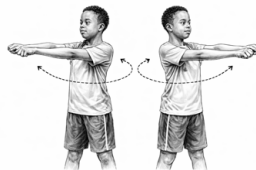
Suggested Stretches



Wrist Rolls



Arm Circles



Trunk Twist



Lunge

Instructions:

- Do each movement for 20–30 seconds (or 8–10 reps).
- Keep movements continuous (warm-up = dynamic).
- Use a gentle, controlled range of motion.

Coaching Tips:

- Use continuous movement rather than holding positions.
- Encourage slow, controlled, repeated motions.
- Focus on preparing the body for activity, not pushing flexibility.

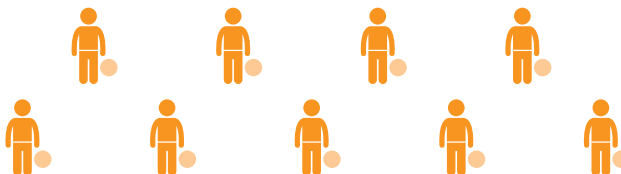
SKILL: STATIONARY DRIBBLE

Equipment

- Basketball for each athlete
- Optional: floor markers

Setup

Athletes spread out throughout the space, each with a basketball. Use gym lines or floor markers as visual spacing guides. Designate side boundaries to contain loose balls.



Instructions:

- Athletes practice dribbling in place with one hand, focusing on control and posture.
- Progress from dominant to non-dominant hand to crossover (dribbling the ball from one hand to the other), based on ability.

Coaching Tips:

- "Push, don't slap" the ball.
- "Pat the dog with your fingertips."
- "Eyes up, head up, knees bent."
- Count consecutive dribbles to encourage focus.
- Teach proper ball care (no kicking or sitting, hug the ball when activity is paused).
- Use high-fives or handshakes to identify dominant and non-dominant hands.

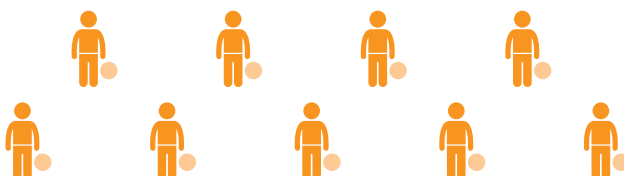
LEVEL UP: DRIBBLE CHALLENGE

Equipment

- Basketball for each athlete

Setup

Athletes spread out throughout the space, each with a basketball.



Instructions:

- Athletes dribble in place.
- Coach calls out one command every 3–5 seconds:
 - » “Dominant hand”
 - » “Non-dominant hand”
 - » “Crossover” (Dribble the ball from one hand to the other and back)
 - » “Low dribbles” (below knees)
 - » “Freeze & hug” (stop and protect ball)
 - » After a few rounds, add: “Eyes up: show me two fingers!” (athletes keep dribbling while answering)

Coaching Tips:

- Make it harder: Non-dominant hand only or crossover every 3 dribbles.

GAME: SHARKS & MINNOWS (DRIBBLING EDITION)

Equipment

- Basketball for each "minnow"
- Optional: cones or tape

Setup

Sharks (taggers) start on one endline; minnows (dribblers) on the opposite. Each minnow has a basketball. Mark clear boundary lines with cones or tape.



Instructions:

- Minnows dribble across to the opposite side while sharks attempt to steal balls.
- If a shark steals a ball, roles switch, but the new shark must chase a different minnow. Dropped balls may be picked up by any shark.

Coaching Tips:

- Reinforce no-contact defense (no pushing or blocking).
- Modify challenge:
 - » Non-dominant hand only dribbling
 - » Crossover every few dribbles
- Adjust shark and minnow ratios for balanced play.

COOL-DOWN: STATIC STRETCHING

Suggested Stretches



Child's Pose



Thread the Needle



Crescent Lunge



Downward Dog

Instructions:

- Hold each stretch for 15–30 seconds.
- Stretch both sides when needed.
- Hold still and breathe (no bouncing).
- Move into a gentle, comfortable stretch.

Coaching Tips:

- Encourage slow, steady breathing: “In...out...relax.”
- Remind athletes to keep a tall posture.
- Stretch should feel gentle and comfortable, not painful.

Reflection:

Have athletes answer the question: “Which dribbling choice helped you keep your ball safe today—dribbling lower, using your body to protect it, or doing a crossover? Why?”

DYNAMIC DRIBBLING

Dribbling while moving helps athletes travel through space and avoid others. It allows them to keep control while exploring different speeds and directions.



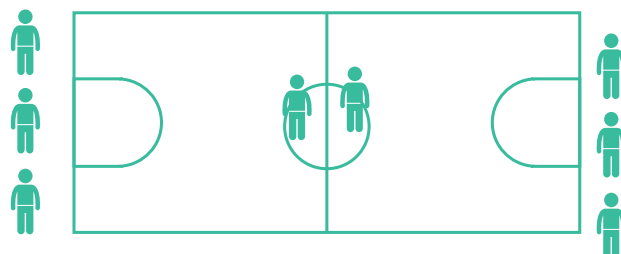
WARM-UP 1: LINE TAG

Equipment

- None

Setup

Use gym floor lines as playing area. "Runners" have to stay on the lines. "Taggers" also stay on lines and try to tag others.

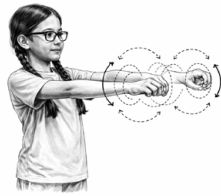


Instructions:

- Designate your "taggers."
- Everyone else is runners. They try to not get tagged.
- If someone gets tagged by the tagger, they sit down on the line.
- Another athlete can come by and unfreeze them by giving them a high five.
- Play for a while and then switch taggers.

WARM-UP 2: DYNAMIC MOVING & STRETCHING

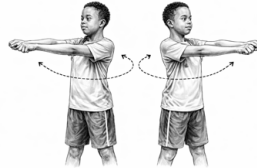
Suggested Stretches



Wrist Rolls



Arm Circles



Trunk Twist



Lunge

Instructions:

- Do each movement for 20–30 seconds (or 8–10 reps).
- Keep movements continuous (warm-up = dynamic).
- Use a gentle, controlled range of motion.

Coaching Tips:

- Use continuous movement rather than holding positions.
- Encourage slow, controlled, repeated motions.
- Focus on preparing the body for activity, not pushing flexibility.

Pick a skill or game to review from the previous lesson to help remind athletes what they have been working on!

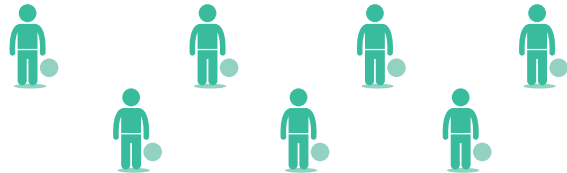
SKILL: DYNAMIC DOMINANT & NON-DOMINANT HAND DRIBBLE

Equipment

- Basketball for each athlete
- Optional: floor markers

Setup

Each athlete has a basketball and starts on a designated line or spot. Coach demonstrates dribbling technique before movement.



Instructions:

- Athletes dribble while walking, alternating between dominant hand, non-dominant hand, and crossover.

Coaching Tips:

- "Push the ball with fingertips."
- "Eyes up: see the floor."
- "Stay in athletic stance."
- "Hug the ball when activity is paused."
- Use short distance challenges: "How many dribbles to the midline?"
- Encourage smooth transitions and awareness of others.

LEVEL UP: THROUGH THE GATE

Equipment

- Basketball for each athlete
- Cones

Setup

Set up 6-8 "gates" (two cones about three feet apart). Label the gates by letter with two of each letter.



Instructions:

- Everyone starts dribbling freely in the space.
- When the coach calls out a letter, athletes must dribble to that letter and keep dribbling until it is their turn to go through the gate.
- Once through the gate, athletes will do 3 low dribbles (close to the ground).
- Then switch hands (or just do a crossover) and continue dribbling around the area until the next letter is called.

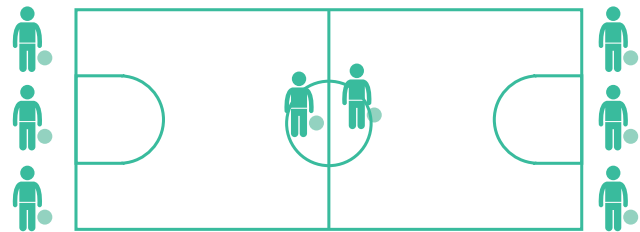
GAME: PAC-MAN OR LINE TAG (DRIBBLING VERSION)

Equipment

- Basketball for each athlete

Setup

Use gym floor lines as playing area. "Dribblers" each have a ball and begin spaced along outer lines. "Taggers" start in the center circle.



Instructions:

- Taggers and Dribblers each have a ball.
- Dribblers must stay on the line while dribbling their ball and avoid being tagged.
- Taggers must try to tag a dribbler while also dribbling their ball.
- If a dribbler gets tagged, they step off the line and do 10 jumping jacks to get back into the game.

Coaching Tips:

- Allow taggers to skip dribbling if necessary.
- Modify by requiring specific-hand dribbling.

COOL-DOWN: STATIC STRETCHING

Suggested Stretches



Child's Pose



Thread the Needle



Crescent Lunge



Downward Dog

Instructions:

- Hold each stretch for 15–30 seconds.
- Stretch both sides when needed.
- Hold still and breathe (no bouncing).
- Move into a gentle, comfortable stretch.

Coaching Tips:

- Encourage slow, steady breathing: “In...out...relax.”
- Remind athletes to keep a tall posture.
- Stretch should feel gentle and comfortable, not painful.

Reflection:

Have athletes answer the question: “When you were moving and dribbling, what helped you stay in control—keeping your eyes up, using soft “push” dribbles, or switching hands?”

SHOOTING

Shooting helps athletes aim and score by sending the ball toward a target. This skill builds confidence and gives purpose to gameplay.



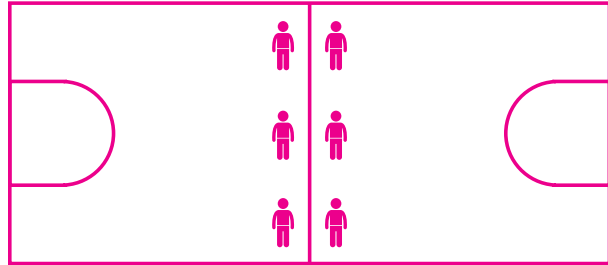
WARM-UP 1: ROCK, PAPER, SCISSORS TAG

Equipment

- None

Setup

Two lines of athletes face each other along half court line. Each pair ensures one arm's length of spacing.



Instructions:

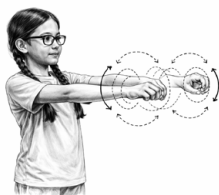
- On cue "Rock, paper, scissors, shoot!" the winner chases the other athlete to the far endline.
- After each round, one line rotates over one space.

Coaching Tips:

- Emphasize light tagging only.
- Alternate sides to balance running direction.

WARM-UP 2: DYNAMIC MOVING & STRETCHING

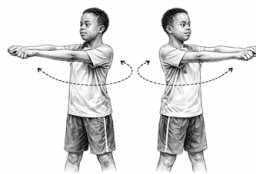
Suggested Stretches



Wrist Rolls



Arm Circles



Trunk Twist



Lunge

Instructions:

- Do each movement for 20–30 seconds (or 8–10 reps).
- Keep movements continuous (warm-up = dynamic).
- Use a gentle, controlled range of motion.

Coaching Tips:

- Use continuous movement rather than holding positions.
- Encourage slow, controlled, repeated motions.
- Focus on preparing the body for activity, not pushing flexibility.

Pick a skill or game to review from the previous lesson to help remind athletes what they have been working on!

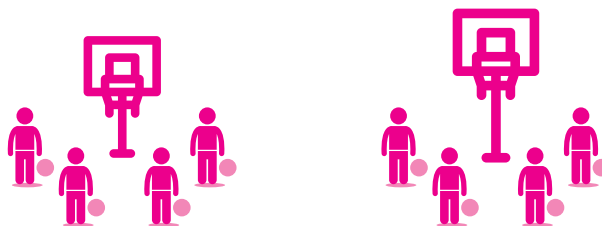
SKILL: SHOOTING (MARKER-SHOT)

Equipment

- At least 1 ball for each athlete (variety of sizes)
- Floor markers
- Basketball hoops (adjustable & full size)

Setup

Place floor markers in circles around each hoop. Allow one athlete per floor marker, each with a ball. Make sure you have 1-2 extra floor markers for each hoop.



Instructions:

- Athletes shoot from their floor marker until they make a basket, then move to another open spot.

Coaching Tips:

- Feet to target: Feet shoulder-width, toes pointing at the hoop.
- Bend & balance: Bend knees and stay tall (don't lean back).
- Shooting hand + guide hand: Shooting hand under the ball, helper hand on the side (helper hand doesn't push).
- Eyes on a spot: Look at the rim (or a square on the backboard) the whole time.
- Follow-through: Reach up and snap your wrist ("cookie jar") and hold your finish.

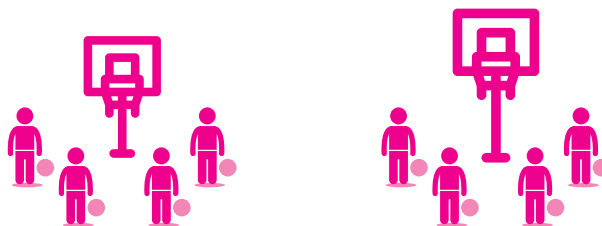
LEVEL UP: 3-IN-A-ROW

Equipment

- At least 1 ball for each athlete (variety of sizes)
- Floor markers
- Basketball hoops (adjustable & full size)

Setup

Divide athletes into equal teams, each assigned to one hoop. Place floor markers to designate shot areas. Assign one athlete per marker, each with a ball.

**Instructions:**

- Athletes pick any spot to start.
- Athlete shoots the ball.
 - » If they make it, they move to another spot.
 - » If they miss, they can try again from the same spot or move.
- Athletes try to make 3 baskets in a row.
 - » If they miss, they go back to zero.
 - » After they make it, they must switch to a different spot.

Coaching Tips:

- Change the game from 3 in a row to 2 in a row or even more than 3!

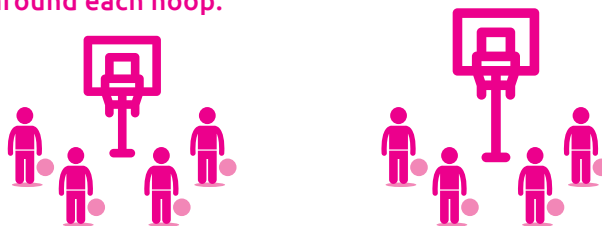
GAME: ALL STAR SHOOTOUT

Equipment

- At least 1 ball for each athlete (variety of sizes)
- Floor markers
- Basketball hoops (adjustable & full size)

Setup

Divide athletes into equal teams, each assigned to one hoop. Place floor markers to designate shot areas. Assign one athlete per marker, each with a ball. Make sure you have 1-2 open spots around each hoop.



Instructions:

- On “Go!”, each team must make a basket from every spot.
- Athletes may move to different spots after shooting.
- First team to complete all spots wins.

Coaching Tips:

- Rotate athlete positions after each round.
- Substitute or move struggling shooters to a different spot to keep momentum.

COOL-DOWN: STATIC STRETCHING

Suggested Stretches



Child's Pose



Thread the Needle



Crescent Lunge



Downward Dog

Instructions:

- Hold each stretch for 15–30 seconds.
- Stretch both sides when needed.
- Hold still and breathe (no bouncing).
- Move into a gentle, comfortable stretch.

Coaching Tips:

- Encourage slow, steady breathing: “In...out...relax.”
- Remind athletes to keep a tall posture.
- Stretch should feel gentle and comfortable, not painful.

Reflection:

Have athletes answer the questions: “What helped you make more shots today—your ready stance (bend knees), aiming at a target, or your follow-through? What will you try next time?”

INCLUSIVE ADAPTATIONS QUICK REFERENCE GUIDE

ADAPTATIONS BY ACTIVITY						
Stationary Dribbling						
Use brightly colored, lit, beeper, textured, or balls with bells				✓		✓
Offer different ball sizes and weights	✓	✓				
Use floor markers to designate personal space or a dribbling target						✓
Allow seated dribbling	✓	✓				
Provide hand-over-hand guidance	✓			✓		
Dribble Challenge						
Use brightly colored, lit, beeper, textured, or balls with bells				✓		✓
Offer different ball sizes and weights	✓	✓				
Allow longer response time between coach commands					✓	✓
Use visual cards or signs for commands along with verbal cues			✓		✓	
Allow two-hand dribbling or seated dribbling	✓	✓				
Simplify to fewer command options						✓
Sharks & Minnows (Dribbling)						
Create smaller playing zones or shorten distances	✓	✓				
Use brightly colored, lit, beeper, textured, or balls with bells				✓		✓
Offer different ball sizes and weights	✓	✓				
Use brightly colored pinnies or hats to distinguish sharks from minnows				✓		✓
Allow seated dribbling	✓	✓				
Use sound cues, such as whistles and large visual signs, to start and stop			✓	✓		
Designate safe zones for rest breaks	✓					✓

Continued on the following page

INCLUSIVE ADAPTATIONS QUICK REFERENCE GUIDE (CONTINUED)

ADAPTATIONS BY ACTIVITY						
Dynamic Dribbling						
Use floor markers or tactile pathways to guide movement				✓		✓
Use brightly colored, lit, beeper, textured, or balls with bells				✓		✓
Offer different ball sizes and weights	✓	✓				
Allow a slower walking pace or seated dribbling while moving in a wheelchair	✓	✓				
Reduce the distance or provide rest breaks	✓					✓
Use sound cues, such as whistles and large visual signs, to indicate changes			✓	✓		
Pair with a peer partner for support	✓	✓		✓		
Through the Gate						
Use brightly colored, lit, or beeper cones				✓		✓
Use large, colorful, tactile letter cards at gates				✓		
Make gates wider for easier navigation	✓	✓				
Use visual cards or signs for commands along with verbal cues	✓	✓	✓	✓	✓	✓
Allow seated dribbling or a slower pace	✓	✓				
Use brightly colored, lit, beeper, textured, or balls with bells				✓		✓
Offer different ball sizes and weights	✓	✓				

Continued on the following page

INCLUSIVE ADAPTATIONS QUICK REFERENCE GUIDE (CONTINUED)

ADAPTATIONS BY ACTIVITY						
Pac-Man or Line Tag (Dribbling)						
Use brightly colored tape to mark gym lines				✓		✓
Create smaller playing zones with fewer lines	✓					✓
Allow seated or stationary dribbling within safe zones	✓	✓				
Remove dribbling requirements for taggers	✓	✓				
Use sound cues, such as whistles, and large visual signs for tagged players			✓	✓		
Provide designated break areas						✓
Shooting (Marker-Shot)						
Use lower hoop heights; incorporate larger, brightly colored hoops; add lights to the hoops	✓	✓		✓		
Use brightly colored, lit, beeper, textured, or balls with bells				✓		✓
Offer different ball sizes and weights	✓	✓				
Place floor markers closer to the basket	✓	✓		✓		
Allow seated shooting or underhand tosses	✓	✓				
Provide peer support for ball retrieval	✓	✓				
Use verbal cues and tactile assistance to improve shooting form			✓	✓	✓	

Continued on the following page

INCLUSIVE ADAPTATIONS QUICK REFERENCE GUIDE (CONTINUED)

ADAPTATIONS BY ACTIVITY						
3-in-a-Row						
Use lower hoop heights; incorporate larger, brightly colored hoops; add lights to the hoops	✓	✓		✓		
Use brightly colored, lit, beeper, textured, or balls with bells				✓		✓
Offer different ball sizes and weights	✓	✓				
Change goal to 2-in-a-row or 1 successful shot	✓	✓				✓
Allow any shooting method, including seated or underhand shots	✓	✓				
Provide visual tracking cards to count successful shots					✓	✓
Allow peer support	✓	✓			✓	
All Star Shootout						
Assign specific shooting spots based on ability and proximity to the hoop	✓	✓		✓		
Allow any type of shot, including seated or underhand	✓					
Use lower hoop heights, incorporate larger, brightly colored hoops, and add lights to the hoops	✓	✓		✓		
Use brightly colored, lit, beeper, textured, or balls with bells				✓		✓
Offer different ball sizes and weights	✓	✓				
Use visual charts to track team progress					✓	✓
Provide extra time or modify spots mid-game	✓					✓
Designate peer retrievers	✓	✓				

Continued on the following page

INCLUSIVE ADAPTATIONS QUICK REFERENCE GUIDE (CONTINUED)

QUICK ADAPTATION TIPS		
Multi-Sensory Equipment	Self-Regulation Tools	Combine Adaptations
Use beeper balls, balls with bells inside, or light-up targets to support athletes with VI, HOH, and SPD	Use visual turn-taking cards, timers, and fidget toys between activities to help managing waiting and transitions	Layer multiple adaptations: beeper ball + closer distance (VI+LM), or ramp + tactile pathway (LM+VI)



Special Olympics
Junior Athletes



Unit 3: Dribbling, Passing, & Kicking

.....

Featuring skills used in: football



In this unit, athletes will build football skills by practicing dribbling with control, passing with a partner, and kicking with purpose. These skills help athletes move safely in space, work with teammates, and gain confidence using their feet to keep possession and play successfully.

DRIBBLING

Dribbling with the feet helps athletes keep the ball close and under control. It allows them to move into open space and stay in possession.



WARM-UP 1: RED LIGHT, GREEN LIGHT

Equipment

- Optional: cones or tape

Setup

Mark start and finish lines with cones, tape, or gym lines. Athletes line up along the start line. Coach stands at the finish line.



Instructions:

- Play begins when the coach calls "Green Light!" and athletes move using the designated gross motor skill.
- On "Red Light!", athletes must freeze.
- Continue alternating until all athletes reach the finish line.
- Gross motor skill examples:
 - » Walking
 - » Running
 - » Hopping
 - » Skipping
 - » Galloping

Coaching Tips:

- No one is "out"; focus on movement and listening.
- Add fun penalties (e.g., 3 jumping jacks) for moving after "Red Light."
- Allow athlete leaders to call colors once rules are understood.

WARM-UP 2: DYNAMIC MOVING & STRETCHING

Suggested Stretches



Torso Twist



Hip Circles



Windmill Toe Touch



Butt Kicks

Instructions:

- Do each movement for 20–30 seconds (or 8–10 reps).
- Keep movements continuous (warm-up = dynamic).
- Use a gentle, controlled range of motion.

Coaching Tips:

- Use continuous movement rather than holding positions.
- Encourage slow, controlled, repeated motions.
- Focus on preparing the body for activity, not pushing flexibility.

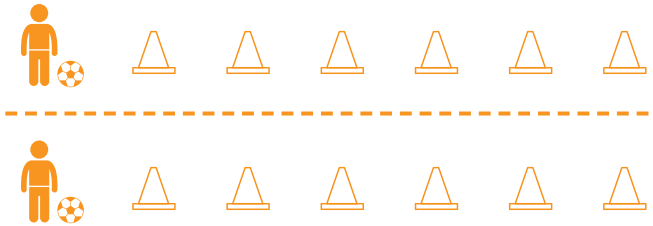
SKILL: CONE WEAVE

Equipment

- Ball for each athlete
- Cones

Setup

Arrange cones evenly across the space to form weaving lanes. Each athlete starts with a ball at the starting line. Allow at least 3 feet between lanes for safe spacing.



Instructions:

- Athletes dribble their ball with their feet through the cones using soft, controlled touches.
- Avoid collisions with other athletes and cones.
- Begin with dominant foot only. Progress to non-dominant foot. Then alternate touches.
- Emphasize control over speed.

Coaching Tips:

- Adjust cone spacing to challenge control.
- Remind athletes to keep eyes forward.
- Reinforce soft touches—"small kicks, big control."

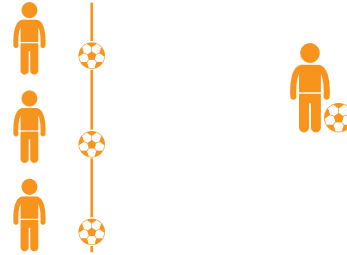
LEVEL UP: LOOK & DRIBBLE

Equipment

- Ball for each athlete

Setup

Athletes stand with a ball on the line watching the coach.



Instructions:

- Each athlete starts with a ball on a line.
- They practice dribbling the ball from one line to the other.
- Each time they cross the field, remind them to focus on a different technique:
 - » Use the inside and outside of the foot to control the ball.
 - » Keep the ball close to the feet while moving.
 - » Keep eyes up to be aware of surroundings.
- After practicing each technique, start to hold up fingers on the opposite side of the field to remind them to keep looking up (have athletes call out what number they see).
- Make it even more fun by printing off silly pictures of animals or characters and holding them up as motivation to look up!

GAME: BUILDERS & BULLDOZERS

Equipment

- Cones

Setup

Set up cones scattered throughout the space. Athletes divide into two groups: Builders and Bulldozers, and spread out throughout the space.



Instructions:

- Builders use their feet to set cones upright.
- Bulldozers use their feet to knock cones down.
- Switch roles halfway through the activity.

Coaching Tips:

- Use a 2:1 ratio of Builders to Bulldozers for balanced play.
- Challenge athletes by assigning specific feet (dominant or non-dominant) or foot surfaces (inside or outside).
- Keep movement continuous — no hands unless specified.

COOL-DOWN: STATIC STRETCHING

Suggested Stretches



**Lunge
Stretch**



**Hamstring
Reach**



**Figure-4
Glute Stretch**



**Downward
Dog**

Instructions:

- Hold each stretch for 15–30 seconds.
- Stretch both sides when needed.
- Hold still and breathe (no bouncing).
- Move into a gentle, comfortable stretch.

Coaching Tips:

- Encourage slow, steady breathing: “In...out...relax.”
- Remind athletes to keep a tall posture.
- Stretch should feel gentle and comfortable, not painful.

Reflection:

Have athletes answer the question: “What helped you stay in control today while you were dribbling?” (soft touches, keeping your eyes forward, using your dominant foot)

PASSING

Passing helps athletes move the ball to teammates and work together. It allows the ball to travel faster and creates more opportunities during play.



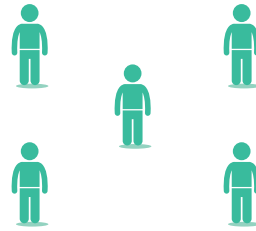
WARM-UP 1: SWITCH

Equipment

- Cones or floor markers

Setup

Use cones or floor markers to create a four-square-style setup (4 corners + 1 center). One athlete starts in the middle, others at the corners. Create multiple courts if needed.



Instructions:

- The center athlete calls "Switch!" and all athletes move to a new corner.
- The athlete left without a spot becomes the new center.

Coaching Tips:

- Rotate center athlete every 2–3 rounds.
- Encourage creative movement patterns.
- Focus on spatial awareness and reaction speed.

WARM-UP 2: DYNAMIC MOVING & STRETCHING

Suggested Stretches



Torso Twist



Hip Circles



Windmill Toe Touch



Butt Kicks

Instructions:

- Do each movement for 20–30 seconds (or 8–10 reps).
- Keep movements continuous (warm-up = dynamic).
- Use a gentle, controlled range of motion.

Coaching Tips:

- Use continuous movement rather than holding positions.
- Encourage slow, controlled, repeated motions.
- Focus on preparing the body for activity, not pushing flexibility.

Pick a skill or game to review from the previous lesson to help remind athletes what they have been working on!

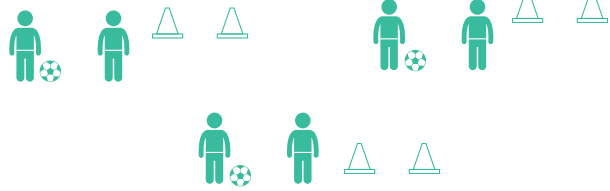
SKILL: GATES

Equipment

- 1 ball per pair
- Cones

Setup

Create several "gates" by placing two cones about 2 feet apart. Spread gates evenly around the space with open pathways between. Pair athletes, each with one ball.

**Instructions:**

- Athletes pass the ball back and forth through a gate, then move to find a new open gate after each successful pass.

Coaching Tips:

- Revisit dribbling control before passing.
- Begin with dominant foot passes, then progress to non-dominant foot passes.
- Adjust gate size to modify difficulty.

LEVEL UP: PASS TO SCORE

Equipment

- Ball for each group
- Goals (nets or cones)

Setup

Set up a castle (goal with cones or net), and divide athletes into groups of three with one ball per group.



Instructions:

- Athletes can't run with the ball—they must pass to their teammates.
- Everyone must touch the ball before shooting.
- When a team makes 3 passes, they've "unlocked the castle" and can now shoot at the goal.
- After Each Turn:
 - » Whether a team scores or misses, athletes cheer together.
 - » Then, let the next team take their turn.

Coaching Tip:

- If space allows, set up 2–3 castles so everyone keeps playing.

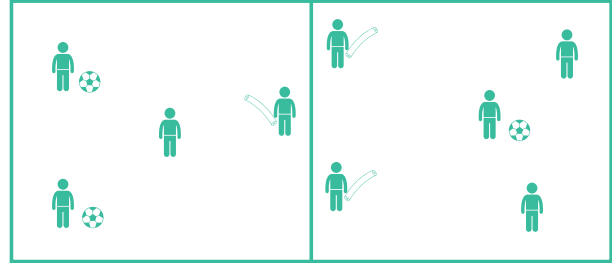
GAME: SOCCOODLE TAG

Equipment

- Balls
- Pool noodles
- Optional: cones for boundaries

Setup

Assign roles: Taggers (with pool noodles), Un-freezers (with balls), and Runners. Taggers start in the center; others spread out.



Instructions:

- Taggers freeze runners using pool noodles (below shoulders).
- Un-freezers pass the ball to a frozen athlete and receive a return pass to free them.
- Frozen athletes must stay in place.
- Once freed, both athletes resume play.
- Rotate roles frequently for fairness.

Coaching Tips:

- Set clear tagging rules (shoulders or waist and below).
- Emphasize teamwork between un-freezers and runners.
- Adjust the ratio of taggers, un-freezers, and runners as needed.

COOL-DOWN: STATIC STRETCHING

Suggested Stretches



**Lunge
Stretch**



**Hamstring
Reach**



**Figure-4
Glute Stretch**



**Downward
Dog**

Instructions:

- Hold each stretch for 15–30 seconds.
- Stretch both sides when needed.
- Hold still and breathe (no bouncing).
- Move into a gentle, comfortable stretch.

Coaching Tips:

- Encourage slow, steady breathing: “In...out...relax.”
- Remind athletes to keep a tall posture.
- Stretch should feel gentle and comfortable, not painful.

Reflection:

Have athletes answer the question: “What would you tell a teammate to help them make a better pass?”

KICKING

Kicking with power and direction helps athletes send the ball toward a target or away from pressure. This skill is key for scoring and clearing the ball.



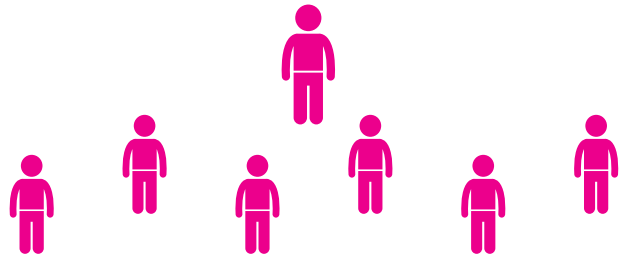
WARM-UP 1: IMAGINATION

Equipment

- None

Setup

Athletes spread out throughout the space, facing the coach.



Instructions:

- Coach creates a movement and demonstrates it.
- Athletes mirror the coach's movement.
- Repeat 2–3 times with different movements.
- Call on individual athletes to create and demonstrate their own movement for the other athletes to mirror.
- Sample movements:
 - » Backwards Star Jump
 - » Running Man
 - » Disco Dancer
 - » 360 Pike

Coaching Tips:

- For advanced groups, challenge athletes to remember and demonstrate each teammate's movement.

WARM-UP 2: DYNAMIC MOVING & STRETCHING

Suggested Stretches



Torso Twist



Hip Circles



Windmill Toe Touch



Butt Kicks

Instructions:

- Do each movement for 20–30 seconds (or 8–10 reps).
- Keep movements continuous (warm-up = dynamic).
- Use a gentle, controlled range of motion.

Coaching Tips:

- Use continuous movement rather than holding positions.
- Encourage slow, controlled, repeated motions.
- Focus on preparing the body for activity, not pushing flexibility.

Pick a skill or game to review from the previous lesson to help remind athletes what they have been working on!

SKILL: BACKYARD BRAWL**Equipment**

- One ball per athlete

Setup

Two equal teams stand at opposite sides of the space, with a ball for each athlete.

**Instructions:**

- On “go,” teams kick their balls to the other side, aiming to have the fewest balls on their side when play ends.
- For every ball kicked incorrectly (with the toe), that team receives an extra ball at the end.
- The coach observes and records points deducted for incorrect kicks.

Coaching Tips:

- Start and end play with music—use familiar songs to engage athletes.
- Substitute a softer ball for safety, if needed.

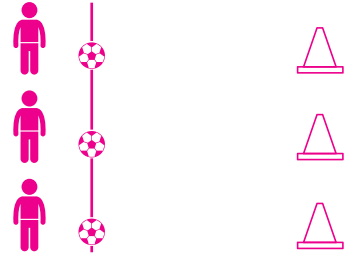
LEVEL UP: POWER KICKS

Equipment

- Ball for each athlete
- Target (cone, net, etc.)

Setup

Each athlete has a ball and stands on a line. A target is placed 10-15 feet in front of each athlete.

**Instructions:**

- Athletes take a big step, swing their leg, and give the ball a strong, smooth kick.
- Watch where it goes and aim for a target, like a cone, or net.
- After each kick, athletes run to their ball, bring it back, and try again!
- Once everyone has gone once or twice, give point values to different cones, athletes can practice their math skills and add up their points!

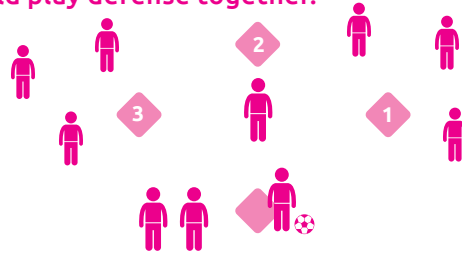
GAME: MATBALL

Equipment

- Large mats or floor markers
- 1 kickball

Setup

Arrange mats or markers where bases would be in a kickball field or baseball diamond. Divide athletes into two or more teams (e.g., four teams of five for shorter wait times). All teams in the field play defense together.



Instructions:

- Teams compete to score the most runs.
- Athletes take turns kicking the ball as far as they can and running to 1st base.
- Each mat can hold multiple athletes.
- No force-outs except at 1st base; outs are made by tagging runners or kickers, throwing to 1st base, or catching a ball in the air. (A force out is when a runner is out because they must run to the next base, but the ball gets there first.)
- Teams do not switch after 3 outs; switch after every athlete has had a chance to kick.
- Runners must stay at their current mat once the ball is returned to the pitcher; if not fully advanced, return to the previous mat.
- No stealing, sliding, leading, or throwing the ball at runners.

Coaching Tips:

- Use a softer ball for safety, if needed.
- Emphasize proper kicking form; remind athletes not to toe the ball.

COOL-DOWN: STATIC STRETCHING

Suggested Stretches



**Lunge
Stretch**



**Hamstring
Reach**



**Figure-4
Glute Stretch**



**Downward
Dog**

Instructions:

- Hold each stretch for 15–30 seconds.
- Stretch both sides when needed.
- Hold still and breathe (no bouncing).
- Move into a gentle, comfortable stretch.

Coaching Tips:

- Encourage slow, steady breathing: “In...out...relax.”
- Remind athletes to keep a tall posture.
- Stretch should feel gentle and comfortable, not painful.

Reflection:

Have athletes answer the questions: “What is one goal you want to set for your kicking next time (power, accuracy, or control)? Why?”

INCLUSIVE ADAPTATIONS QUICK REFERENCE GUIDE

ADAPTATIONS BY ACTIVITY						
Cone Weave						
Demonstrate skill or game			✓			
Use beeper, textured, or balls with bells				✓		✓
Offer different ball sizes and weights	✓	✓				
Use brightly colored cones, lighted cones, or beeper cones				✓		✓
Widen cone spacing for easier navigation	✓	✓				
Allow the use of assistive devices for dribbling	✓	✓				
Use tactile pathways (floor markers, pool noodles) between cones				✓		
Pair with a peer partner for support	✓	✓		✓		
Look & Dribble						
Use large, colorful picture cards or sounds like whistles, beepers, or verbal cues to encourage looking up			✓	✓		✓
Use brightly colored, lit, beeper, textured, or balls with bells				✓		✓
Offer different ball sizes and weights	✓	✓				
Reduce the distance or include rest breaks	✓	✓				✓
Allow the use of assistive devices for dribbling	✓	✓				

Continued on the following page

INCLUSIVE ADAPTATIONS QUICK REFERENCE GUIDE (CONTINUED)

ADAPTATIONS BY ACTIVITY						
Builders & Bulldozers						
Use brightly colored, lit, or beeper cones				✓		✓
Allow hands or an assistive device to set up or knock down cones	✓	✓				
Use auditory cues, such as whistles, to signal role changes			✓	✓		
Provide visual timers to show time remaining			✓		✓	✓
Pair with a peer partner for support	✓	✓		✓		
Designate rest zones						✓
Gates						
Use brightly colored, lit, beeper, textured, or balls with bells				✓		✓
Offer different ball sizes and weights	✓	✓				
Make gates wider for easier passing	✓	✓		✓		
Use brightly colored, lit, or beeper cones				✓		✓
Allow hand passes or the use of an assistive device	✓	✓				
Pass to Score						
Use brightly colored, lit, beeper, textured, or balls with bells				✓		✓
Offer different ball sizes and weights	✓	✓				
Reduce required number of passes before shooting	✓					✓
Shorten distances between players	✓	✓		✓		
Allow hand passes or passing with assistive devices	✓	✓				
Provide visual charts to track passes					✓	✓

Continued on the following page

INCLUSIVE ADAPTATIONS QUICK REFERENCE GUIDE (CONTINUED)

ADAPTATIONS BY ACTIVITY						
Soccoodle Tag						
Use bright colored pinnies or hats to distinguish roles				✓		✓
Use brightly colored, lit, beeper, textured, or balls with bells				✓		✓
Offer different ball sizes and weights	✓	✓				
Allow taggers to attach pool noodles to their wheelchair or assistive devices	✓	✓				
Allow hand-passing or the use of assistive devices	✓	✓				
Adjust tagger-to-player ratios and playing zones as needed	✓	✓				✓
Designate safe zones for rest						✓
Backyard Brawl						
Use brightly colored, lit, beeper, textured, or balls with bells				✓		✓
Offer different ball sizes and weights	✓	✓				
Use visual or auditory signals to start and stop play			✓	✓		✓
Allow hand kicks or the use of an assistive device	✓	✓				
Create smaller playing zones or shorten the field	✓	✓				
Remove penalty for incorrect kicks	✓	✓				✓
Provide peer partners for ball retrieval	✓	✓				

Continued on the following page

INCLUSIVE ADAPTATIONS QUICK REFERENCE GUIDE (CONTINUED)

ADAPTATIONS BY ACTIVITY						
Power Kicks						
Use brightly colored, lit, beeper, textured, or balls with bells				✓		✓
Offer different ball sizes and weights	✓	✓				
Use brightly colored, lit, or beeper cones or targets				✓		✓
Shorten kicking distance	✓	✓		✓		
Allow seated kicking or hand kicks	✓	✓				
Matball						
Use brightly colored, lit, beeper, textured, or balls with bells				✓		✓
Offer different ball sizes and weights	✓	✓				
Use large, brightly colored or textured mats				✓		
Allow seated kicking or hand kicks	✓	✓				
Shorten base distances	✓	✓				
Pair with a peer partner for support	✓	✓		✓		

QUICK ADAPTATION TIPS		
Multi-Sensory Equipment	Self-Regulation Tools	Combine Adaptations
Use beeper balls, balls with bells inside, or light-up targets to support athletes with VI, HOH, and SPD	Use visual turn-taking cards, timers, and fidget toys between activities to help managing waiting and transitions	Layer multiple adaptations: beeper ball + closer distance (VI+LM), or ramp + tactile pathway (LM+VI)



Special Olympics
Junior Athletes



Unit 4: Volleying, Passing, & Serving

.....

Featuring skills used in: volleyball



In this unit, athletes explore volleyball skills by learning to keep an object in the air, use controlled passes, and practice simple serves. Coaches emphasize body control, safe space awareness, and making progress through personal challenges and playful team activities.

VOLLEYING

Volleying helps athletes keep an object in the air using controlled taps. This builds coordination and keeps play going.



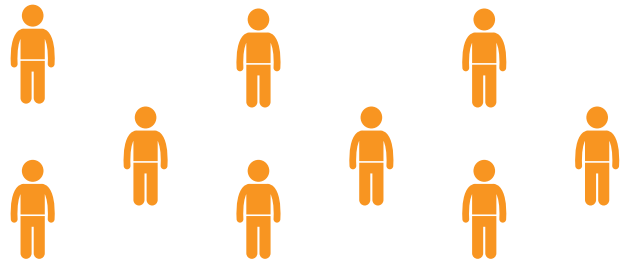
WARM-UP 1: CHAIN OR BLOB TAG

Equipment

- None

Setup

Athletes spread out throughout the space. Choose one athlete to start as the “tagger.”



Instructions:

- The tagger chases other athletes.
- When an athlete is tagged, they link elbows with the tagger to form a “blob.”
- The blob continues to move together, tagging more athletes.
- The game ends when everyone has been tagged.

Coaching Tip:

- With a large group, create two separate blobs to keep the game moving.

WARM-UP 2: DYNAMIC MOVING & STRETCHING

Suggested Stretches



**Cross Body
Shoulder Stretch**



**Triceps Overhead
Stretch**



**Wrist Flexor
Stretch**



**Calf
Stretch**

Instructions:

- Do each movement for 20–30 seconds (or 8–10 reps).
- Keep movements continuous (warm-up = dynamic).
- Use a gentle, controlled range of motion.

Coaching Tips:

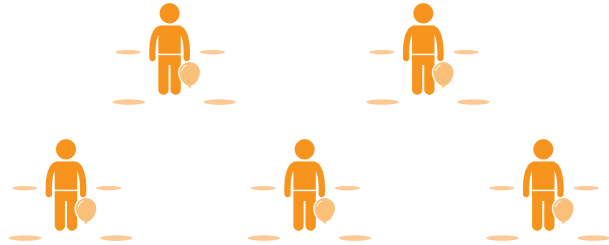
- Use continuous movement rather than holding positions.
- Encourage slow, controlled, repeated motions.
- Focus on preparing the body for activity, not pushing flexibility.

SKILL: VOLLEYING**Equipment**

- 1 balloon per athlete
- Floor markers, discs, cones, or floor lines to mark individual zones
- Optional: playground balls

Setup

Use floor markers or cones to create individual zones for each athlete. Each athlete stands in their zone with a balloon.

**Instructions:**

- Athletes attempt to keep the balloon in the air as long as possible.
- Count how many taps they can complete before it touches the ground.
- Remind athletes this is a challenge against themselves, not others.

Coaching Tips:

- Emphasize body control.
- Demonstrate tapping the balloon with the designated part of the body (hands, elbows, shoulders, etc.).
- Encourage athletes to stay balanced in their own space while volleying.
- Challenge more advanced athletes to use a soft, playground ball instead of a balloon.

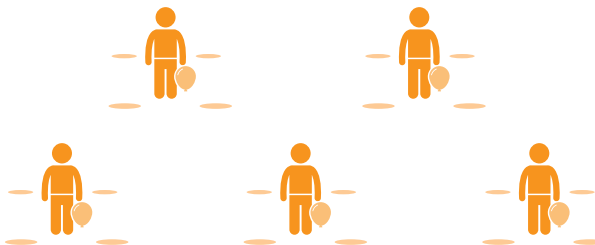
LEVEL UP: VOLLEY LADDER

Equipment

- 1 balloon per athlete
- Floor markers, discs, cones, or floor lines to mark individual zones
- Optional: soft balls

Setup

Use floor markers or cones to create individual zones for each athlete. Each athlete stands in their zone with a balloon.



Instructions:

- Athletes stand in their zone.
- Coach calls a series of challenges to do in order:
 - » Right hand, left hand, elbow, shoulder (repeat)
 - » 2 taps right hand, 2 taps left hand, alternating
- After they complete a few ladders, athletes can decide how to “level up”:
 - » Pick a smaller zone (move floor markers closer together).
 - » More taps per step (right hand 3 taps, left hand 3 taps, etc.).
 - » Switch to a lightweight ball or volleyball instead of a balloon.

Coaching Tips:

- Emphasize body control and staying in your zone.
- Remind athletes that it’s a challenge against yourself, not others.
- Personalize the ladder challenges for each one. You can whisper their challenge to them so it’s just for them to know.

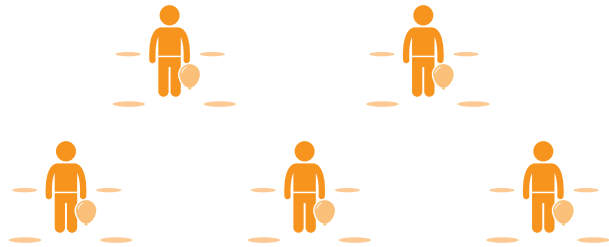
GAME: KEEP IT UP CHALLENGE

Equipment

- 1 balloon per athlete
- Floor markers, discs, cones, or floor lines to mark individual zones
- Optional: soft balls

Setup

Athletes remain in their designated zones, each with a balloon.



Instructions:

- Athletes must keep the balloon up using specific body parts as called out by the coach.

Sample challenges:

- Right hand
- Left hand
- Elbow
- One finger
- Nose
- Shoulder
- Forehead

Coaching Tip:

- There are endless combinations of body-part challenges. Be creative to keep the activity fun and engaging.

COOL-DOWN: STATIC STRETCHING

Suggested Stretches



**Chest
Stretch**



**Forearm
Stretch**



**Quad
Stretch**



**Seated Hamstring
Stretch**

Instructions:

- Hold each stretch for 15–30 seconds.
- Stretch both sides when needed.
- Hold still and breathe (no bouncing).
- Move into a gentle, comfortable stretch.

Coaching Tips:

- Encourage slow, steady breathing: “In...out...relax.”
- Remind athletes to keep a tall posture.
- Stretch should feel gentle and comfortable, not painful.

Reflection:

Have athletes answer the question: “What was your best strategy for keeping the balloon up the longest?”

PASSING

Passing helps athletes control the ball and send it upward to a teammate. It is an important skill for working together during play.



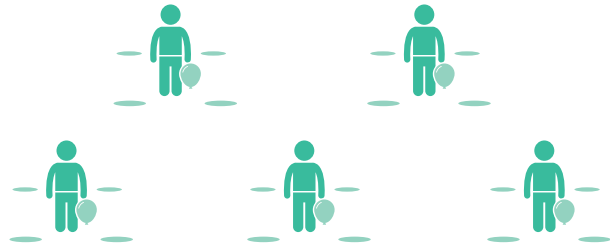
WARM-UP 1: CLAP 'N CATCH

Equipment

- 1 balloon per athlete
- Floor markers, cones, or gym floor lines to mark zones
- Optional: playground balls

Setup

Use floor markers or cones to create individual zones for each athlete. Each athlete stands in their zone with a balloon.



Instructions:

- Athletes hit the balloon or ball into the air.
- Clap as many times as possible before hitting it again.
- Count the number of claps before the balloon or ball touches the ground.
- Remind athletes this is a challenge against themselves, not a competition.

Coaching Tips:

- Balloons are best for beginners since they move slower.
- Playground balls provide more challenge and weight for advanced athletes.

WARM-UP 2: DYNAMIC MOVING & STRETCHING

Suggested Stretches



**Cross Body
Shoulder Stretch**



**Triceps Overhead
Stretch**



**Wrist Flexor
Stretch**



**Calf
Stretch**

Instructions:

- Do each movement for 20–30 seconds (or 8–10 reps).
- Keep movements continuous (warm-up = dynamic).
- Use a gentle, controlled range of motion.

Coaching Tips:

- Use continuous movement rather than holding positions.
- Encourage slow, controlled, repeated motions.
- Focus on preparing the body for activity, not pushing flexibility.

Pick a skill or game to review from the previous lesson to help remind athletes what they have been working on!

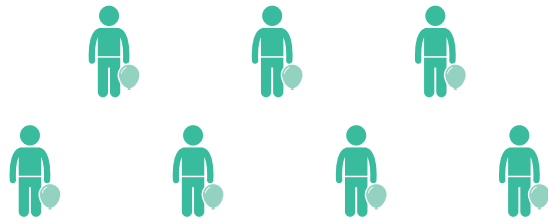
SKILL: FOREARM PASS

Equipment

- Balloons, playground balls, or volleyballs

Setup

Athletes spread out throughout the space, each with a balloon or ball. (Athletes may also practice in pairs.)



Instructions:

- Demonstrate the “platform”:
 - » Make a fist, wrap the other hand around it.
 - » Line up thumbs like “railroad tracks.”
 - » Push wrists forward to make a flat surface on forearms.
- Athletes practice striking the balloon or ball with their platform to send it upward.

Coaching Tip:

- Encourage bent knees, eyes on the ball, and controlled movements.

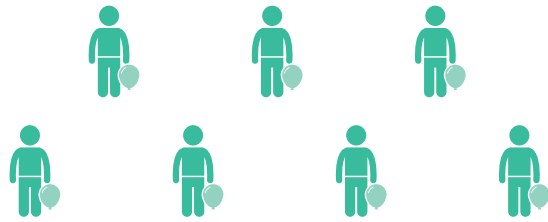
SKILL: OVERHEAD PASS

Equipment

- Balloons, playground balls, or volleyballs

Setup

Athletes spread out throughout the space, each with a balloon or ball. (Athletes may also practice in pairs.)



Instructions:

- Demonstrate the technique:
 - » Spread fingers and curve them to match the ball's shape.
 - » Push the ball upward using wrists.
- Athletes practice tossing the ball overhead with control.

Coaching Tip:

- Remind athletes to keep eyes up and extend arms after contact.

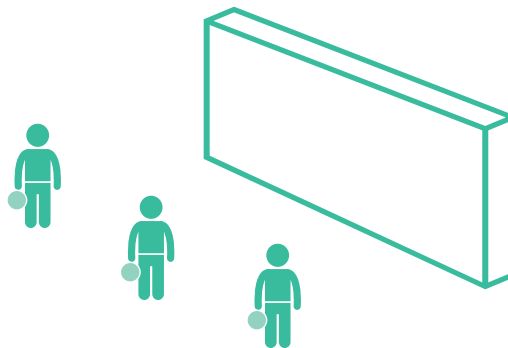
GAME: WALL BALL

Equipment

- Volleyball or playground ball for each athlete
- Optional: balloons for beginners

Setup

Athletes face the wall, standing 7–10 feet away.

**Instructions:**

- Athletes pass the ball (forearm or overhead) against the wall.
- Catch the rebound and reset before repeating.
- Distance can be adjusted to match ability.
- Advanced athletes can work in pairs or small groups.

Coaching Tips:

- Allow beginners to use balloons without the wall.
- Emphasize this as a personal challenge rather than a competition.

COOL-DOWN: STATIC STRETCHING

Suggested Stretches



**Chest
Stretch**



**Forearm
Stretch**



**Quad
Stretch**



**Seated Hamstring
Stretch**

Instructions:

- Hold each stretch for 15–30 seconds.
- Stretch both sides when needed.
- Hold still and breathe (no bouncing).
- Move into a gentle, comfortable stretch.

Coaching Tips:

- Encourage slow, steady breathing: “In...out...relax.”
- Remind athletes to keep a tall posture.
- Stretch should feel gentle and comfortable, not painful.

Reflection:

Have athletes answer the questions: “How did your “platform” feel today? Was it flat and strong or wobbly? What helped make it better or what can you do to make it better next time?”

SERVING

Serving starts play by sending an object over a boundary into space. It helps athletes aim and begin a game with control.



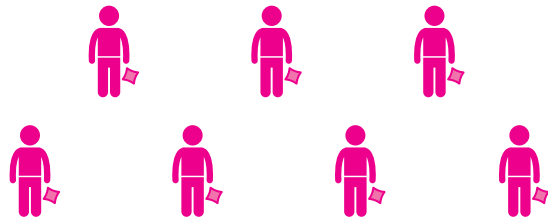
WARM-UP 1: TIPSY BEAN BAG

Equipment

- 1 bean bag per athlete

Setup

Athletes spread out throughout the space with a bean bag.



Instructions:

- Athletes balance the bean bag on a chosen body part.
- Examples of body parts: head, shoulder, back of hand, under chin.

Coaching Tips:

- Increase difficulty by having athletes balance while moving: standing still, walking, walking a line, or jogging.

WARM-UP 2: DYNAMIC MOVING & STRETCHING

Suggested Stretches



**Cross Body
Shoulder Stretch**



**Triceps Overhead
Stretch**



**Wrist Flexor
Stretch**



**Calf
Stretch**

Instructions:

- Do each movement for 20–30 seconds (or 8–10 reps).
- Keep movements continuous (warm-up = dynamic).
- Use a gentle, controlled range of motion.

Coaching Tips:

- Use continuous movement rather than holding positions.
- Encourage slow, controlled, repeated motions.
- Focus on preparing the body for activity, not pushing flexibility.

Pick a skill or game to review from the previous lesson to help remind athletes what they have been working on!

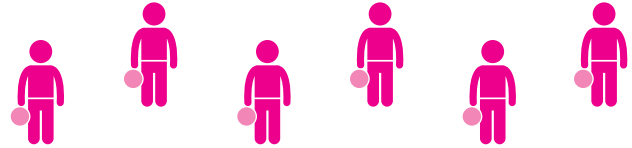
SKILL: UNDERHAND SERVE

Equipment

- Volleyballs, playground balls, or balloons for adaptations

Setup

Athletes stand in their own space with a ball with enough room to serve forward.



Instructions:

- Introduce the underhand serve as a simple, accessible serving technique:
 - » Keep eyes on the ball and aim for the center (“sweet spot”).
 - » Lean shoulders and upper body slightly forward.
 - » Make a flat fist for contact.
 - » Swing the strong arm like a pendulum.
 - » Transfer weight to the front foot at contact.
 - » Stay in an athletic position for balance and stability.
 - » Follow through after the strike.

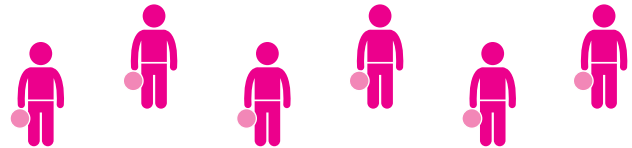
SKILL: OVERHAND SERVE

Equipment

- Volleyballs, playground balls, or balloons for adaptations

Setup

Athletes stand in their own space with a ball with enough room to serve forward.



Instructions:

- Introduce the overhand serve at a basic level, focusing on toss and strike:
 - » Begin in athletic position with a strong base.
 - » Point non-dominant foot toward the target.
 - » Toss the ball about 2 feet up and 1 foot in front (the “2 to 1 rule”).
 - » Shift weight from back to front as the arm swings.
 - » Extend strong arm to strike ball at its peak.
 - » Rotate hips and torso to create power.
 - » Follow through after contact.

Coaching Tips:

- Hold the ball in place for athletes who need support.
- Toss the ball for them if necessary.
- Use a balloon instead of a volleyball for easier success.

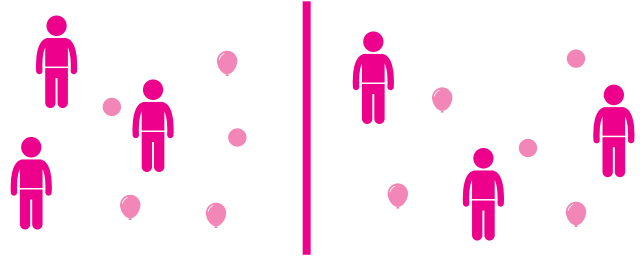
GAME: YARD WORK

Equipment

- Volleyball net, cones, or gym lines)
- Balloons and lightweight balls ("garbage")

Setup

Divide athletes into two teams and use a volleyball net, cones, or gym lines to divide the space. Spread balloons and light balls across the gym.



Instructions:

- Athletes serve or pass the "garbage" balls over the net or line into the other team's yard.
- When time is up, the team with less garbage in their yard wins.

Coaching Tips:

- Make it playful by telling a story: the balloons or balls are garbage, and the athletes are working to keep their yard clean; be a good neighbor and clean up everything at the end of the game!

COOL-DOWN: STATIC STRETCHING

Suggested Stretches



**Chest
Stretch**



**Forearm
Stretch**



**Quad
Stretch**



**Seated Hamstring
Stretch**

Instructions:

- Hold each stretch for 15–30 seconds.
- Stretch both sides when needed.
- Hold still and breathe (no bouncing).
- Move into a gentle, comfortable stretch.

Coaching Tips:

- Encourage slow, steady breathing: “In...out...relax.”
- Remind athletes to keep a tall posture.
- Stretch should feel gentle and comfortable, not painful.

Reflection:

Have athletes answer the question: “What did you enjoy doing more? Overhand or underhand serving? Why?”

INCLUSIVE ADAPTATIONS QUICK REFERENCE GUIDE

ADAPTATIONS BY ACTIVITY						
Volleying						
Use brightly colored, lit, textured balloons or balloons with bells				✓		✓
Offer different balloon sizes	✓	✓				
Allow two-hand strikes or seated volleying	✓	✓				
Give verbal countdowns before releasing balloon				✓		
Volley Ladder						
Use brightly colored, lit, textured balloons or balloons with bells				✓		✓
Offer different balloon sizes	✓	✓				
Allow longer response time between coach commands	✓	✓	✓			✓
Use visual body-part cards and verbal cues			✓			
Allow two-hand strikes or seated volleying	✓	✓				
Simplify to fewer challenge steps						✓
Adjust zone size based on sensory and mobility abilities	✓	✓				✓
Keep It Up Challenge						
Use brightly colored, lit, textured balloons or balloons with bells				✓		✓
Offer different balloon sizes	✓	✓				
Use visual body part cards along with verbal cues			✓			
Allow two-hand strikes or seated volleying	✓	✓				
Reduce number of body part options						✓
Provide a demonstration of each body part before attempting			✓			✓

Continued on the following page

INCLUSIVE ADAPTATIONS QUICK REFERENCE GUIDE (CONTINUED)

ADAPTATIONS BY ACTIVITY						
Clap 'n Catch						
Use brightly colored, lit, textured balloons or balloons with bells				✓		✓
Offer different balloon sizes	✓	✓				
Allow any movement instead of clapping	✓	✓				✓
Allow sitting	✓	✓				
Forearm Pass						
Use brightly colored, lit, textured balloons or balls with bells or beepers				✓		✓
Offer different balloon or ball sizes	✓	✓				
Allow sitting	✓	✓				
Demonstrate and use tactile, overhand cues as needed to form a platform		✓		✓		
Overhead Pass						
Use brightly colored, lit, textured balloons or balls with bells or beepers				✓		✓
Offer different balloon or ball sizes and weights	✓	✓				
Allow sitting	✓	✓				
Demonstrate and use tactile, overhand cues as needed	✓			✓		

Continued on the following page

INCLUSIVE ADAPTATIONS QUICK REFERENCE GUIDE (CONTINUED)

ADAPTATIONS BY ACTIVITY						
Wall Ball						
Use brightly colored, lit, textured balloons or playground balls with bells				✓		✓
Offer different balloon or ball sizes	✓	✓				
Allow sitting	✓	✓				
Reduce distance to wall	✓			✓		
Use bright-colored tape or black-and-white pictures on the wall				✓		✓
Use partners to assist with the ball retrieval	✓	✓				✓
Underhand Serve						
Use brightly colored, lit, textured balloons or playground balls with bells				✓		✓
Offer balloon or ball sizes	✓	✓				
Allow sitting	✓	✓				
Demonstrate and use tactile, overhand cues as needed	✓			✓		
Allow two-hand underhand toss	✓	✓				
Overhand Serve						
Use brightly colored, lit, textured balloons or playground balls with bells				✓		✓
Offer different balloon and ball sizes	✓	✓				
Allow sitting	✓	✓				
Demonstrate and use tactile, overhand cues as needed	✓			✓		
Encourage a partner to hold the ball for striking	✓	✓				

Continued on the following page

INCLUSIVE ADAPTATIONS QUICK REFERENCE GUIDE (CONTINUED)

ADAPTATIONS BY ACTIVITY						
Yard Work						
Use brightly colored, lit, textured balloons or playground balls with bells				✓		✓
Offer different balloon and ball sizes	✓	✓				
Allow sitting	✓	✓				
Use whistles, signs or flashing lights to start and stop play			✓	✓		
Reduce number of balloons or balls for less sensory overload						✓
Designate peer partners for ball retrieval	✓	✓				

QUICK ADAPTATION TIPS		
Multi-Sensory Equipment	Self-Regulation Tools	Combine Adaptations
Use beeper balls, balls with bells inside, or light-up targets to support athletes with VI, HOH, and SPD	Use visual turn-taking cards, timers, and fidget toys between activities to help managing waiting and transitions	Layer multiple adaptations: beeper ball + closer distance (VI+LM), or ramp + tactile pathway (LM+VI)



Special Olympics
Junior Athletes

Unit 5: Striking with Implements

.....
Featuring skills used in: softball,
floorball, & tennis



In this unit, athletes build striking skills by practicing safe grips, body position, and controlled contact to send an object where they want it to go. Lessons progress from striking a stationary ball with a bat and running bases to stick handling and striking toward targets—helping athletes grow confidence with control, accuracy, and safe equipment use across multiple sports.

STRIKING WITH A BAT

Striking with a bat helps athletes hit an object into space to begin play. This builds coordination and introduces timing and control.



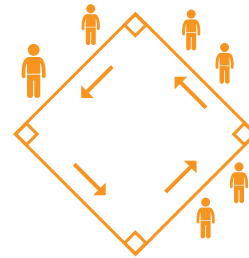
WARM-UP 1: ON BASE LOCOMOTOR MOVEMENT

Equipment

- Bases (different colors if possible)

Setup

Arrange bases in a diamond. Coach demonstrates locomotor movements while rounding the bases.



Instructions:

- Athletes move between bases in the correct order.
- Sample movements:
 - » Puppy crawls (on all fours)
 - » Bear crawls (on hands and feet)
 - » Crab walk
 - » Running

Coaching Tips:

- Adjust distance based on athlete needs.
- Stagger starts to keep spacing safe.
- Use consistent color-coded bases for visual cueing.
- Allow athletes to jog the remaining bases after challenging crawls or walks.

WARM-UP 2: DYNAMIC MOVING & STRETCHING

Suggested Stretches



Wrist Flexor Stretch



Cross Body Shoulder Stretch



Overhead Tricep Stretch



Lunge with Spinal Twist

Instructions:

- Do each movement for 20–30 seconds (or 8–10 reps).
- Keep movements continuous (warm-up = dynamic).
- Use a gentle, controlled range of motion.

Coaching Tips:

- Use continuous movement rather than holding positions.
- Encourage slow, controlled, repeated motions.
- Focus on preparing the body for activity, not pushing flexibility.

SKILL: STRIKING (BAT)

Equipment

- Foam bat for each athlete
- Foam or plastic balls
- Batting tee for each athlete (or pair)
- Floor markers

Setup

Place each tee about 10 feet away from the wall. Athletes stand on floor markers placed next to each tee. (Pair athletes if needed.)



Instructions:

- Explain and demonstrate proper hitting form:
 - » Toes face the tee, standing on the floor marker.
 - » Grip bat with two hands (dominant hand on top).
 - » Start bat at dominant shoulder.
 - » Step toward the ball, rotate torso, and swing bat evenly across the waistline.
 - » Finish with a follow-through.
- Athletes may take “dry swings” before hitting the ball.

Coaching Tips:

- Reinforce word associations:
 - » Hitting = the action
 - » Hitter = the person hitting
 - » Bat = the tool
 - » Batter = the athlete using the bat to hit the ball
- Consider using a visual word wall to connect terms to actions.
- If you don't have many tees, divide the athletes into two groups. One group practices this skill while the other can practice field and throwing. Then switch.

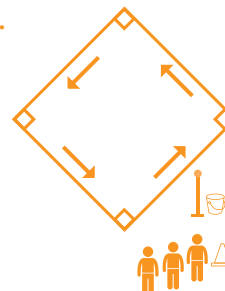
GAME: CONTINUOUS T-BALL

Equipment

- Bat
- Tee
- Wiffle balls, tennis balls, or soft foam balls (1 per player)
- 4 bases, floor markers cones to mark batting line
- Optional: bucket or basket for collecting balls

Setup

Arrange bases in a diamond. Place the tee between home plate and 1st base. Place extra balls near the tee. Players line up a safe distance behind the tee.



Instructions:

- Players line up behind the tee.
- The first player steps up to the tee, hits the ball, drops the bat safely, and runs to first base. The player continues running to second base, third base, and back to home plate.
- After touching home plate, the player returns to the end of the batting line.
- The next player may hit once the runner has safely passed first base or is far enough away from the batting area.
- Players waiting in line cheer for the hitter.
- After all players have hit once, pause the game and have everyone help collect the balls and place them back near the tee.
- Continue for several rounds so each player gets multiple chances to hit and run the bases.

COOL-DOWN: STATIC STRETCHING

Suggested Stretches



Forearm Stretch



Chest Stretch



Seated Hamstring Stretch



Figure-4 Glute Stretch

Instructions:

- Hold each stretch for 15–30 seconds.
- Stretch both sides when needed.
- Hold still and breathe (no bouncing).
- Move into a gentle, comfortable stretch.

Coaching Tips:

- Encourage slow, steady breathing: “In...out...relax.”
- Remind athletes to keep a tall posture.
- Stretch should feel gentle and comfortable, not painful.

Reflection:

Have athletes answer the question: “When you hit today, what was one thing you did (stance, grip, step, or follow-through) that helped you make better contact—and what would you try next time to hit more smoothly?”

STRIKING WITH A RACQUET

Striking with a racquet helps athletes guide and control an object while moving. This builds coordination and control during play.



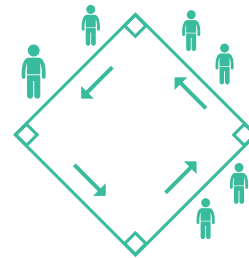
WARM-UP 1: ON BASE LOCOMOTOR MOVEMENT

Equipment

- Bases (different colors if possible)

Setup

Arrange bases in a diamond. Coach demonstrates locomotor movements while rounding the bases.



Instructions:

- Athletes move between bases in the correct order.
- Sample movements:
 - » Backwards walk
 - » Hopping
 - » Running

Coaching Tips:

- Adjust distance based on athlete needs.
- Stagger starts to keep spacing safe.
- Use consistent color-coded bases for visual cueing.
- Allow athletes to jog the remaining bases after challenging walks.

WARM-UP 2: DYNAMIC MOVING & STRETCHING

Suggested Stretches



Wrist Flexor Stretch



Cross Body Shoulder Stretch



Overhead Tricep Stretch



Lunge with Spinal Twist

Instructions:

- Do each movement for 20–30 seconds (or 8–10 reps).
- Keep movements continuous (warm-up = dynamic).
- Use a gentle, controlled range of motion.

Coaching Tips:

- Use continuous movement rather than holding positions.
- Encourage slow, controlled, repeated motions.
- Focus on preparing the body for activity, not pushing flexibility.

Pick a skill or game to review from the previous lesson to help remind athletes what they have been working on!

SKILL : STRIKING (RACQUET)

Equipment

- Racquets (or shortened pool noodles)
- Balls

Setup

Athletes line up, watching the coach. Coach distributes racquets one at a time after proper swing demonstration.



Instructions:

- Demonstrate grip with racquet resting on the ground.
- Practice small and large arm swings with no equipment.
- Emphasize: racquet should stay below hip level.
- Demonstrate gentle taps to move the ball short distances.
 - » Ball should maintain contact with the ground.
- Use story analogy: racquet = leash, ball = dog.
 - » “Walk the dog” slowly, tapping gently to keep the ball close.
- Athletes practice 1–5 hits, progressing from walking to jogging based on ability.

Coaching Tips:

- Give racquets only after safe form is shown.
- Encourage slow, gentle hits to maintain control.

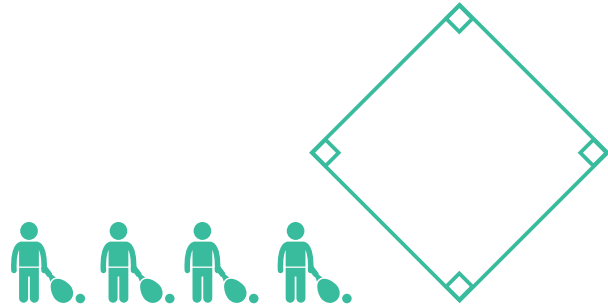
GAME: WALK THE DOG

Equipment

- Racquet for each athlete
- Ball for each athlete
- Bases

Setup

Arrange bases in a diamond. Athletes line up, each with a racquet and ball.



Instructions:

- Variation 1: Walk the Dog Around the Bases
 - » Athletes line up behind home base.
 - » One at a time, athletes walk their “dog” (ball) by tapping the ball with their racquet as it rolls on the ground to each base.
 - » When the first athlete reaches first base, the next athlete begins.
 - » Stop when all athletes have crossed home base and gotten back in line.
- Variation 2: Walk the Dog Freeze Dance
 - » Athletes move inside base boundaries while music plays.
 - » Tap the ball gently (“walk the dog”) for 5-10 steps.
 - » When music stops, athletes retrieve the ball and move to a base.
 - » Praise athletes with specific feedback (“Your dog stayed close—great control!”).
- Variation 3: Jog the Dog Around the Bases
 - » Same as Variation 1, but athletes jog with slightly longer hits.
- Variation 4: Jog the Dog Freeze Dance
 - » Same as Variation 2, but athletes jog while tapping the ball.

COOL-DOWN: STATIC STRETCHING

Suggested Stretches



Forearm Stretch



Chest Stretch



Seated Hamstring Stretch



Figure-4 Glute Stretch

Instructions:

- Hold each stretch for 15–30 seconds.
- Stretch both sides when needed.
- Hold still and breathe (no bouncing).
- Move into a gentle, comfortable stretch.

Coaching Tips:

- Encourage slow, steady breathing: “In...out...relax.”
- Remind athletes to keep a tall posture.
- Stretch should feel gentle and comfortable, not painful.

Reflection:

Have athletes answer the questions: “What helped you keep your ‘dog’ (ball) close and under control while you moved—was it softer taps, slower steps, watching the ball, or something else? How did you know you were improving?”

STRIKING WITH A FLOORBALL STICK

Using a stick to strike helps athletes move and control an object safely. This skill supports accuracy and control in game situations.



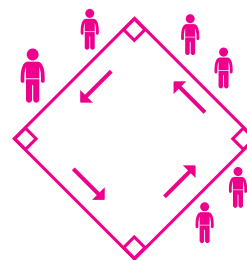
WARM-UP 1: ON BASE LOCOMOTOR MOVEMENT

Equipment

- Bases (different colors if possible)

Setup

Arrange bases in a diamond. Coach demonstrates locomotor movements while rounding the bases.



Instructions:

- Athletes move between bases in the correct order.
- Sample movements:
 - » Backwards walk
 - » Hopping
 - » Running

Coaching Tips:

- Adjust distance based on athlete needs.
- Stagger starts to keep spacing safe.
- Use consistent color-coded bases for visual cueing.
- Allow athletes to jog the remaining bases after challenging walks.

WARM-UP 2: DYNAMIC MOVING & STRETCHING

Suggested Stretches



Wrist Flexor Stretch



Cross Body Shoulder Stretch



Overhead Tricep Stretch



Lunge with Spinal Twist

Instructions:

- Do each movement for 20–30 seconds (or 8–10 reps).
- Keep movements continuous (warm-up = dynamic).
- Use a gentle, controlled range of motion.

Coaching Tips:

- Use continuous movement rather than holding positions.
- Encourage slow, controlled, repeated motions.
- Focus on preparing the body for activity, not pushing flexibility.

Pick a skill or game to review from the previous lesson to help remind athletes what they have been working on!

SKILL 1: STRIKING (FLOORBALL STICK HANDLING)

Equipment

- Floorball stick for each athlete
- Ball for each athlete (larger balls for beginners)
- Floor markers

Setup

Have each athlete stand in a marked lane or spot, each with a ball and stick. Ensure safe spacing.



Instructions:

- Coach identifies and explains handle and blade of floorball stick; athletes touch each part.
- Safety: blade stays below the knees (use the knee as the height cue).
- Demonstrate split grip: non-dominant hand on top (palm down), dominant hand mid-shaft (palm up).
- Demonstrate forehand and backhand (alternating) touches.
- Athletes use gentle taps to move the ball forward using the middle of the blade.
- Progress to alternating touches (forehand or backhand).
- Count controlled taps: 5, then 10, etc.

Coaching Tips:

- Use a bigger ball for easier contact.
- For athletes showing excellent control, use waist as the height cue (stay below waist) while monitoring safety.

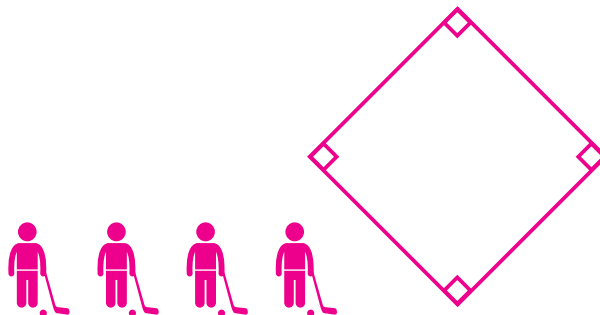
GAME 1: WALK THE DOG 2

Equipment

- Stick for each athlete
- Ball for each athlete
- Bases

Setup

Arrange bases in a diamond. Athletes line up, each with a stick and ball.



Instructions:

- Variation 1: Walk the Dog Around the Bases
 - » One at a time, athletes “walk their dog” by gently tapping the ball between steps to first, second, third, and home base.
 - » When the first athlete reaches first base, the next athlete begins.
 - » Continue until all athletes have crossed home base and gotten back in line.
- Instructions: Variation 2—Jog the Dog Around the Bases
 - » Same rules, but allow a slow jog and slightly longer taps.

Coaching Tip:

- Repeating a familiar activity in a new modality (sticks vs. racquets) improves retention of both skills and rules.

SKILL 2: STRIKING FOR DISTANCE (PASSING & SHOOTING)

Equipment

- Sticks
- Balls
- Targets (cones, pins, floor markers)

Setup

Space athletes in lanes facing targets at a safe distance apart, each with a stick and a ball.



Instructions:

- Explain and demonstrate:
 - » Clarify “target” (cone, pin, or floor marker).
 - » Stance: sideways to target; line up front hip and shoulder, with the stick in front.
 - » Backswing: bring blade back to knee height (safety).
 - » Strike: use the wrist to flick the blade of the stick forward in a J-motion — down, scoop under, lift through the ball.
- Athletes practice these steps with controlled power, then reset and repeat.

Coaching Tip:

- Larger balls help athletes make contact and control direction.

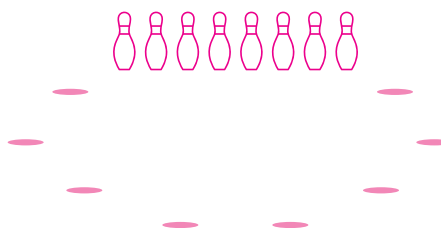
GAME 2: HOCKEY BOWLING

Equipment

- Bowling pins (at least 1 per athlete)
- Balls
- Floor markers

Setup

Set up pins in a row around a semicircle (at least one pin per athlete). Set up one floor marker per athlete at individualized distances around the perimeter.



Instructions:

- Variation 1
 - » Athletes either point to or briefly walk up and touch their pin to self-identify the target, then return to strike from their spot.
 - » If safe, athletes may reset their own pin; otherwise reset on a timer or after all pins drop.
- Variation 2 (Pairs)
 - » One pin between two athletes; they work together to knock it down (optional race against other pairs).

Coaching Tips:

- Set up more pins than athletes to reduce pressure and waiting.
- Adjust ball size and spot distance based on need to ensure success.

COOL-DOWN: STATIC STRETCHING

Suggested Stretches



Forearm Stretch



Chest Stretch



Seated Hamstring Stretch



Figure-4 Glute Stretch

Instructions:

- Hold each stretch for 15–30 seconds.
- Stretch both sides when needed.
- Hold still and breathe (no bouncing).
- Move into a gentle, comfortable stretch.

Coaching Tips:

- Encourage slow, steady breathing: “In...out...relax.”
- Remind athletes to keep a tall posture.
- Stretch should feel gentle and comfortable, not painful.

Reflection:

Have athletes answer the questions: “Think about your stick handling or your strikes today: what helped you be safe and accurate (blade low, gentle taps, aiming at a target, adjusting power)? Can you describe one moment you felt in control and why?”

INCLUSIVE ADAPTATIONS QUICK REFERENCE GUIDE

ADAPTATIONS BY ACTIVITY						
Striking (Bat)						
Use a shortened pool noodle as a bat substitute	✓	✓				
Use bright, glowing, or sound-making balls (bells or beepers)				✓		✓
Offer different ball sizes	✓	✓				
Allow sitting	✓	✓				
Allow gripping with one hand or attach the bat to a wheelchair or assistive device	✓	✓				
Continuous T-Ball						
Use a shortened pool noodle as a bat substitute or allow hitting the ball with any body part	✓	✓				
Allow gripping with one hand or attaching the bat to a wheelchair or assistive device	✓	✓				
Adjust tee height for wheelchair users	✓					
Use bright, glowing, or sound-making balls (bells or beepers)				✓		✓
Offer different ball sizes	✓	✓				
Shorten base path distances	✓	✓				
Pair with a peer partner for base-running support	✓	✓				
Use lit or noise-making cones and brightly colored bases				✓		✓

Continued on the following page

INCLUSIVE ADAPTATIONS QUICK REFERENCE GUIDE (CONTINUED)

ADAPTATIONS BY ACTIVITY						
Striking (Racquet)						
Offer racquets in different sizes and weights or use a shortened pool noodle as a racquet substitute	✓	✓				
Use a grip-mitt if needed	✓	✓				
Attach a racquet to a mobility aid or allow ball tapping with a wheelchair, or assistive device	✓	✓				
Use bright, glowing, or sound-making balls (bells or beepers)				✓		✓
Offer different ball sizes	✓	✓				
Walk the Dog						
Offer racquets in different sizes and weights or use a shortened pool noodle as a racquet substitute	✓	✓				
Use bright, glowing, or sound-making balls (bells or beepers)				✓		✓
Offer different ball sizes	✓	✓				
Attach a racquet to a mobility aid or allow ball tapping with a wheelchair, or assistive device	✓	✓				
Shorten the walk or jog distance between bases	✓	✓				
Use tactile floor markers to guide the path				✓		
Place bright, glowing, or sound-making cones on each base				✓		✓
Provide signs when using music prompts			✓			
Pair with a peer partner to assist as needed	✓	✓		✓		
Striking (Floorball-Stick Handling)						
Offer sticks in different sizes and weights. Use a grip-mitt if needed	✓	✓				
Allow gripping with one hand or the stick to a wheelchair or assistive device	✓	✓				
Allow ball tapping with a wheelchair or assistive device	✓	✓				
Use bright, glowing, or sound-making balls (bells or beepers)				✓		✓

Continued on the following page

INCLUSIVE ADAPTATIONS QUICK REFERENCE GUIDE (CONTINUED)

ADAPTATIONS BY ACTIVITY						
Walk the Dog 2						
Offer sticks in different sizes and weights or use a pool noodle as a stick substitute	✓	✓				
Use bright, glowing, or sound-making balls (bells or beepers)				✓		✓
Attach a stick to a mobility aid or allow ball tapping with a wheelchair, or assistive device	✓	✓				
Shorten the walk or jog distance between bases	✓	✓				
Use tactile floor markers to guide the path				✓		
Place bright, glowing, or sound-making cones on each base				✓		✓
Pair with a peer partner to assist as needed	✓	✓		✓		
Striking for Distance (Passing & Shooting)						
Offer sticks in different sizes and weights or use a pool noodle as a stick substitute	✓	✓				
Use bright, glowing, or sound-making balls (bells or beepers)				✓		✓
Offer different ball sizes	✓	✓				
Demonstrate and use tactile, over-hand cues as needed	✓			✓		
Attach a stick to a mobility aid or allow ball tapping with a wheelchair, or assistive device	✓	✓				
Use bright, glowing, or sound-making cones or pins				✓		✓
Shorten distance to target	✓	✓				

Continued on the following page

INCLUSIVE ADAPTATIONS QUICK REFERENCE GUIDE (CONTINUED)

ADAPTATIONS BY ACTIVITY						
Hockey Bowling						
Place pins at individualized distances so all athletes can succeed	✓	✓		✓		
Offer sticks in different sizes and weights, or use a pool noodle as a stick substitute	✓	✓				
Use bright, glowing, or sound-making cones or pins			✓	✓		✓
Allow athletes to point to or touch their target pin before striking				✓	✓	
Use bright, glowing, or sound-making balls (bells or beepers)				✓		✓
Attach a stick to a mobility aid or allow ball striking with a wheelchair, or assistive device	✓	✓				

QUICK ADAPTATION TIPS		
Multi-Sensory Equipment	Self-Regulation Tools	Combine Adaptations
Use beeper balls, balls with bells inside, or light-up targets to support athletes with VI, HOH, and SPD	Use visual turn-taking cards, timers, and fidget toys between activities to help managing waiting and transitions	Layer multiple adaptations: beeper ball + closer distance (VI+LM), or ramp + tactile pathway (LM+VI)



Special Olympics
Junior Athletes



Unit 6: Fitness

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In this unit, athletes build overall fitness by exploring heart-rate awareness, developing muscular strength, and improving core strength and endurance through engaging, accessible stations and playful movement challenges. Lessons emphasize safe form, personal progress, and confidence as athletes learn how movement helps both their heart and muscles get stronger. Check out the [High 5 resource](#) to learn more!

FITNESS STATIONS 1

Physical activity helps the heart and body grow stronger. Moving in different ways builds endurance and supports overall health.



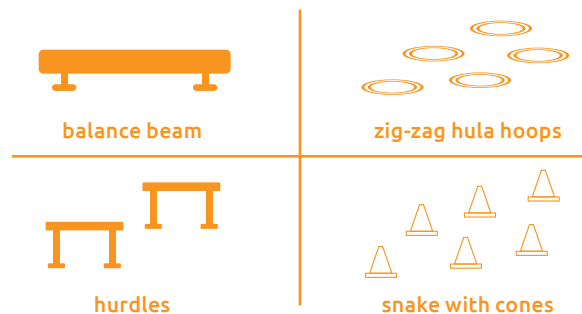
WARM-UP 1: OBSTACLE COURSE

Equipment

- Balance beam
- Hula hoops
- Cones
- Hurdles

Setup

Setup 4 stations: balance beam, zig-zag hula hoops, snake with cones, and hurdles.



Instructions:

- Station 1: Balance Beam
 - » Navigate from end to end.
- Station 2: Zig-Zag Hula Hoops
 - » Athletes jump using two feet from hoop to hoop, landing in athletic position (feet shoulder-width, knees bent).
- Station 3: Snake
 - » Weave through a line of 6 cones like a snake.
- Station 4: Hurdles
 - » Athletes jump with two feet and land with two feet.
- Rotate through each station with clear traffic flow.

Coaching Tip:

- Demonstrate each station and entry and exit path to avoid collisions.

WARM-UP 2: DYNAMIC MOVING & STRETCHING

Suggested Stretches



**Calf
Stretch**



**Quad
Stretch**



**Hip Flexor
Lunge**



**Forearm
Stretch**

Instructions:

- Do each movement for 20–30 seconds (or 8–10 reps).
- Keep movements continuous (warm-up = dynamic).
- Use a gentle, controlled range of motion.

Coaching Tips:

- Use continuous movement rather than holding positions.
- Encourage slow, controlled, repeated motions.
- Focus on preparing the body for activity, not pushing flexibility.

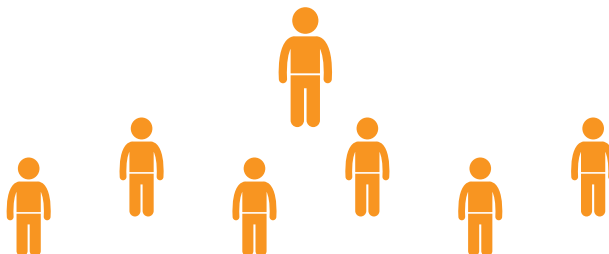
SKILL: INCREASING YOUR HEART RATE

Equipment

- A way to play music

Setup

Athletes spread out throughout the space, facing the coach.



Instructions:

- Show veins in hands and wrists; explain blood and oxygen delivery.
- Athletes place hands on heart to feel heartbeat.
- Explain how exercise helps blood and oxygen delivery, increases heart rate, and helps give energy.
- Athletes run in place for 30 seconds with music, then place hands back on heart to compare faster vs. slower beats.
- Explain that sustained activity makes the body healthier.

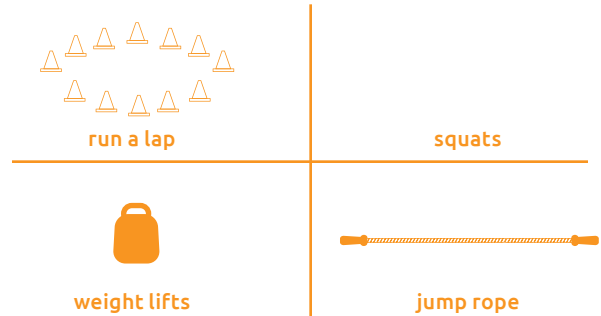
ACTIVITY: FITNESS STATIONS

Equipment

- Cones or lines (track)
- Jump ropes
- Weight

Setup

Setup 4 stations: run a lap, squats, jump rope, and sand bell lifts.



Instructions:

- Demonstrate each of the 4 stations.
- Station 1: Run a Lap
 - » Use a cone-marked "track"; stay outside all cones or lines.
- Station 2: Squats:
 - » Do 5 reps, 30 second rest, repeat.
 - » Aim for ~90° knee bend.
- Station 3: Jump Rope
 - » Option A: Lay rope on floor; athletes jump side-to-side.
 - » Option B: Athletes do traditional rope skipping.
- Station 4: Weighted Squat
 - » Hold the weight and stand with feet shoulder-width apart.
 - » Bend your knees and sit your hips back, keeping your chest up.
 - » Push through your feet to stand back up.
- Groups of athletes rotate stations every 3–5 minutes using a clear transition signal.

Coaching Tips:

- Use a visual timer and verbal countdowns.
- Modify reps, loads, and range for individual accessibility needs.

COOL-DOWN: STATIC STRETCHING

Suggested Stretches



Chest Stretch



Seated Hamstring Stretch



Figure-4 Glute Stretch



Cross Body Shoulder Stretch

Instructions:

- Hold each stretch for 15–30 seconds.
- Stretch both sides when needed.
- Hold still and breathe (no bouncing).
- Move into a gentle, comfortable stretch.

Coaching Tips:

- Encourage slow, steady breathing: “In...out...relax.”
- Remind athletes to keep a tall posture.
- Stretch should feel gentle and comfortable, not painful.

Reflection:

Have athletes answer the questions: “After today’s stations, what did you notice in your body when your heart rate went up (breathing, warmth, sweating, tiredness, energy), and what helped you recover or calm it back down?”

FITNESS STATIONS 2

Strength and balance help athletes control their bodies during movement. These skills make it easier to perform activities safely and effectively.



WARM-UP 1: OBSTACLE COURSE

Equipment

- Floor markers (agility ladder layout)
- Hula hoops
- Jump ropes
- Floor line or markers

Setup

Setup 4 stations: Agility ladder, hula hooping, jump roping, and single-leg hurdles.



agility ladder



hula hooping



single-leg hurdles



jump rope

Instructions:

- Station 1: Agility Ladder
 - » Athletes move through the ladder using quick steps. (You can also use floor markers and step on each one with both feet.)
- Station 2: Hula Hoops
 - » Athletes use a hula hoop as a jump rope and do 10 jumps before moving on.
- Station 3: Jump Rope
 - » Jump side-to-side over the rope for length of rope.
- Station 4: Side-leg Hurdles
 - » Athletes hop over a line or low object and land on the opposite foot 10 times.
- Athletes rotate throughout the stations until time is called (3-5 minutes).

WARM-UP 2: DYNAMIC MOVING & STRETCHING

Suggested Stretches



**Calf
Stretch**



**Quad
Stretch**



**Hip Flexor
Lunge**



**Forearm
Stretch**

Instructions:

- Do each movement for 20–30 seconds (or 8–10 reps).
- Keep movements continuous (warm-up = dynamic).
- Use a gentle, controlled range of motion.

Coaching Tips:

- Use continuous movement rather than holding positions.
- Encourage slow, controlled, repeated motions.
- Focus on preparing the body for activity, not pushing flexibility.

Pick a skill or game to review from the previous lesson to help remind athletes what they have been working on!

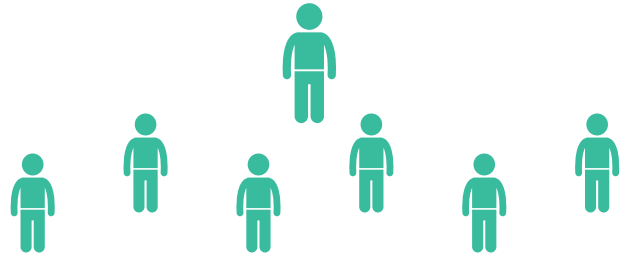
SKILL: COACH SAYS (STRENGTH ADDITION)

Equipment

- A way to play music

Setup

Athletes spread out throughout the space, facing the coach.



Instructions:

- Athletes spread out in their own space facing the coach.
- Explain: "Muscles get stronger when we push and pull."
- Play Coach Says:
 - » "Coach says push!" (push-ups)
 - » "Coach says hold!" (plank)
 - » "Coach says legs!" (squats)
 - » "Coach says crawl!" (bear crawl)
- If the coach does not say "Coach says," athletes freeze.
- Continue with different movements for 20–30 seconds at a time.

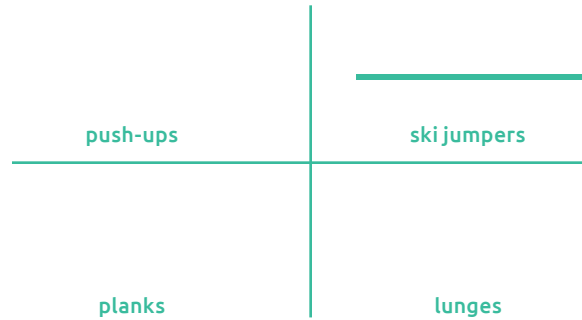
ACTIVITY: FITNESS STATIONS

Equipment

- Floor line or markers

Setup

Setup 4 stations: Push-ups, ski jumpers, lunges, and planks.



Instructions:

- Divide athletes evenly among the 4 stations.
- Station 1: Push-Ups
 - » Athletes perform push-ups, then rest and repeat.
 - » Options: wall, knees, or full push-ups
- Station 2: Ski Jumpers
 - » Athletes jump side-to-side over a line with feet together, then rest and repeat.
- Station 3: Lunges
 - » Athletes step forward into lunges on each leg, then rest and repeat.
- Station 4: Planks
 - » Athletes hold a plank, then rest and repeat.
 - » Options: knees or full plank
- Athletes do 2 to 3 sets of 30 seconds at a station and then rotate to the next station.
- Bonus: Add a die to each station and have athletes take turns rolling it and then doing that many of each. For example, if you roll a 4, you do 4 push-ups. If you roll a 2 for planks, you hold for 2 second. Be creative with the die and make your own numbers!

COOL-DOWN: STATIC STRETCHING

Suggested Stretches



**Chest
Stretch**



**Seated Hamstring
Stretch**



**Figure-4
Glute Stretch**



**Cross Body
Shoulder Stretch**

Instructions:

- Hold each stretch for 15–30 seconds.
- Stretch both sides when needed.
- Hold still and breathe (no bouncing).
- Move into a gentle, comfortable stretch.

Coaching Tips:

- Encourage slow, steady breathing: “In...out...relax.”
- Remind athletes to keep a tall posture.
- Stretch should feel gentle and comfortable, not painful.

Reflection:

Have athletes answer the question: “Which station made you feel the strongest today and why?”

CORE STRENGTH

Coordination helps athletes move smoothly and with control. These skills support success across all sports and activities.



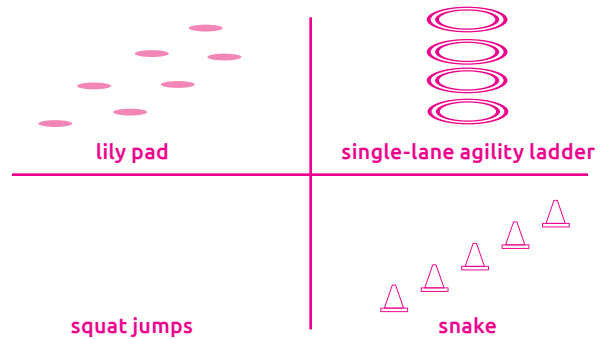
WARM-UP 1: OBSTACLE COURSE

Equipment

- Floor markers
- Hula hoops
- Cones

Setup

Setup 4 stations: Lily pad, single-lane agility ladder, snake, and squat jumps



Instructions:

- Divide athletes amongst the four stations.
- Station 1: Lily Pad
 - » Athletes jump like a frog with two feet from marker to marker.
- Station 2: Single-lane Agility Ladder
 - » Athletes start on the left side of the first hoop.
 - » Step both feet into the hoop, then step both feet out to the right side.
 - » Move to the next hoop and repeat: in, in, out, out until the end.
- Station 3: Snake
 - » Athletes weave in and out of the cones.
- Station 4: Squats
 - » Athletes perform squats.
- Athletes rotate to the next station when they are done.

WARM-UP 2: DYNAMIC MOVING & STRETCHING

Suggested Stretches



**Calf
Stretch**



**Quad
Stretch**



**Hip Flexor
Lunge**



**Forearm
Stretch**

Instructions:

- Do each movement for 20–30 seconds (or 8–10 reps).
- Keep movements continuous (warm-up = dynamic).
- Use a gentle, controlled range of motion.

Coaching Tips:

- Use continuous movement rather than holding positions.
- Encourage slow, controlled, repeated motions.
- Focus on preparing the body for activity, not pushing flexibility.

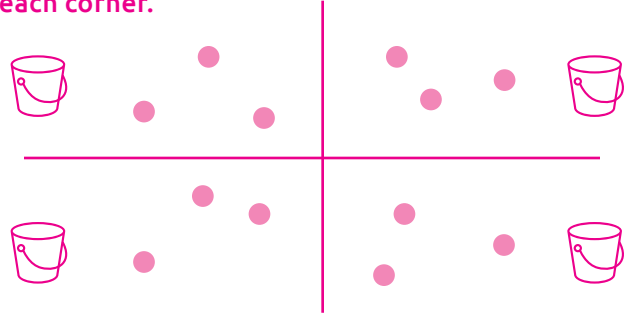
Pick a skill or game to review from the previous lesson to help remind athletes what they have been working on!

SKILL: HUNGRY, HUNGRY HIPPOS**Equipment**

- Scooters
- Playground balls (many)
- 4 buckets or hula hoops (goals)

Setup

Divide athletes into 4 teams. Spread balls out across the space and place one bucket or hoop in each corner.

**Instructions:**

- Athletes ride belly-down on scooters—arms forward, legs trailing.
- On “go,” athletes collect one ball at a time and bring it to the team bucket.
- No stealing balls; emphasize safe scooter handling and traffic flow.
- Connect to fitness: cardiovascular (sustained movement) + muscular (propulsion).

Coaching Tips:

- Demonstrate safe hand placement on scooter handles and guards.
- Show forward, backward, and turning techniques before starting.

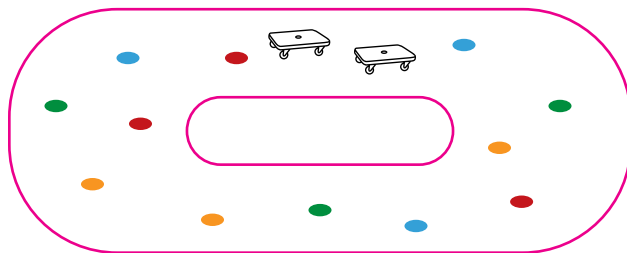
GAME: SCOOTER WORKOUT

Equipment

- Scooters
- Floor markers (power-ups)
- Cones for course
- Optional: a way to play music

Setup

Designate a course and place colored dots around it. Create a poster or easy way to display what movement goes with what color.



Instructions:

- Athletes ride scooters around the course.
- When athletes roll over a color, they stop and complete the movement, then return to the course:
 - » Red: 5 squats
 - » Blue: run a lap
 - » Green: 5 push-ups
 - » Orange: 5 ski jumpers
- Athletes continue moving around the course and completing movements.
- If space is limited, athletes take turns riding while others cheer and count.

COOL-DOWN: STATIC STRETCHING

Suggested Stretches



**Chest
Stretch**



**Seated Hamstring
Stretch**



**Figure-4
Glute Stretch**



**Cross Body
Shoulder Stretch**

Instructions:

- Hold each stretch for 15–30 seconds.
- Stretch both sides when needed.
- Hold still and breathe (no bouncing).
- Move into a gentle, comfortable stretch.

Coaching Tips:

- Encourage slow, steady breathing: “In...out...relax.”
- Remind athletes to keep a tall posture.
- Stretch should feel gentle and comfortable, not painful.

Reflection:

Have athletes answer the question: “What parts of your body did you use while playing the games today?”

INCLUSIVE ADAPTATIONS QUICK REFERENCE GUIDE

ADAPTATIONS BY ACTIVITY						
Warm-Up Obstacle Course						
Adapt each quadrant individually, promote peer support as needed	✓	✓	✓	✓	✓	✓
Balance beam: place colorful tape on the floor along the balance beam to allow wheelchair and assistive device navigation	✓	✓				
Balance beam: place colorful tape on beam edges				✓		
Balance beam: provide tactile cueing as needed	✓			✓		
Balance beam: allow any means of walking (side-stepping, forward, etc.)		✓	✓	✓	✓	✓
Hula hoops: place bright, glowing, or sound-making cones in the hula hoops				✓		✓
Hula hoops: allow leaping						✓
Hula hoops: replace hoops with flat floor markers and allow any movement along the path	✓	✓				
Cones: use bright, glowing, or sound-making cones				✓		✓
Cones: widen the path for wheelchairs and assistive devices	✓	✓				
Cones: use rope or pool noodles to indicate the path				✓		
Hurdles: use a thick rope or colorful tape on the floor instead of hurdles	✓	✓				
Hurdles: Use bright, glowing, or sound-making cones at each hurdle				✓		✓
Increasing Your Heart Rate						
Use large visual signs and gestures or sign language for explanations			✓			
Demonstrate and use tactile, over-hand cues as needed	✓			✓		
Allow sitting	✓	✓				
Allow any type of movement	✓	✓				
Use a visual timer to show a 30-second work period			✓			✓

Continued on the following page

INCLUSIVE ADAPTATIONS QUICK REFERENCE GUIDE (CONTINUED)

ADAPTATIONS BY ACTIVITY						
Fitness Stations						
Run a lap: allow wheelchair propulsion and walking with an assistive device	✓	✓				
Run a lap: Use bright, glowing, or sound-making cones				✓		✓
Run a lap: widen the path for wheelchairs and assistive devices	✓	✓				
Run a lap: use pool noodles, textured or squeaky floor markers, or a thick rope to indicate the path				✓		✓
Squats: demonstrate and use tactile, over-hand cues as needed	✓	✓				
Squats: use a chair as needed, or allow any leg movement	✓	✓				
Jump rope: place colorful tape on the floor and allow any back-and-forth movement	✓	✓				
Sand bell lifts: adapt each quadrant individually, promote peer support as needed	✓	✓	✓	✓	✓	✓
Sand bell lifts: encourage any movement of the sand bell using a wheelchair or an assistive device	✓	✓				
Sand bell lifts: Use objects of different weights and textures	✓	✓				
Sand bell lifts: Use bright, glowing, or sound-making objects				✓		✓
Muscular Strength						
Use large visual signs and gestures or sign language for explanations			✓			
Demonstrate and use tactile, over-hand cues as needed	✓			✓		
Allow sitting	✓	✓				
Allow any type of movement	✓	✓				
Use a visual timer to show a 30-second work period			✓			✓

Continued on the following page

INCLUSIVE ADAPTATIONS QUICK REFERENCE GUIDE (CONTINUED)

ADAPTATIONS BY ACTIVITY						
Fitness Stations 2						
Adapt each quadrant individually. Use large visual signs and gestures or sign language for explanations			✓			
Push ups: allow sitting in a wheelchair or standing with an assistive device, with one or two hands on the wall or elevated surface	✓	✓				
Push ups: provide tactile, over-hand cues as needed	✓	✓		✓		
Ski jumpers: place colorful tape on the floor and allow any back-and-forth movement	✓	✓				
Ski jumpers: allow use of fidget toys during rest						✓
Ski jumpers: reduce reps or hold times as needed	✓	✓				✓
Lunges: allow any leg movement and weight shifting	✓	✓				
Lunges: provide chair or wall support		✓		✓		✓
Lunges: allow use of fidget toys during rest						✓
Planks: allow sitting in a wheelchair or standing with an assistive device, with one or two hands on the wall or elevated surface	✓	✓				
Planks: provide tactile, over-hand cues as needed	✓	✓		✓		
Planks: allow use of fidget toys during rest						✓
Planks: reduce reps or hold times as needed	✓	✓				✓

Continued on the following page

INCLUSIVE ADAPTATIONS QUICK REFERENCE GUIDE (CONTINUED)

ADAPTATIONS BY ACTIVITY						
Hungry, Hungry Hippos						
Use adapted scooter boards as needed and allow sitting	✓	✓				
Allow use of wheelchair and assistive device	✓	✓				
Allow ball tapping toward a bucket using a wheelchair or assistive device	✓	✓				
Use bright, glowing, or sound-making balls (bells or beepers)				✓		✓
Place a bright, glowing, or sound-making cone in the buckets				✓		✓
Limit the number of balls in play at one time						✓
Use sound cues, such as whistles and large visual signs, or turning lights on and off to begin and end play			✓	✓		
Place colorful tape on the floor around the bucket				✓		
Scooter Workout						
Use rope or pool noodles to create a course barrier				✓		✓
Use adapted scooter boards as needed and allow sitting	✓	✓				
Allow use of wheelchair and assistive device	✓	✓				
Identify power stations with bright, glowing, or sound-making cones				✓		✓
Encourage any movement at the power-up stations	✓	✓				

QUICK ADAPTATION TIPS		
Multi-Sensory Equipment	Self-Regulation Tools	Combine Adaptations
Use beeper balls, balls with bells inside, or light-up targets to support athletes with VI, HOH, and SPD	Use visual turn-taking cards, timers, and fidget toys between activities to help managing waiting and transitions	Layer multiple adaptations: beeper ball + closer distance (VI+LM), or ramp + tactile pathway (LM+VI)

CERTIFICATE OF ACHIEVEMENT

PRESENTED TO:

FOR:

CONGRATULATIONS ON A FANTASTIC SEASON!

COACH'S SIGNATURE

COACH'S SIGNATURE



Special Olympics
Health

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