



Purpose of the Guide

This guide has been written in order to assist people who are providing training to Young Athletes coaches who may not have attended a full-day training through their program. It is based on our experiences of training trainers in relation to early childhood education and adult learning, and draws from those experiences, but the methodology has also been used in the training of trainers on a broad range of issues.

When applying the content featured in this guide, please carefully consider the unique needs of learners. In particular, you may want to adapt the training for those who are new or veterans of the Special Olympics or Young Athletes programs. Also, consider those who may be new to coaching or teaching early learners so that you are appropriately addressing their needs.

Use of Language

Throughout this training, we use the term “coaches” to refer to any adults who are regularly leading Young Athletes.

Required Materials

We frequently reference materials featured in the Young Athletes Binder that accompanies the training. Please make sure one is available for each participant. Additionally, you will need a computer, projector, and the accompanying Power Point Presentation.

A Note About Timing

Strict timing guidelines are not provided, as facilitators may want to adapt this training for coaches based on specific needs of their participants. In general, the training could take 2.5-3 hours.

Acknowledgements

Thank you to Colorado and Illinois for graciously sharing the materials that they have developed, used and refined over the years. Thank you to Gary Siperstein and Paddy Favazza. Thank you to Barbara Warman, Janelle Nanavatti and Chris Hoyes for their guidance, perspective, and vision for the

expansion of Young Athletes™.

Training Objectives

Objectives for Teachers:

- Become familiar with Young Athletes tools and apply techniques and strategies to meet the needs of your athletes
- Understand how to track, analyze, and report children's progress in order to plan effectively and participate in the Field Test.

Special Olympics

Facilitator notes:

Facilitator will review first objective.

Script:

We know that Young Athletes will be implemented in a lot of different spaces, sites, and ways, and that we are providing general guidance. Today we are providing you with ample time for sharing and practice with the lessons and materials with the goal that you will work together to make it work for your athletes. In your small groups, we hope you will find like-minded people to help you plan. Throughout the day, we will be circulating and offer lots of support, answer questions, etc. After today, you will not be alone once you're out in the field, for we plan to touch base with you, and the Program Coordinators, to learn what is working, where you need support, and what your best practices are.

Thank you in advance for taking the time today to learn more about Young Athletes, and for volunteering to coach.

There are many important experiences and pieces of knowledge that participants bring to the training, and many important questions that they will raise about the issue.

Let participants know that anything that you are not able to cover in the session can be answered at a later time. Also let participants know that they can add ideas or questions to the “want to know” chart throughout the training (remind them that they have post-its on their table for this purpose). Let them know you will check in with the

“want to know” chart again at the end of the training.
We will now move into the content of our work together.

Program Guidelines



Before conducting Young Athletes activities, families, and coaches should:

- Become familiar with each of the tasks listed under the major skills in the Young Athletes Lesson Plans;
- Observe a skilled performer executing the skill or activity
- Always begin by explaining the skill you would like to observe and demonstrate the skill.

Special Olympics

Script:

Coaches, we know that when you teach a small group lesson or show your child how to do something, you often demonstrate what you want the child to do so that they are successful. The same philosophy applies here. Your athletes are comprised of many types of learners, and in order to reach all types of learners, modeling the activity will ensure your athletes have a sense of what they're aiming for in each activity. Often, you can model it for them. If you are re-teaching a skill, perhaps some of your students can serve as models for their friends: this will not only boost their confidence but it helps to build community and a sense of teamwork if children help one another. Be sure to ask children of all abilities to model something throughout the course of your program, so that not only certain children are singled out as 'models' while others are not. This mindset will help you as coaches be sure you're holding high expectations for all children, and that you're providing all of them a leadership opportunity.

We strongly recommend practicing and observing skilled performers before teaching any activity to the children. To observe a skilled performer executing the skill or activity, review the activities on the DVD.

Field Test Essentials



- Implement Young Athletes for 30 minutes
- 3 times a week
- Use lessons as primary source, teach in sequence
- Reporting requirements:
 - Turn in Young Athletes Weekly Reflection sheet to Mandi regularly
 - Record 1 observation per child per week
 - Mandi will do some site visits

Special Olympics

Facilitator notes:

Use the warm up activity as vehicle for introductions.

Script:

Introduce yourself to those at your table and answer this question, “What experience do you have with either young children, sports, or people with intellectual disabilities?”

Depending on the group size, the facilitator may ask participants to go around the room, or, if working with a larger group, share with those around you and a few representatives share with the whole group.

Activity List



1. Foundational Skills
2. Walking & Running
3. Balance & Jumping
4. Trapping & Catching
5. Throwing
6. Striking
7. Kicking
8. *Review of skills as sports

Special Olympics

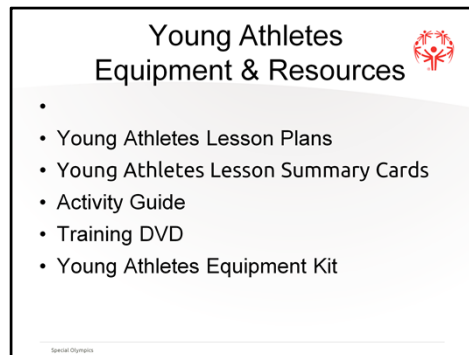
Script:

Here is a brief list of the activities that we will do in Young Athletes. Each activity is incorporated into the Lesson Plans (Week One-Week Eight), which are the primary resource for planning and implementing Young Athletes.

With the people at your table, discuss whether children you're working with are doing any of these things already? On the playground? In PE? How are these skills taught?

1. Foundational Skills- basic movement, tracking, concept mastery, verbal/color/action/object recognition, memory, and counting
2. Walking and Running- directional movement, body part movement, endurance training
3. Balance and Jumping- leaning, body coordination, feet placement, body weight effects
4. Trapping and Catching- hand-eye coordination, dexterity, target concentration
5. Throwing- Body positioning, teammate awareness, over/under hand, one/two handed, target accuracy, follow through, weight transferring
6. Striking- making contact with objects, positioning, balance, follow through, weight transferring
7. Kicking- Distance, contact, direction orientation, balance

8. Review of skills as sports-these Lessons give young athletes the chance to apply the skills developed over the course of the Young Athletes™ program to sports games like kickball, tennis, and hockey.



Facilitator Notes: Please be sure to have samples of each of these materials on hand when introducing them, included in the Special Olympics Young Athletes Binder. Participants will reference them throughout the training.

Script:

Young Athletes: Lesson Plans and Summary Cards- these describe the lessons in great detail, offer pictures, pacing, observation notes, and strategies for how to address athlete needs. These are key curricular materials and should be reviewed and used daily when running and planning Young Athletes.

Activity Guide– This will be a backup guide you should bring each day of Young Athletes. It offers descriptions and illustrations of the official activities, as well as helpful observation tips.

Training DVD- This is an instructional video of children performing the Young Athletes activities. You can find it in the back of the Young Athletes guide. We used this DVD earlier in our talk when we showed you the welcome video by Dr. Shriver, and the sample Activity moments ago. Show 2 clips from training DVD (scarf game 40 seconds) or bridges and tunnels (43 sec)

Young Athletes Equipment Kit– This includes the equipment needed to perform the activities. Each Program has its own plan for securing equipment, so your program coordinator will be able to share more about those resources with you directly. Please remember that substitutions to the equipment list are provided for you.

The following list of equipment is supplied in the Young Athletes™ Program kit as well as adapted recommendations if needed

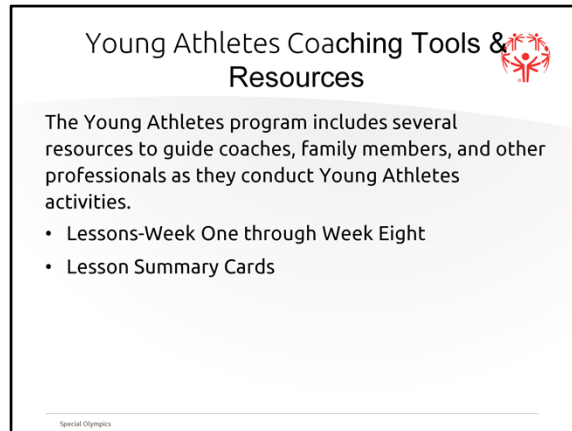
1. Balance Beam and/or rope or floor markers
2. Light, inflatable ball
3. Bean bags, and/or small toys, figures, natural items such as flowers, leaves, etc...
4. Cones and/or boxes
5. Large Plastic Blocks and/or cut logs of different sizes, foam blocks
6. Dowels and/or yardsticks, paper towel gift wrap rolls, small tree branches
7. Floor Markers and/or placemats or materials in different sizes, shapes, and colors
8. Hoops and/or different size boxes, hula hoops
9. Paddles and/or short sticks
10. Scarves and/or any flowing light material
11. Small Foam Ball and/or any ball

Additional equipment that may be used:

.....

size racket, junior size soccer ball, playground ball, plastic bat, rope, tee, and tennis ball.

In a few minutes, we will go over all of these activities, and you will have a chance to practice using an equipment kit.



Facilitator Notes:

Coaches will receive the Lesson Plans at the training as part of their materials.

Script:

This set of lessons provides games and activities to help children develop fitness, strength, body awareness, spatial concepts, adaptive skills (following directions, imitating motor movements) and visual tracking skills. Children will also become familiar with the Young Athletes equipment and routines. Lesson Plans (Day One, Day Two, Day Three) provide details to help you plan and carry out the Young Athletes program with a group of children between the ages of 2 and 7 years old.

For those of you new to this program, or new to teaching a sports-based curriculum, you will find that the Lesson Plans and Lesson Summary Cards have been thoughtfully developed to ensure you know exactly how to teach each activity. As you know, it's important that these activities are taught in sequence, and are taught as instructed by Special Olympics. For our Field Test, we need to be sure all Activities are implemented as they were designed. This is what works for kids!

Using what you know about your children, you can determine whether you will "cut" out one game on this particular day and, instead, weave it into the next session. The games build on one another and that's important to remember, but we have to be responsive to what's going on on any given day.

Before each day, you will want to review these lessons in detail so that you're ready when the athletes are!

Let's look closely at Lesson One.

The Overview of Lesson Plans provides details on what and who you need to implement the Lessons.

Overview

Lesson Plans (Day One, Day Two, Day Three) provide details to help you plan and carry out the Young Athletes program with a group of children between the ages of 2 and 7 years old.

Adults Needed: Plan for at least 1 adult for every 4 children. Recruit help from families, volunteers, older students, college students and others in your community to make sure the program runs smoothly and is fun.

Time: Young Athletes is implemented with great enthusiasm, high energy and quick pace. Time estimates are provided to guide completion of each lesson in 30 minutes. However, the pace and length of the lesson should be matched to the needs, interests, ages, and skills of the young athletes in your group.

Sequence: There are three lessons for each skill area labeled Day One, Day Two and Day Three. Lessons within the skill area are designed to be offered in sequence to help children become acquainted with the activities and build skills through repetition.

Resources: The Lesson Plan Summary Cards include an outline of the activities, list of equipment needed, and page numbers to find the activity descriptions. The cards, Young Athletes Activity Guide, Suggestions from Teachers, and training videos are included in the online Toolkit (see website below).

Playing at home: Give families the Lesson Plan Summary Cards and encourage them to sing the songs and play one or two games with their child at home before the next session. Help them learn about the activities by including them in your group sessions and/or providing a family training session. Be sure they have access to the Activity Guide and Videos for more information.

>> See the Young Athletes Toolkit online at:
www.specialolympics.org/youngathletes

Special Olympics

Favazza, P.C., Zivicki, S., Purker, R., & Leboeuf, L. (2011). Young Athletes Curriculum. Special Olympics International, Washington, DC.

Facilitator Notes: For this slide, the facilitator will read over each section (adults needed, time, sequence, resources, playing at home), and participants will receive a handout featuring the overview in their binder.

Script:

Each week, the Overview page will guide you on exactly WHAT and WHO you need you implement the Lessons. Too, it tells you how to share the Lessons with families so they can Play at Home.

- With your table, can you tell us how many lessons are provided for each skill area in Week One? (HINT: it’s under Sequence: 3 lessons). *Ask participants to share out.*
- What tool will families use so they can play the activities at home? (HINT: It’s under Playing at Home: Lesson Plan Summary Cards, and/or Activity Guide and Videos). *Ask participants to share out.*

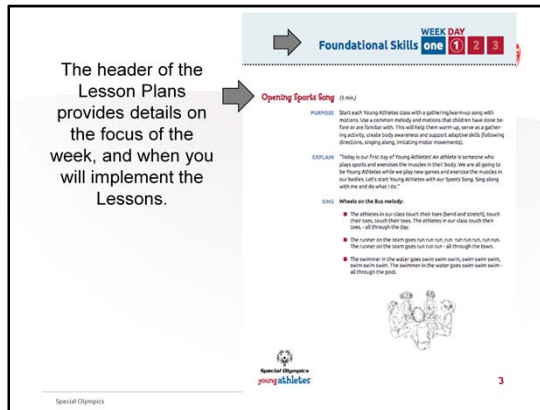
Adults Needed: Plan for at least 1 adult for every 4 children. Recruit help from families, volunteers, older students, college students and others in your community to make sure the program runs smoothly and is fun.

Time: Young Athletes is implemented with great enthusiasm, high energy and quick pace. Time estimates are provided to guide completion of each lesson in 30 minutes. However, the pace and length of the lesson should be matched to the needs, interests, ages, and skills of the young athletes in your group.

Sequence: There are three lessons for each skill area labeled Day One, Day Two and Day Three. Lessons within the skill area are designed to be offered in sequence to help children become acquainted with the activities and build skills through repetition. We will review week 1 shortly.

Resources: The Lesson Plan Summary Cards include an outline of the activities, list of equipment needed, and page numbers to find the activity descriptions. The cards, Young Athletes Activity Guide, Suggestions from Coaches/Teachers, and training videos are included in the online Toolkit (see website)

Playing at home: Give families the Lesson Plan Summary Cards and encourage them to sing the songs and play one or two games with their child at home before the next session. Help them learn about the activities by including them in your group sessions and/or providing a family training session. Be sure they have access to the Activity Guide and Videos for more information.



Trainer Note: The following activity may be best if the group is small and time allows. Feel free to do this activity in presentation format or as a large group brainstorm

Script:

At the top of the next page, you will see that this week, we're focusing on Foundational Skills. Day 1 is circled, so you know that this is where the curriculum begins.

Each Young Athletes session begins with the Opening Sports Song. *Ask participants, Can you think of why we might begin with this song?*


Take a moment to read through PURPOSE. **Can someone summarize the purpose for us?**

A: The purpose, or objective, of singing the SS is to gather the group, to warm up with motions, and create body awareness and support adaptive skills). Consider the huge opening ceremony at the Olympic Games- there is always music, momentum, and fun. This is a chance for you to infuse all of those things into your site's Opening song. Maybe your athletes could march around your classroom or house, proudly singing the opening song to initiate that it's time to let the games begin!

To the right of Opening Sports Song, you will see the time allocated to this component of the day. 30 minutes will fly by! As a coach, it will be important to balance your time so that you're keeping on track with the lessons while meeting the needs of your individual athletes. This time allocation is an estimate. The more you practice the Opening Song, the easier this part of the day will be.

Now that you as coaches know the purpose, you need to be able to share that with your athletes. EXPLAIN offers a simple script you can use to make sure you tell your athletes WHY we do what we do each session. Remember, this is the first day, so you will need to help them develop a sense of the daily schedule and routines. This lays the foundation for smoother transitions, more fun, and more productivity each time you do Young Athletes.

WEEK DAY
one 1 2 3 Foundational Skills




I Spy (5 min.)

EQUIPMENT Floor markers, bean bags, cones, hoops, balls

PURPOSE Identify and locate sports equipment using a variety of motor movements, strength, and general fitness.

DEMONSTRATE "Great warm-up! Now let's play I Spy with all of our new sports equipment! I spy with my little eye a blue ball! Where is the blue ball?" Look around, find the ball.

LEAD "Hurry, let's walk to the balls! Where is the blue ball? (balls, cones, floor markers, scarves, etc.) Great! OK, listen carefully! I spy with my little eye an orange cone! Where is the orange cone? Look around find it! Hurry, let's run to the cone!"



- Encourage athletes to find an object that is visible and everyone races to the object by walking or running.
- The I Spy game progresses as teacher (or athlete) calls out the name of a piece of equipment and all athletes find that object.
- The teacher can lead by also calling out a color and all athletes find equipment of a particular color.

Scarf Game (5 min.)


EQUIPMENT Scarf for each child

PURPOSE Motor coordination, visual tracking, identification of body parts

DEMONSTRATE AND LEAD "Now let's play the Scarf Game! Watch the scarf! Look where the scarf is going! Catch the scarf with your (hands, head, elbow, foot)! You! Caught a (blue, red, yellow) scarf with my/your (hand, head, elbow, foot)!"

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Script:

On page 4, we get to the heart of the lessons. Our first activity is I Spy, and you also have 5 minutes dedicated to this lesson.

Take a moment to scan through this lesson. **What is the PURPOSE?** Share with your table mates.

Briefly read through DEMONSTRATE, and LEAD. ***What is the difference between these two components? Why do we need both?***

DEM. Offers a transition from the warm up to introducing what the Activity is, and it shows children HOW to do it "I spy with my little eye..."

LEAD is where you extend the Activity to your athletes, involving them and helping them to play the Activity "let's walk to the balls. Where's the blue ball?"

The bullets offer specific guidance on HOW to lead the athletes.



Inchworm Wiggle (5 min.)

PURPOSE Strength, general fitness, motor skills

DEMONSTRATE AND LEAD Bend over and put your hands on the ground. "Let's play the Inchworm Wiggle!" "Great, watch me move like an inch worm. (Model while talking.) Walk with your hands then, walk with your feet. Awesome!"

- Let's do it again! Let's do the Inchworm Wiggle.
- Walk with your hands; then walk with your feet.
- Great! Inch worm to the (name a piece of equipment: bean bags, balance beam, etc.)



Bridges and Tunnels (5 min.)

PURPOSE Strength, general fitness

DEMONSTRATE AND LEAD "OK, now we are going to play Bridges and Tunnels! First let's make our tunnel!" if physically able, have one athlete bend forward so that hands and feet are on the ground to form a bridge or tunnel. Encourage other athletes to form a bridge or tunnel.

Script:

On day 1, you will also aim to complete the additional activities Scarf Game, Inchworm Wiggle, Bridges and Tunnels, and Closing Sports Song.


Keep in mind that you will want to move at the pace that is appropriate for your athletes, and you can always make a note of which activity you may need to re-

introduce or introduce in session 2.

WEEK DAY
one 1 2 3 Foundational Skills

Bridges and Tunnels *(continued)*


Each lesson offers tips on observing Athletes.



Tip: Make note of approximately how many times the child can perform the activity or how long the child hold up the bridge or tunnel. Encourage more repetitions or more time over several weeks to develop muscular strength and endurance. Encourage bridges and tunnels to be rigid and strong while people and objects pass under and through.

Tunnels
"Who can bend like this to make a tunnel? (Hands and feet on ground, bottom up making tunnel) Awesome, he/she made a tunnel. Now, who can go under his/her tunnel? Great! After you go under the tunnel you make a tunnel right next to him/her! Great, now our tunnel is even bigger!"

- One athlete forms a tunnel by touching the ground with his/her feet and hands or by getting down onto hands and knees.
- The other athletes crawl, scoot, under the tunnel.
- Once they go under the tunnel, have each athlete extend the tunnel (by forming a tunnel next to the person who started the activity).




Bridges
"OK! Now we are going to play bridges. Who can bend like this to make a bridge? (Sit on ground. Place hands/feet flat on ground. Push bottom off ground.) Great! Now let's make a bridge and go under the bridge!"

- One athlete forms a bridge by sitting with his/her hands and feet flat on the ground and pushing his/her bottom off the ground.
- The other athletes crawl, scoot, under the bridge.
- To make it easier have athletes place their feet or hands on the wall or an object and other athletes go under.

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Script:

On Page 6, you will see a blue box on the left hand side that offers Tips on observing the Athletes. Take a moment to read through this tip for Bridges and Tunnels.

Later on, we will discuss different ways you will document your athlete's participation in Young Athletes. These Tips offer great guidance on things you should look for in their physical and social-emotional growth over the course of the program.



Closing Sports Song (5 min.)

PURPOSE End each Young Athletes class with a closing/cool-down song with motions. Use a common melody and motions that children have done before or are familiar with. This builds body awareness and adaptive skills (following directions, singing along, imitation of motor movements) and helps with transitions.

EXPLAIN "Let's end Young Athletes with a song, If You're Happy and You Know It. Sing along with me and do what I do."

- SING**
- If you're happy and you know it, clap and stomp (wiggle your body; fly like a bird; walk around with arms outstretched).
 - If you're happy and you know it then your face will really show it if you're happy and you know it clap and stomp.



Script:

At the end of each day, you will close out Young Athletes with a Closing Sports Song. This tells children that your time is done for the day, but reminds them that you will

come back together soon for more activities.

WEEK DAY
one 1 2 3 **Foundational Skills**

Opening Sports Song (5 min)
with Scarf

EXPLAIN "Let's start Young Athletes with our Sports Song. Sing along with me and do what I do."

SING **Wheels on the Bus melody:**

- The athletes in our class touch their toes (bend and stretch); touch their toes; touch their toes. The athletes in our class touch their toes, - all through the day.
- The player on the court jumps up and down, up and down, up and down. The player on the court jumps up and down - all during the game.
- The athlete on the team throws the scarf, throws the scarf, throws the scarf. The athlete on the team throws the scarf - all through the town.

Tip: Have athletes suggest additional motions and lead.

I Spy, Bunny Hop (5 min)
 Adapt the Game from Day 1 by asking athletes to hop, then crawl to the sports equipment you name.

Inchworm Wiggle (4 min)
 Repeat the Activity from Day 1

Bridges and Tunnels (5 min)
 Repeat the Activity from Day 1

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Facilitator Notes:

Facilitator will summarize the activities in days 2-3 of week 1.

Script:

As you can see, the Lesson Plans offer excellent guidance on how plan for and run a day in Young Athletes, how to teach the activities, and tips on what you should look

for from your athlete's participation.



Obstacle Course (5 min.)

EQUIPMENT Set up a 5 station course with floor markers (dots for jumping on), bean bags with hoop (throwing bean bag through hoop), a series of hurdles (cones with dowel/stick), balance beam, area to run to finish (through a ribbon).

EXPLAIN Now we get to run the obstacle course! Watch and Follow me!

DEMONSTRATE AND LEAD Show the athletes how to go through the obstacle course. Then assist athletes in moving through course.



Station 1: Jump on Dots

- Arrange 10 dots in zigzag pattern, close to one another.
- Athlete will bunny hop on two feet from dot to dot.
- Athlete will jump to the right, then jump to the left, zigzagging down length of dots.

Station 2: Throw Bean Bag Through Target (basket, hoop)

- Use floor marker to show where athlete stands.
- Athlete will throw bean bag or small ball to a hoop held parallel to the floor or to a bucket.
- Progress to throwing through target (hoop on cone or block) from distance of 3 feet.
- Throw underhanded and if child is able proceed to throwing overhand.
- Move distance closer or further away, depending on skill of athlete.



Facilitator notes:

In contrast to the activity guide, the Lessons provide more detailed guidance as to how to set up the stations and implement the obstacle course with the athletes.



Tip: Encourage color recognition, object recognition, verbal and counting development by calling out colors, names, and numbers of objects used in each activity. Ask children to repeat the objects you reference, including their name, color and numbers. Make note of the concepts the child has mastered and those that are still developing (e.g., knows on/off, identified red, not blue). Incorporate concepts during play such as giving directions to move around stationary objects like a couch or crawl under a table to retrieve a toy.

Station 3: Step/Jump Over Hurdles

- Make hurdle using two cones and one dowel or stick. Place dowel through holes in cone.
- Adjust height as needed for athletes and always start the bar at the lowest height.
- Always start the bar at the lowest height. If he/she is unable to jump, they can step over hurdle.

Station 4: Walk on Balance Beam

- Athletes will independently walk the length of the beam, alternating steps.
- Add various ways to move down the beam for advanced athletes (walk backwards, side-steps, change directions – forward to backwards).
- Add length to the beam by using multiple beams.

Station 5: Run to Finish Line (through ribbon)

- When athlete steps off beam, he/she should run to the finish line.
- Teach athletes to run through the line. Introduce this skill several times as some may stop, not wanting to hit or touch the finish line.
- The finish line is a long ribbon. To set the finish line, attach the ribbon to one side of the area while holding the other end of the ribbon in your hand (or have another person hold the other end). As the athlete touches the ribbon, let it go.

Closing Sports Song (5 min.)

Repeat the song you used in Day 1 to end the Lesson.

**Opening Sports Song
with Bunny Hop** (3 min.)

EXPLAIN "Let's start Young Athletes with our Sports song. Sing along with me and do what I do."

SING **Wheels on the Bus melody:**

- The athletes in our class can bend and stretch, bend and stretch, bend and stretch. The athletes in our class can bend and stretch, all through the town.
- The athletes in our class can hop like a bunny, hop like a bunny, hop like a bunny. The athletes in our class can hop like a bunny - all through the day.
- The athletes in our class can go up and down (on your toes), up and down, up and down. The athletes in our class can go up and down - all through the town.

Tip: Have athletes suggest additional motions and lead.

**I Spy:
Stomp/Tip Toes** (3 min.)

Adapt the Game from Day 1 by instructing athletes to move in different ways to the equipment (e.g. tiptoe, stomp slowly, stomp fast, walk backwards)

Bridges and Tunnels (4 min.)

Repeat the Activity from Day 1



Follow the Leader (4 min.)
with Side Steps.
Follow a Path

PURPOSE Introduction to Walking and Running skills. Motor Skills (walking, running, side steps, grasp, release), adaptive skills (following directions, imitating motor movements).

EQUIPMENT Set up space with 3 floor markers placed about two feet apart in a line.

Place bean bags or small ball on the 2nd floor marker so athletes can side step from first marker to second marker, pick up bean bag/ball, side step to last marker, place ball on last marker. Adapt by adding more markers and/or increasing distance between markers.

DEMONSTRATE AND LEAD Encourage athletes to sidestep right and left onto a variety of floor markers (plastic disks, hoops). "Ok! Now let's play follow the leader!"

- March around the room, swing your arms!
- March around the room, hands on head! Side step to the right.
- Great! Side step again. Side step one more time! Now side step to the left. One big side step and again, and again!
- Now this time, side step to the marker, pick up the bean bag, side step to the next marker, drop the bean bag on the marker!





Running Styles *(Introduction to week 2)*

PURPOSE Body awareness, general fitness, motor skills (walk, run, balance), adaptive skills (following directions, imitating motor movements).

DEMONSTRATE AND LEAD Using a clap or whistle, signal change in running style, while providing verbal command for each running/walking style:

- Stomp slow/fast
- Run slow/fast
- Run backwards
- High knees run (raise knees high when running)
- Tiptoe walking

Obstacle Course *(7 min.)*
Repeat the Activity from Day 2.

Closing Sports Song *(3 min.)*
Repeat the song you used in Day 1 and 2 to end the Lesson.

! You have finished Week One! Foundational Skills Lessons.
You can now begin Week Two: Walking and Running.



Week, Day, Skill focus area	➔	<p>WEEK DAY one 1 Foundational Skills Lesson Summary Card</p> <hr/> <p>Equipment: Scarves (enough for each child to have one); floor markers, balls, bean bags, cones, hoops (distributed around room). All equipment should be set up prior to running Young Athletes™.</p> <p>5 min. Opening Sports Song Wheels on the Bus melody <i>The athletes in our class touch their toes...</i> <i>The runner on the team goes run run run...</i> <i>The swimmer in the water goes swim swim swim...</i></p> <p>5 min. I Spy Equipment: floor markers, bean bags, cones, hoops, balls</p> <p>5 min. Scarf Game Equipment: Scarf for each child</p> <p>5 min. Inchworm Wiggle</p> <p>5 min. Bridges and Tunnels</p> <p>5 min. Closing Sports Song If You're Happy and You Know It <i>If you're happy and you know it, clap and stomp</i> <i>(wiggle your body; fly like a bird; arms outstretched)</i> <i>If you're happy and you know it then your face will really show</i> <i>it if you're happy and you know it clap and stomp,</i> <i>(wiggle your body; fly like a bird; arms outstretched).</i></p> <p>Tip: Use a variety of body movements.</p> <p>>> See the Young Athletes™ Activity Guide (Foundational Skills, pages 2-5) and</p>
Equipment needed	➔	
Opening and time allocation	➔	
Specific daily activities, equipment, and time allocation	➔	
Closing and time allocation	➔	

Special Olympics

Facilitator Notes:

Facilitator will explain how the Lesson Summary Cards provide a quick reference for coaches to use as they lead children in the program and also to share with families what was done each day.

Script:

Now, let's look at the Lesson Summary Cards.

The program provides a consistent routine for children beginning with the opening sports song, including a number of play activities and ending with the closing sports

song. The suggested songs are based on familiar tunes and include movement that varies each day.



Facilitator notes:

Site the reference used for the top portion of this slide: Concepts of Movement chart from *Active for Life: Developmentally Appropriate Movement Programs for Young Children* by Stephen W. Sanders, 2002. Published by NAEYC, Washington, DC.

Other references include: S. Holt/Hale, and M. Parker, Children Moving: A Reflective Approach to Teaching Physical Education (Mountain View, CA: Mayfield, 2001).

S. W. Sanders, Active for Life: Developmentally Appropriate Movement Programs for Young Children, (NAEYC, Washington, DC, 2002).

Concept to Classroom

Facilitator will review the concepts as outlined on the slide.

Script:

Space awareness: where the body moves (in relation to others or in my own space, which direction, what level (low, medium, high); how the body moves; and relationships of body parts, with other movers and equipment, in relation to other people

Coaching your young athletes:

We aim to focus on exploration, not perfection: Activities are presented in the context of “can you...” or “show me how you...” and with emphasis on skill practice and investigation

Let children choose their own partners, equipment, and individual personal space. This emphasizes effort and building positive relationships with peers, which is essential to teamwork.

Research says that children need the opportunity to practice skills at high rates of success. Once a child demonstrates success 8 out of 10 times, then it's recommended to introduce a new level of challenge. Strive for creating circumstances that support success. Avoid the situation where children might feel pressure to perform at the same level as the children around them. Sometimes practicing independently or in small groups increases confidence.

In order to allow children ample time to practice, observe and support their friends, and choose the activity that interests them, you may want to set up your sessions to run with activity centers.

Has anyone had centers in their class before? Please briefly share out what this means to you. Centers are situations around the classroom that an adult sets up for students to work in either small group or individual activities. Each of these centers has supplies and materials that support the concept to be learned in that center, and give students the tools to complete activities and mini-projects -- either in groups of two to three students or individually.

For those of you who will coach from home, think about how you might make sure children can make choices about which activity they want to try. How can you set up your space so that athletes can work either in a small group or individually to practice an Activity?



Facilitator Notes: This slide presents practical, developmentally appropriate strategies for those who lead early learners. For those interested in reading more, refer them to this NAEYC reference used as the prime resource for this slide: 10 Effective DAP Teaching Strategies, <http://www.naeyc.org/dap/10-effective-dap-teaching-strategies>. OPTIONAL: print out this list, included in the appendix, to provide to participants.

Facilitator Script:

Young Athletes is unique because it combines sports play with early learning. Developmentally Appropriate Practice, or DAP, involves coaches and parents meeting young children where they are (by stage of development), both as individuals and as part of a group; and helping each child meet challenging and achievable learning goals.

For those who are using Young Athletes at home, when you consider developmentally appropriate practice and your athletes, consider, how could you organize choices in your basement or living room? What can you do to give the athletes options in choosing activities? In encouraging their persistence? In adding to an activity to make it more challenging for children who are ready? What is special or unique about your home that can help you lead Young Athletes sessions so that they are developmentally appropriate?

What would your class look like without these components?

Developmentally Appropriate Practice Teaching Strategies

- 1. Acknowledge** what children do or say. Let children know that we have noticed by giving positive attention, sometimes through comments, sometimes through just sitting nearby and observing. (“*Thanks for your help, Kavi.*” “*You found another way to do the Side Stepping activity.*”)
- 2. Encourage** persistence and effort rather than just praising and evaluating what the child has done. (“*You’re trying really hard to bounce the ball. Let’s keep going!*”)
- 3. Give specific feedback** rather than general comments. (“*The beanbag didn’t get all the way to the hoop, James, so you might try throwing it harder.*”)
- 4. Model** attitudes, ways of approaching problems, and behavior toward others, showing children rather than just telling them (“*Hmm, that didn’t work and I need to think about why.*” “*I’m sorry, Ben, I missed part of what you said. Please tell me again.*”)
- 5. Demonstrate** the correct way to do something. This usually involves a procedure that needs to be done in a certain way (such as dribbling a ball).
- 6. Create or add challenge** so that a task goes a bit beyond what the children can already do. For example, a child can already walk across the 'balance beam' that is made from sticking tape on the ground. To add a challenge, you could put a rope on top of the tape and ask the child to walk across that new 'beam.' To reduce challenge, you could simplify the task by asking the child to choose a friend to hold their hand while they walk across the taped down 'beam.'
- 7. Ask questions** that provoke children’s thinking. (“*We will jump like a frog for our Frog Hopping Activity. What does it look like when a frog jumps?*”)
- 8. Give assistance** (such as a cue or hint) to help children work on the edge of their current competence (Feedback for Foot Trap Slow Motion Activity: “*You have done a great job placing your foot on top of the ball to get your balance before kicking the ball . . . Now, when I roll it to you, can you try trapping the ball by putting your foot on top of it to stop it, like me?*”, modeling how to

trap

9. Provide information, directly giving children facts, verbal labels, and other information. (*“A goalie is the person who tries to block, or stop, a ball from going in the net during a hockey or soccer game.”*)

10. Give directions for children’s action or behavior. (*“First, we will stand up on our own spots on the carpet. Then, we will hold the hands of our friends standing next to us.”*)

Training Objectives



Objectives for Coaches:

- Become familiar with Young Athletes tools and apply techniques and strategies to meet the needs of your athletes
- Understand how to track, analyze, and report children's progress in order to plan effectively and participate in the Field Test.

Script:

Now we are moving on to the second objective of this training. We will spend time understanding how to track, analyze and report children's progress in order to plan

effectively and participate in the field test.

Field Test Essentials



- Implement Young Athletes for 30 minutes
- 3 times a week
- Use lessons as primary source, teach in sequence
- Reporting requirements:
 - Turn in Young Athletes Weekly Reflection sheet to Mandi regularly
 - Record 1 observation per child per week
 - Mandi will do some site visits

Special Olympics

Facilitator notes:

Use the warm up activity as vehicle for introductions.

Script:

Introduce yourself to those at your table and answer this question, “What experience do you have with either young children, sports, or people with intellectual disabilities?”

Depending on the group size, the facilitator may ask participants to go around the room, or, if working with a larger group, share with those around you and a few representatives share with the whole group.

Practicing for Day 1



Practice with your team

1. Determine who will take on the roles of coach, volunteer/parent, children
2. Do a run-through of Week 1 activities, implementing the following:
 - Foundational Skills
 - Scarf game, Bunny Hop or Bridges and Tunnels
 - Sing the Sports song
4. Report back: what worked? what seemed easy? hard?

Special Olympics

Script:

So far, we have discussed how to plan for day one, and you have seen all the tools and resources available to you as coaches. Now, working with your table mates, you will have the chance to practice for day 1.

1. Who will be the coaches? The volunteer? Parents? children? Make sure each person has an assigned role. Take a 10 minutes to practice for a day one dry-run of the order of activities. At this point, everyone should be involved. (10 min)
2. Do a quick (2 min) run-through,
3. Do a full session of Young Athletes with each person 'playing their role.' (up to 25 min)

Be sure you will implement 2 out of the 3 suggested activities for the session. Scarf game (40 sec) Bunny hop (35 sec) or Bridges and Tunnels (43 sec)

We have provided the equipment, as well as the Lesson Plans, for your review. We will walk around the room to help support you and observe as you practice for day 1.

4. **Report back whole group discussion:** what worked? what seemed easy? hard? how can you plan in advance of day 1 to make this run smoothly? (10 min)

Why will we report for the Field Test?



- **To inform our instruction**
 - Turn in Young Athletes Weekly Reflection sheet to Mandi regularly
- **To share with parents**
 - Record 1 observation per child per week
- **To inform the Field Test**
 - Mandi will do some site visits
 - Interviews with select coaches, families, and staff

Special Olympics

Script:

Many of you have taught, coached, and worked with children before in formal and informal settings. Based on your experiences, talk with your table about why we might gather information about this Field Test. Ask participants to share out.

How to track children's progress in order to plan effectively



- Daily Observations
- Weekly Observations

Sample Reflection Sheet

Foundational Skills:

1. In each column for the YA Activities, indicate the child's involvement

- Make a check mark ✓ if the child tried the activity
- Make a ☺ if the child enjoyed the activity

2. With your other coaches, reflect on how the activities worked for your class today.

Which activities will you repeat at your next session?

Based on what you have observed, how are your athletes doing with the activities? The routines? Social Skills?

What can you do in your next sessions to increase involvement of children and families?

3. What was your average class size this week? ____ How many adults are typically involved in each session? ____ How long do your sessions typically last? ____

Special Olympics

Facilitator Notes:

A sample of the Weekly Observation Sheet is featured on the next slide. You may choose to print samples for them to review in hard copy at their tables. Facilitator talks through each step outlined on the slide.

Script:

30 minute sessions with your team will fly by! With that in mind, we want to make sure you have the chance to record athlete progress during and after the session so that you can plan effectively for the next session. (Facilitator will specify to participants that they will discuss the observational notes tracker here, and will share the sample of the weekly reflection sheet on the following slide. Facilitator may choose to alternate between this slide and the subsequent slide in describing the reflection sheet.)

DAILY & WEEKLY: During each session, you will want to take observational notes about your athletes. As we discussed before, it's ideal to have each coach write down observational notes each day specifically about the children. Perhaps one of the volunteers can be the 'official recorder' for the day, writing down 1-2 observations about each child and taking pictures.

After the session, take a few moments with your fellow coaches or volunteers to share what you observed during the session. Jot down observations about each child's day, making note of the concepts the child has mastered and those that are still developing (e.g. knows on/off, not up/down; identifies red, not blue). During your planning sessions, review these notes so that you can go back and re-teach an Activity/specific skill, or see if your class is prepared to move to the next Activity.

For those of you implementing Young Athletes at home, think about how you could use another parent volunteer to help capture observations during a session.

These weekly reflection sheets are ready for you to use with your class.

Weekly Reflection Sheet



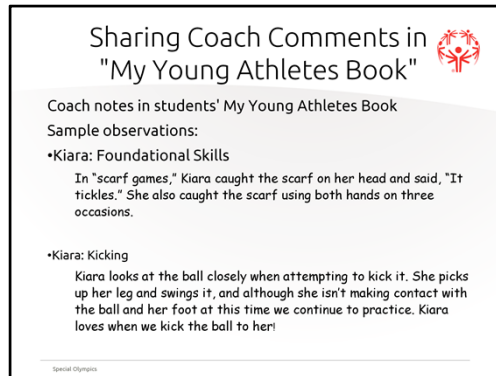
Student	Date	For teacher planning purposes: Comment on emerging and developing skills in some areas.	Scarf games	Sports Song	If You're Happy	Coach Says	Rolling and Trapping Ball	Magic Carpet Ride
SAMPLE	9/6	<i>Imitated friend at scarf games station, sang if you're happy, knows on/off not up/down.</i>	✓	☺ ✓	✓	✓	✓ ☺	✓ ☺
Jeremiah								
Kevin								
<u>Muqsit</u>								
Nia A.								
Cesar								
Ashley								
Tristan								
Khalil								
Zharla								
<u>Danye</u>								
Finn								
Klara								
CLASS TOTAL : How many tried the Activity # of ✓								
CLASS TOTAL Enjoyed the Activity # of ☺								

Special Olympics

Facilitator Notes:

You may move between the previous slide and this slide when discussing how to use

the Weekly Reflection Sheet.



Faciliator Notes:

A sample of the My Young Athletes Book has been provided to Program Coordinators, and state specific. Please share your sample, as applicable, with participants.

Here, the definition of a portfolio was adapted from Paulson, Paulson, and Meyer, 1991 and featured in "Assessing Learning in the Classroom" by Jay McTighe and Steven Ferrara, National Education Association, 1998.

Script:

Each week, your observations will serve as a strong foundation from which to plan your future sessions as you assess the children's interest, participation, and needs.

Based on what you record, you will also have a lot of insight into how each child's participation grows throughout the course of YA. With the spirit of sharing with families in mind, we have developed a tool for you and parents called the "My Young Athletes Book." This book is a purposeful, integrated collection of student work showing effort, progress, or achievement in one or more areas. Since it features work over time, portfolios are well suited to assess student growth and development.*

Another purpose of the book is to provide a space for parents to take notes about how they do YA at home. We are asking you to make one note each week that you will specifically share with parents through a dedicated Coach page in the book. ***We have a few samples for you to see that we will pass around.***

Instructions for use:

1. Using their daily observation notes, coaches will complete one label for each child based on the focus area for the week.
 - a. For example, during the Foundational Skills week, coaches will take daily observation notes on children's participation at each session.
2. At the end of the Foundational Skills week, coaches will review their notes, and discuss each child's physical and social-emotional progress. They will fill out a Foundational Skills label for that child with comments for parents.
3. Coaches will then peel the label off, and stick it on the child's "Coach Comments" page.

4. This process repeats for all remaining 7 focus areas of Young Athletes.
5. At the end of YA, the Coach Comments Page will be sent home to parents to add to the “My Young Athletes Book.”

How to report the children's progress 

- Sending in Young Athletes Weekly Reflection sheet to Mandi
- Sharing best practices and field notes with Mandi about your site's modifications, etc.
- Mid-point and end-point surveys

Special Olympics

Facilitator Notes:

You will want to check with state-specific dates or processes that may have already been established for reporting deadlines. If those are unavailable at the time of your training, assure participants that they will be contacted after the training with the reporting schedule.

Script:

You should report your progress to the YA coordinator regularly. You could email/mail a copy of your weekly reflection sheet to the coordinator, as well as any photographs and testimonials or comments you have heard from practice. Reporting out is required each week.

Young Athletes Program Assessment and Evaluation Tools

Coaches will complete & return surveys to your Special Olympics State office and/or SRC to determine final success rates of children participating in Young Athletes program

Coach Survey: To be completed at the end of the program to assess and evaluate aspects of program including, partnership with SO-State office, athlete progress, challenges, suggestions, etc.

Promoting Family Involvement



- It makes a difference!
- How to promote family involvement and share what you learned today
 - My Young Athletes Book
 - Encourage practice at home, share Lesson Plan Summary Cards
 - Connect families to other events with Special Olympics
- Coach ideas from the field: what have you done in the past that works?

Special Olympics

Facilitator notes: During a previous implementation of Young Athletes, research demonstrated the value of parental involvement. Source: Family Involvement, Young Athletes Final Report, pg. 9, Paddy Favazza, Gary Siperstein, Center for Social Development and Education, University of Massachusetts, Boston, June 15, 2012. This slide allows for those who have participated in Young Athletes or Special Olympics to share how they promoted family involvement. If you are leading a large group, ask groups to share with table mates and report out. Otherwise, make this a large group discussion.

Script:

Family involvement makes a difference because it supports the growth and development of children with disabilities.

We want to connect with the families who we serve, and to invite them into the Special Olympics family. Think through what's going to be special with your site and how you connect with families? What is your value statement?

You can help by sending home weekly letters to families that discuss weekly activities and use pictures and tips to support home practice; My Young Athletes Book for families; neighborhood play dates

Teachers, think about how to incentivize families to participate in YA. Could you offer a free scarf to all families who sign up by a certain due date? Or offer a raffle to parents who turn in paperwork so they could win equipment from the kit?

Because not all families could be here today, we will need you to share what you learned today with them. Please plan to talk with your coaching team on how to get the book in their hands, how to facilitate letter writing, etc.

Large Group Discussion: Ideas from the field: Can any coaches or YA coordinators can

Speak to how they have involved families in the past?

End of Year Culminating Events



Each site will plan and participate in an end of the program culminating event to showcase the accomplishments of the Young Athletes

- Coordinate with Mandi to confirm a date at the end of the year
- Awards will be presented to all Young Athletes to recognize their achievements
- Possible incentives for families to attend
- Families will complete a survey at this event

Special Olympics

Facilitator Notes:

If this is a large group, ask participants to discuss the questions you pose with others at their table. If you are leading a small group, make this a large group discussion.

Script:

Small group discussion: Have any of you participated in or hosted a culminating event before? What was it like? If you haven't, what would you like to do?

Programs are responsible for funding these culminating events.

Be sure to take pictures, and save programs or other promotional pieces you might

have for SONA.

Completing the Field Test



Information we will gather

- Pictures, handouts, testimonials, surveys, sampling of interviews, lessons learned from coaches

Special Olympics

Facilitator Notes:

Address plan for how you will ask participants to share this information with you, if further specificity is required at this time (example, how often you will ask them to email you, call, etc, with such updates).

Script:

Over the course of the next several months, we will gather pictures, handouts, testimonials, surveys, sampling of interviews, lessons learned from coaches

We want to learn what you have learned along the way.

The real-time implementation can really make a difference to this being successful for all. The more examples we have of how to bring a lesson to life will be useful to

future participants as Young Athletes expands.

Questions?



- Questions?

Facilitator notes:

Be sure to refer back to the “Want to Know” chart, for participants may have posted questions that you could answer at this time. If time allows, and the questions will benefit from a whole-group discussion, address them now.

Script:

Be sure to let participants know that any questions not addressed today will be answered by the Program Coordinator after today.

Thank You



Colorado and Illinois for so graciously sharing the materials that they have developed, used and refined over the years.

Gary Siperstein and Paddy Favazza

Barbara Warman, Janelle Nanavatti and Chris Hoyes for their guidance, perspective, and vision for the expansion of Young Athletes™.

Special Olympics

Facilitator notes:

This slide was provided to ensure proper credit is given to those who informed the development of this training.

Script:

Read slide directly.

Exit Survey



-
- Complete Post-Training Evaluation
- Thank you for your participation!

Special Olympics

Facilitator Notes:

Provide exit survey, via SRC or own

Script:

We have a School Readiness Consulting exit survey that we will use to evaluate the effectiveness of this session. Thank you for your participation, and best of luck as you launch Young Athletes this fall!

Appendix:

Resource #1,

Young Athletes Coach Training Reflection: Planning for A Day in Young Athletes

What was most challenging about planning for your component of the day? Why?

What came easiest to you in planning? Why?

What is an idea your colleague shared that you hadn't considered?

How will you plan to work with your coaches, volunteers, children, and families to make sure each day can run on track?

What do you need to get started? Where can you get this information or materials? How can your team support you? How can you support them?

Day 1 Tips for Coaches:

Arrive early! Set up your space with centers for each activity. Talk with your colleagues about who will lead each component of the day. If someone is not leading, what will their role be? Could they be the 'recorder,' writing down observations, and taking pictures? Or will one person be available to work with children who need extra attention?

Greet students at the door. Introduce yourself and welcome them. Smile!

As students arrive, have a small activity set up for them while you're waiting for everyone (a board game, crayons and paper, or board books)

Try to include an activity that provides opportunities for students to interact and get to know each other's names.

Introduce and explain class goals and expectations.

YA rules and procedures.

As you move through the day, explain and practice class routines. Patience is a virtue! This is new for everyone. Don't worry about rushing through all the activities in the first day.

Take pictures of students at work and play. Save them to display at future Young Athletes gatherings, send them to your Young Athletes coordinator, and print them for each child's My Young Athletes Book.

Resource #2, *10 Effective DAP Teaching Strategies*, NAEYC, <http://www.naeyc.org/dap/10-effective-dap-teaching-strategies>.

Developmentally Appropriate Practice Teaching Strategies

1. Acknowledge what children do or say. Let children know that we have noticed by giving positive attention, sometimes through comments, sometimes through just sitting nearby and observing. (“*Thanks for your help, Kavi.*” “*You found another way to do the Side Stepping activity.*”)

2. Encourage persistence and effort rather than just praising and evaluating what the child has done. (“*You ’re trying really hard to bounce the ball. Let ’s keep going!*”)

3. Give specific feedback rather than general comments. (“*The beanbag didn ’t get all the way to the hoop, James, so you might try throwing it harder.*”)

4. Model attitudes, ways of approaching problems, and behavior toward others, showing children rather than just telling them (“*Hmm, that didn ’t work and I need to think about why.*” “*I ’m sorry, Ben, I missed part of what you said. Please tell me again.*”)

5. Demonstrate the correct way to do something. This usually involves a procedure that needs to be done in a certain way (such as dribbling a ball).

6. Create or add challenge so that a task goes a bit beyond what the children can already do.

For example, a child can already walk across the 'balance beam' that is made from sticking tape on the ground. To add a challenge, you could put a rope on top of the tape and ask the child to walk across that new 'beam.' To reduce challenge, you could simplify the task by asking the child to choose a friend to hold their hand while they walk across the taped down 'beam.'

7. Ask questions that provoke children's thinking. (*"We will jump like a frog for our Frog Hopping Activity. What does it look like when a frog jumps?"*)

8. Give assistance (such as a cue or hint) to help children work on the edge of their current competence (Feedback for Foot Trap Slow Motion Activity: *"You have done a great job placing your foot on top of the ball to get your balance before kicking the ball . . . Now, when I roll it to you, can you try trapping the ball by putting your foot on top of it to stop it, like me?"*, modeling how to trap

9. Provide information, directly giving children facts, verbal labels, and other information. (*"A goalie is the person who tries to block, or stop, a ball from going in the net during a hockey or soccer game."*)

10. Give directions for children's action or behavior. (*"First, we will stand up on our own spots on the carpet. Then, we will hold the hands of our friends standing next to us."*)