



Young Athletes-Inclusive Adaptations



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Why Young Athletes-Inclusive Adaptations?

Health and fitness are important parts of daily life.

Young Athletes, an inclusive sport-play program for children with and without intellectual disabilities (ID), helps children of all abilities enjoy **physical activity**, develop **health habits**, build **important skills**, and reach their **full potential**.

All the activities from the Young Athletes Activity Guide are included in the Young Athletes-Inclusive Adaptations along with recommendations for adaptations so that all students regardless of their challenges can participate in the same Young Athlete activities.

Refer to the categories of challenges that can be seen on each activity card when adaptations are recommended.



What's New



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What's New

These flashcards include the same activities from the original "Young Athletes Activity Cards and Activity Guide".

Now they include recommendations for adapting the activities so that all students can participate in the same activity.

Here are that categories of challenges that you will see on each activity card when an adaptation is recommended.



How to Promote Inclusive Play



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How to Promote Inclusive Play

The primary goal of the activity adaptations is to encourage students with motor and sensory challenges to participate in the SAME activity as their classmates. All students can benefit from either assisting or receiving assistance and seeing that activities can be performed, and goals can be achieved in different ways.

Educators are encouraged to find ways to include all students and if needed modify the:

- “rules of play” if they are too broad or restrictive.
- instructions if they are too complex.
- equipment when different items are preferred.



Activity Adaptations

LM= Limited Mobility: Students with limited or uncoordinated movement of arms and/or legs; students may be non-ambulatory (uses a wheelchair or stroller).

AD= Assistive Device: Students who are ambulatory with an assistive device (uses a walker, crutches, cane,

HOH= Hard of Hearing: Students with difficulty hearing.

VI= Visual Impairment: Students with difficulty seeing.

NV= Non-Verbal: Students who have difficulty with oral communication; they may use sign-language or communication device.

SPD= Sensory Processing Disorder: Students who have difficulty with different types of touch or tactile cues, loud or different sounds, bright or strobing lights,

What to Use

Play using items you have.



Balance beam

Or



Tape or rope



Foam Ball

Or



Small ball or
tennis ball



Beanbags

Or



Soft toys or bags
of rice or sand

What to Use

Play using items you have.



Cones

Or



Cups or empty plastic bottles



Blocks

Or



Boxes



Plastic dowels

Or



Paper towel rolls
or sticks

What to Use

Play using items you have.



Paddle

Or



Bat



Floor markers

Or



Tape or stickers



Hoops

Or



Hula hoops, bicycle tubes or tires

What to Use

Play using items you have at.



Scarf

Or



Dish towel or
small cloth



Lightweight ball

Or



Beach ball or
balloon



Where to Play



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Where to Play

If Inside

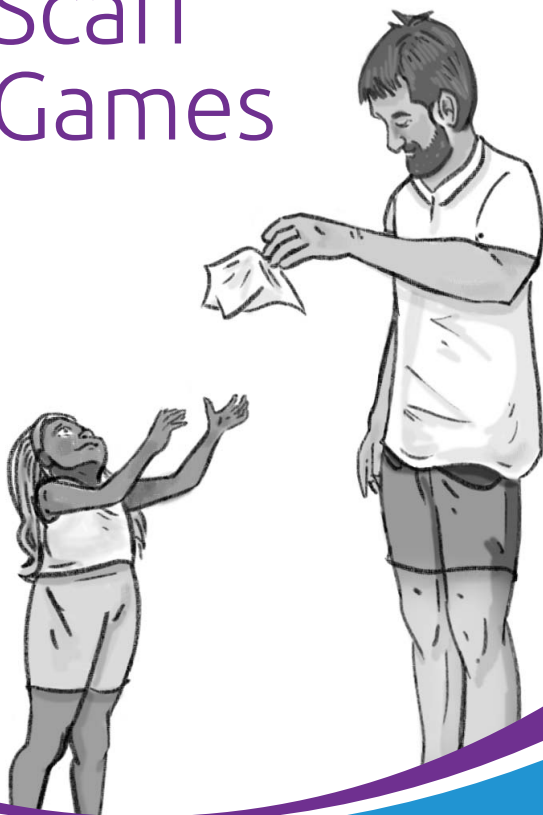
- Choose a space big enough to play safely
- Keep lighting and temperature comfortable for children

If Outside

- Play within fencing or defined borders
- Adjust play space to match the activity
- Mark boundaries and show them to children

You can play anywhere!

Scarf Games



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Scarf Games

Materials: Scarves or small towels

Set up: This activity can be played while some or all students are sitting, standing, or lying down.

Activity: Teachers and students can swing a scarf through the air by moving it up and down and side to side. Encourage students to follow the scarf/scarves with their heads and eyes. Teachers and students can drop the scarves on themselves or others and “catch” it with their hands, heads, feet, or other body part. Encourage them to identify the body part.

LM

Students can play in sitting; place the scarf on different body parts and ask the student to identify the part.

AD

Students can play in sitting as needed.

HOH

Use audio amplification or sign language for instructions.

VI

Attach bells to a scarf.

NV

Use sign language or communication device.

SPD

Assess reaction of the scarf touching the skin and clothing prior to activity. Heavier weight material may be considered.

Children's Songs



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Children's Songs

Materials: None

Set up: This activity can be played while some or all students are sitting, standing, or lying down.

Activity: Sing songs such as Wheels on the Bus or If You're Happy and You Know It, that encourage movement and act them out.

LM

Students can play in sitting or lying down. Ask students to pick at one cue from a song and suggest their own action(s). Encourage all students to adopt those actions.

AD

Students can play in sitting as needed.

HOH

Use audio amplification or sign language for instructions.

VI

Encourage students to perform the actions, singing is not required.

NV

Teach the student all actions of the song with verbal and/or tactile cues.

SPD

Assess reaction to volume and tone of song prior to the activity.

I Spy



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I Spy

Materials: Toys, books or other items

Set up: This activity can be played while some or all students are sitting, standing, or lying down.

Activity: Teachers and students take turns naming different items in the classroom or play space and encourage other students to look and/or move around the space to find them.

LM

Students can play in sitting or lying down.

AD

Students can play in sitting as needed.

HOH

Use audio amplification or sign language for instructions.

VI

Describe an item (shape, texture, smell, purpose) and ask students to identify it; have students feel different objects and identify them.

NV

Use voice amplification device, sign language, or communication device.

SPD

Encourage students to interact with identified items according to need and tolerance (consider adaptations using light, sound, textures, etc.)

Beginning Obstacle Course



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Beginning Obstacle Course

Materials: Floor markers, hoops, hurdles, cones, pool noodles.

Set up: Ensure enough space within and between activities so that students using assistive devices or wheelchairs can navigate.

Activity: Establish 3–4 activities so that students can move right-left, on-off, over-under, around-between, etc. Examples: Use floor markers to make a path for students to follow; Use hurdles or pool noodles to make a path for students follow and step or jump over; Use cones for students to move either around or between them.

LM

Ensure that concepts of on/off, over/under, fast/slow, between/around can be practiced when using an assistive device or wheelchair for navigation. Encourage partners.

AD**HOH**

Use audio amplification or sign language.

VI

Use brightly colored materials, place contrasting tape on edges of materials, secure materials for tactile cues, create walkways with blocks, or pool noodles.

SPD

Encourage students to interact with identified items according to need and tolerance.

Musical Markers



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Musical Markers

Materials: Floor markers

Set up: Ensure enough space between markers so that students using assistive devices or wheelchairs can navigate. Allow students to select seated poses if needed.

Activity: Lay out floor markers. Play music while students move about the space by walking, running, etc. When the music stops, have the students get to a floor marker and strike a pose. During each round choose a leader to say how students should move around the space.

LM

Use partners so that one student can assist another by pushing the wheelchair. Students are encouraged to tell their partner how and where to move.

AD

Ensure enough space for movement and access to the floor markers.

HOH

Use audio amplification device or students can assist by tapping a student's shoulder while the music is on. A teacher or student can assist by turning a light on when the music is playing and turning it off when the music stops.

VI

Use textured or audio floor markers.

SPD

Assess reaction to volume and tone of music prior to activity.

Tunnels and Bridges



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Tunnels and Bridges

Materials: Sheet or blanket, floor markers

Set up: Create a tunnel that includes all students by having them face each other, holding onto a sheet or blanket. Ensure that it is wide enough for a wheelchair or assistive device to pass through. Option: place floor markers in the tunnel.

Activity: Students take turns being part of the tunnel and moving through the tunnel. Students can move through the tunnel in different ways. Floor markers can be used to encourage changes in direction.

LM+AD

Students in wheelchairs and strollers can create a tunnel by facing each other approx. 3 meters apart and while holding a sheet or securing it to their WC or stroller. Students with ADs can walk or scoot under a “sheet tunnel” if it is held up high by other students. Students with LM and AD can cross over a “sheet bridge” if the other students hold the sheet while it is on the floor.

HOH

Use audio amplification or sign language for instructions.

VI

Use textured or audio floor markers.

SPD

Understand the reaction of students with SPD going into a tunnel before the activity and adjust accordingly.

Animal Games



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Animal Games

Materials: None.

Set up: Ensure enough space so that students with wheelchairs and assistive devices have room to navigate.

Activity: Encourage students to make animal sounds and move like that animal. Examples: Crawl like bears by not letting knees touch the ground and growl for extra fun! Waddle like a duck quack, etc. Students can be asked to move like an animal that has an injured leg or arm.

LM

Encourage students to make animal sounds and use whatever body segment they can move most freely to move like an animal.

AD

When students are asked to move like an animal encourage them to move like a crab that has a broken leg or a bear that has a belly ache to allow for different, yet creative movements.

HOH

Use audio amplification or sign language for instructions.

VI

Assist with verbal cues.

SPD

Assess environment and adapt accordingly for increased noise and visual stimulation.

Parachute Games



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Parachute Games

Materials: Parachute, ball, and bean bags.

Set up: In sitting or standing, position students around a parachute and have them hold into it with one or two hands. For students who cannot grip the parachute, use sticky-back Velcro tape to secure it to their wheelchair or clothing.

Activity: Encourage students to work together to move the parachute in different ways. Place a ball or beanbags onto of the parachute and challenge students to work together to keep the items on the parachute.

LM

Use sticky-back Velcro tape to secure the parachute to a student's clothing or wheelchair.

AD

Play in sitting as needed.

HOH

Use audio amplification or sign language as needed.

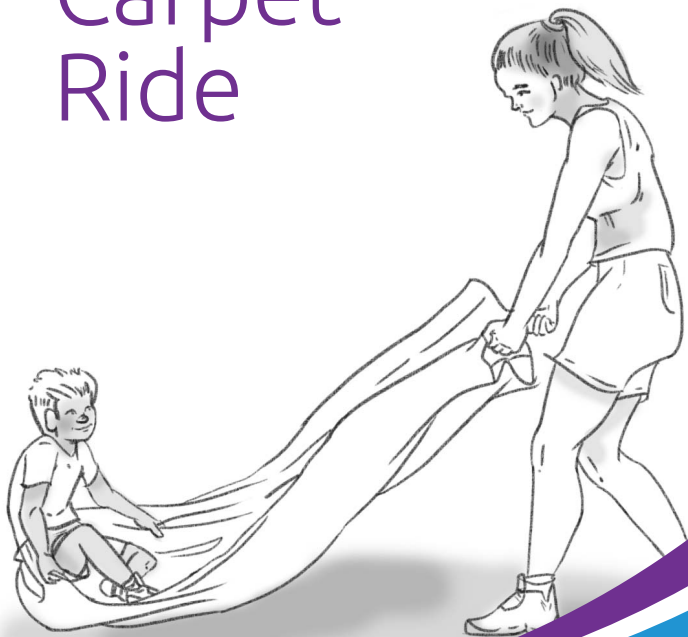
VI

Assist with verbal cues; toss bells onto the parachute.

SPD

Assess environment and adapt accordingly for increased noise and visual stimulation.

Magic Carpet Ride



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Magic Carpet Ride

Materials: Blanket or sheet.

Set up: One student lies down in the middle of a sheet or blanket, while several students stand at one end holding onto the blanket's edge.

Activity: Several students pull the blanket so that it slides along the floor.

LM

Students who can be transferred out of their WC can be positioned on a blanket or sheet either on their back, stomach, or side.

AD

Students can sit or lie on a blanket or sheet.

HOH

Use audio amplification or sign language for instructions.

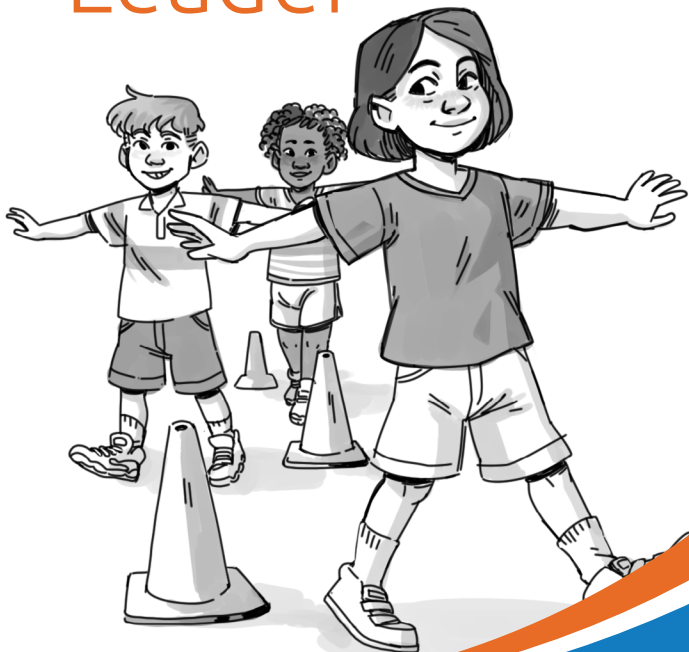
VI

Assist with verbal cues.

SPD

Allow the students to choose a position (sitting, lying down) and pull the blanket or sheet very slowly to assess the student's response.

Follow the Leader



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Follow the Leader

Materials: None.

Set up: Ensure enough space so that students using assistive devices or wheelchairs can navigate.

Activity: Encourage students to follow you and your movements as you walk and move your head and arms in different ways. Students can take turns being the leader.

LM

Ensure that there are ways to “follow the leader” other than walking behind the leader. Students can help their classmates who are dependent on a WC by pushing them if needed. When students with LM is the leader allow them to use words to describe movements even if they cannot perform them themselves.

AD

Ensure that the leader avoids tight turns and obstacles.

VI

Encourage the leader call out the movements.

SPD

Assess environment and adapt accordingly for increased noise and visual stimulation.

Walk Tall



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Walk Tall

Materials: Floor markers, beanbags.

Set up: Ensure enough space between markers so that students using assistive devices or wheelchairs can navigate.

Activity: Encourage students to walk or move from one marker to the next while balancing a beanbag on their heads.

LM

A partner can assist a students in a wheelchairs by pushing them from marker to marker OR, place a beanbag on students' heads and ask them to do something while keeping the beanbag in place (examples: taking deep breaths, moving an arm or leg).

AD

Allow students to wear a hat or headband may assist them in balancing the beanbag.

VI

Students can stay in place and perform movements without walking (examples: taking deep breaths, moving an arm or leg) OR, use textured or audible floor markers.

SPD

Assess reaction to contact with the top of the head.

Side Stepping



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Side Stepping

Materials: Floor markers.

Set up: Ensure enough space between markers so that students using assistive devices or wheelchairs can navigate.

Activity: Place floor markers on the ground and encourage students to face forward as they move to the left or the right onto different markers

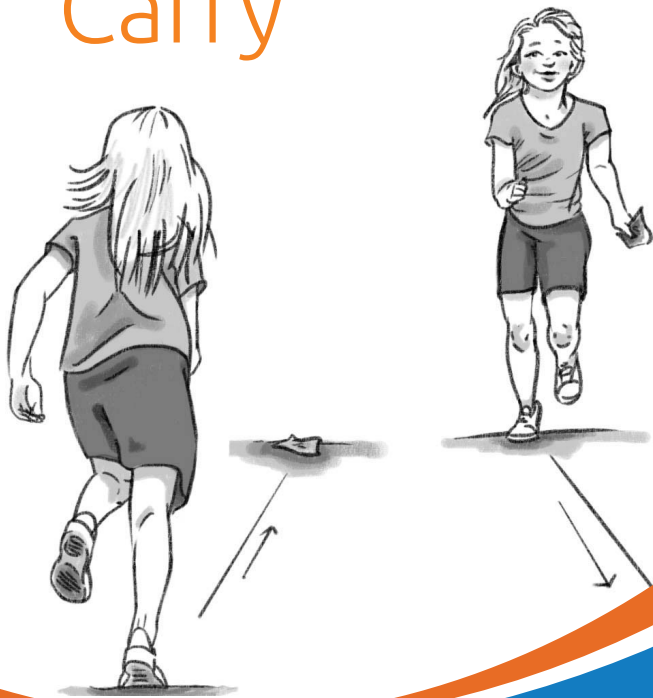


Encourage students to turn to the right and left rather than side-stepping.



Use textured or audio floor markers.

Run and Carry



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Run and Carry

Materials: Beanbags.

Set up: Ensure enough space so that students using assistive devices or wheelchairs can navigate.

Activity: Place beanbags or similar objects on the floor and encourage students to race to the object, pick it up, and race back to the starting point.

LM

Place a beanbag or other right-size object on a table and encourage students to race to the object, grab it, and race back. For students in wheelchairs, student partners can assist with the racing component.

AD

If a student cannot maintain balance while reaching down to the floor, place a beanbag or right-sized object on a table (See LM). If a student cannot hold an object while maneuvering a walker, crutches, etc. ensure a way to secure the object in clothing or a bag.

VI

Use brightly colored objects or attach bells to beanbags. Create a path or walkway with blocks, pool noodles, etc.

SPD

Assess environment and adapt accordingly for increased noise and visual stimulation.

Hidden Treasure



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Hidden Treasure

Materials: None.

Set up: Hide some items in the classroom or play space. Ensure enough space so that students using assistive devices or wheelchairs can navigate.

Activity: Encourage students to find all the “treasures”.



Student partners can help students who are in wheelchairs to move throughout the classroom. Ensure that the student in the wheelchair communicates with their partner where to go and where to look. When hiding objects be sure that they are placed at various heights.



If a student is unable to balance with one hand on an assistive device, suggest that they work with a partner. Ensure that the student with the assistive device communicates where to go and where to look.



Create a treasure map that can be read out loud or uses different textures to lead the student to the treasure (identifiable by shape or makes a sound when shaken).

Sticky Arms



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Sticky Arms

Materials: Floor markers, cones, pool noodles.

Set up: Set up floor markers, cones, pool noodles, etc. so that students can zigzag through them. Ensure enough space so that students using assistive devices or wheelchairs can navigate.

Activity: Encourage students to zigzag through a course with their arms stuck to their sides. Then encourage zigzagging with their swinging back and forth.



Partner students can help students who are in wheelchairs move throughout the classroom. Encourage students in the wheelchair to position their heads, arms and/or legs in different positions as they zigzag through the space.



Encourage students to hold their heads in different positions as they zigzag through the space using their assistive device.



Create zigzags with blocks, pool noodles, and audio floor markers.

Heavy Feet, Light Feet



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Heavy Feet, Light Feet

Materials: None, optional floor makers.

Set up: Ensure enough space so that students with wheelchairs and assistive devices have room to navigate.

Activity: Encourage students to run or walk with “heavy feet” (stomp, make noise) then “light feet” (quiet walking or running). This can be done from one point to the next, or following a path with floor makers, etc.

LM

If students can move one or both feet/legs, place a scarf near the foot and encourage the student to move the scarf “just a little bit” versus “try to knock it out of my hand”. Students who cannot move their feet can attempt to move the scarf in different ways with their hands, arms or head.

AD

If heavy vs light is too challenging, encourage students to place their feet on the ground in different ways (examples: tippy-toes, heels down first, toes in, toes out).

Obstacle Course



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Obstacle Course

Materials: Floor markers, hoops, hurdles, cones, pool noodles.

Set up: Ensure enough space within and between activities so that students using assistive devices or wheelchairs can navigate.

Activity: Encourage student to set up an obstacle course that students can navigate by walking, crawling, climbing, etc.

LM+AD

Ensure that concepts of on/off, over/under, fast/slow, between/around can be practiced when using an assistive device or wheelchair stroller for navigation. Encourage partners so that one student can assist another by pushing a wheelchair or supporting an assistive device.

HOH

Use audio amplification or sign language for instructions.

VI

Use brightly colored materials, place contrasting tape on edges of materials, secure materials to allow for tactile cues, create walkways with blocks, pool noodles, etc.

SPD

Encourage students to interact with materials according to need and tolerance (consider adaptations using light, sound, textures, etc.)

Fire Drill



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Fire Drill

Materials: Ball or beanbag.

Set up: Position students in a row ensuring enough space for students using wheelchairs and assistive devices to navigate.

Activity: Start play by giving a ball or beanbag to the student at the start of the line. Encourage handing the object to the next student and then the next, etc. as the first student races to get to the end of the line before the object reaches them.

LM+AD

Play the game with all students sitting in chairs while passing an object that can be handled by all students with little or no assistance or assist students by securing the object to clothing or in a bag when returning it to the starting point. Encourage students to partner with students in wheelchairs to assist with getting to the end of the line.

VI

Provide assistance as needed to navigate back to the starting point

SPD

Assess the response to object being passed before the game begins.

Future Skaters



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Future Skaters

Materials: Paper plates or boxes.

Set up: Make “skates” out of paper plates or boxes

Activity: Encourage students to move around the room without lifting their feet. This can be combined with other activities (i.e. Run and Carry, Obstacle Course, Fire Drill, Hidden Treasure).



Student partners can assist students in wheelchairs to move around the room. Encourage different arm and head positions seen in figure skaters or hockey players.



Encourage students to stand on a sheet/blanket with their assistive device and slowly pull the sheet/blanket to give the sensation of skating.

Balance Beam



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Balance Beam

Materials: Balance beam, tape, pool noodles, chalk, or rope.

Set up: Ensure enough space so that students using assistive devices or wheelchairs can navigate.

Activity: Encourage students to walk heel-toe along a straight line marked by tape, pool noodles, chalk or rope. Progress by encouraging students to walk along a balance beam positioned just a few inches above the ground.



Create a narrow path using tape on the floor or pool noodles to create a path for students who use a WC or assistive device (i.e. walker, crutches) Students can partner with those in WCs who cannot propel their own WC.



Use pool noodles to allow for tactile feedback; provide physical assistance as needed.

Follow the Coach



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Follow the Coach

Materials: None.

Set up: No special set up.

Activity: Encourage students to copy movements that work on shifting their weight and balance

- LM** Challenge trunk control and balance by encouraging students in wheelchairs to move arms, head, and trunk in ways that facilitate weight shifting.
- AD** When in standing, provide assistance to stabilize the assistive device as needed.
- HOH** Use audio amplification or sign language for instructions.
- VI** Use clear, concise language.

Step, Jump and Grab



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Step, Jump and Grab

Materials: Large block(s) or step, scarf or beanbag.

Set up: Place floor markers under the block(s) or step to avoid them from slipping and ensure that the block(s) can support the students' weight.

Activity: Encourage students to stand on a block or step and jump down. Progress the activity by encouraging students to jump up for a scarf or beanbag as they jump down from the block(s).

LM

Challenge trunk control and balance by encouraging students in wheelchairs to shift their weight and reach for and grab or touch a scarf or beanbag.

AD

Placement of the assistive device will depend on the size of the block or step. Ensure safety of stepping up and stepping down accordingly. Students can briefly touch a scarf rather than grab it if both hands need to remain on the assistive device.

VI

Provide assistance as needed.

Rock Hop



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Rock Hop

Materials: Blocks and/or floor markers.

Set up: Place blocks and/or floor markers on the floor throughout the space. Ensure enough space so that students using assistive devices or wheelchairs can navigate.

Activity: Encourage students to pretend that they are walking on the rocks to avoid falling into a river. Progress to having children stand on one foot and/or moving the blocks/markers further apart.

LM

Encourage students to partner with a student in a WC to assist with moving around the room. Encourage students in WC to choose which marker to move to based on size and position.

AD

Ensure enough space for the assistive device and place floor markers/blocks at appropriate distances for stepping.

VI

Use textured and audible floor markers. Provide assistance as needed.

Trees in the Forest



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Trees in the Forest

Materials: locks, step, and/or floor markers, scarf.

Set up: Encourage students to stand on a block, step or floor makers, based on their ability.

Activity: Encourage students to pretend that they are trees in a forest. As a teacher or student walks by the trees, they create a breeze by moving a sheet of paper or scarf. Encourage the trees to bend and sway and the breeze.

- LM** Encourage students to move their arms, head and/or trunk in the breeze while seated in their wheelchair.
- AD** Encourage students to stand with their assistive device while moving with the breeze.
- VI** Ensure that the breeze is strong enough to be felt.
- SPD** Assess response to a breeze prior to beginning the game.

Leaping Lizards



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Leaping Lizards

Materials: Floor markers.

Set up: Ensure enough space between floor marker so that students using assistive devices or wheelchairs can navigate.

Activity: Encourage students to leap from one floor marker to the next.

LM

Encourage students to partner with students in WC's to assist with moving around the room. Encourage students in WCs to choose which marker to move to based on size and/or position.

AD

Adjust the space between the floor markers to allow for assistive devices. Encourage students to push off one foot and land on the other foot.

VI

Use textured and audible floor markers. Provide assistance as needed.

Jumping High



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Jumping High

Materials: Tape, rope, or floor marker, cones and dowel.

Set up: Place tape, or a rope or floor marker on the floor. Set up the cones and dowel like a low hurdle. Ensure enough space so that students with wheelchairs and assistive devices have room to navigate.

Activity: Encourage students to jump over the tape, rope or hurdle, with two feet at the same time.

- LM** Encourage students to partner with students in WCs to assist with rolling over a rope or floor markers.
- AD** Provide assistance to position and secure the assistive device for before jumping.
- VI** Use textured or audible floor markers and provide verbal cues for direction and distance.

Rolling and Trapping



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Rolling and Trapping

Materials: Ball.

Set up: Have students sit facing each other on the floor or across from each other at a table. If seated on the floor, have the students sit with their legs stretched wide and feet touching.

Activity: Encourage students to roll the ball to each other stopping it with their hands before rolling it to another student.



All students can sit at a large table, rolling and trapping the ball along on a tabletop. Students can initiate rolling and perform trapping with their heads, elbows, wrists, or hands as needed.



Use a ball that makes a sound with movement and provide verbal cues about location and speed.



Assess the response to the texture and impact of the ball prior to play and adapt accordingly.

Goalie Drill



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Goalie Drill

Materials: Cones and ball.

Set up: Set up two cones as a goal.

Activity: Encourage students to stand between the cones while other students (goalies) roll balls toward the goal. The goalies must stop the ball with their hands before it rolls between the cones.

LM

Set up goal posts on a tabletop and encourage students to block the ball by any means (head, elbow, etc) before it passes through the goal.

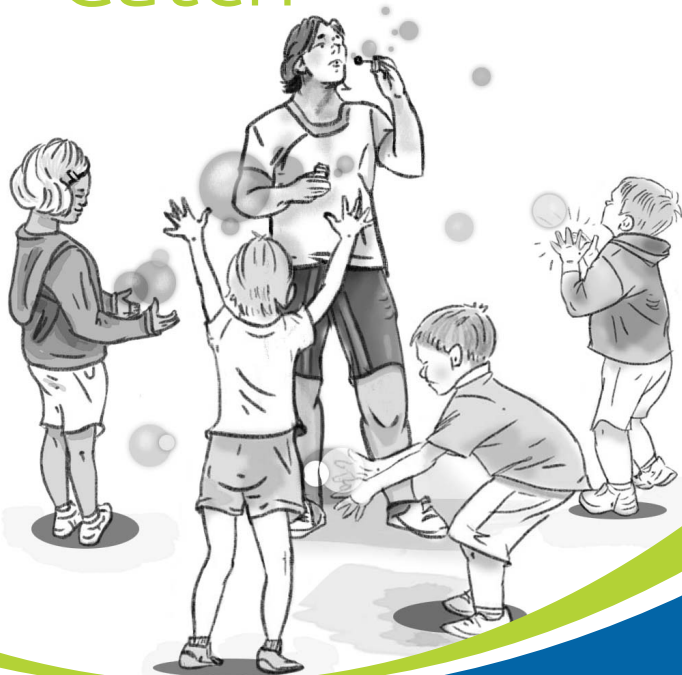
AD

Students who use an assistive device can stop a goal with their assistive device or one hand, and/or students can sit on the ground between 2 goal posts and use their body, head, arms, hands to block the ball (soft or beach balls are recommended).

VI

Use a ball that makes a sound with movement and provide verbal cues about location and speed.

Bubble Catch



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Bubble Catch

Materials: Bubbles, floor markers as needed.

Set up: Have children stand or sit in a circle. Floor markers can be used so that safe spacing can be maintained.

Activity: Encourage students to catch bubbles with one or two hands. Reaching to catch bubbles while standing on floor markers also encourages weight-shifting and balance.



Encourage bubble popping by any means, bubble catching is not required.



Students can play sitting; those who can release one hand from their assistive device can play standing.



Use verbal cues to identify location and the number of bubbles; acknowledge when a bubble lands and/or pops on a student.



Assess the response to the texture and impact of the bubble prior to play and adapt accordingly.

Big Ball Catch



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Big Ball Catch

Materials: Large ball, beach ball.

Set up: Have student stand in a circle with their arms outstretched in front, palms facing each other. Move a large ball up and down over their hands to ensure their readiness to catch the ball.

Activity: Encourage students to catch the dropped ball only with their hands. Students can take turns being the one to drop the ball.



Students can play while seated at a low tabletop using the table to assist with catching; if needed, place a box or basket on the table and encourage students to move it under the falling ball.



Students can play sitting down.

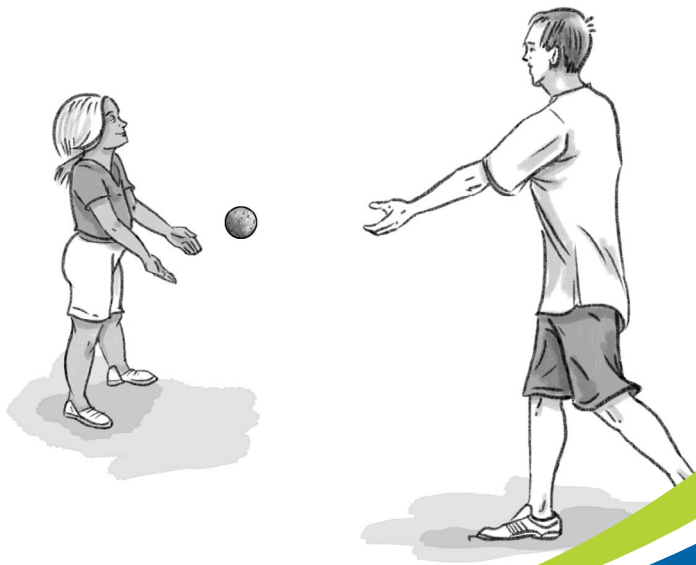


Use a ball that makes a sound with movement and verbally cue when the ball is being dropped.



Assess the response to the texture and impact of the ball prior to play and adapt accordingly.

Low Ball Catch



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Low Ball Catch

Materials: Appropriately sized ball(s).

Set up: Have students stand in two lines facing each other, about 3 -5 feet apart.

Activity: Encourage students to gently toss (underhand) a ball(s) to each other, waist level or lower. Encourage students catching the ball to have their palms up with the fingers pointing down.

LM

Students can play while sitting in their wheelchairs; if needed place a box or basket on the student' lap and encourage them to move it under the ball or balloon.

AD

Students can play in sitting; those who can release one hand from their assistive device can play standing using a properly sized ball for one-handed catching.

VI

Use a ball that makes a sound with movement and verbally cue when the ball is being tossed.

SPD

Assess the response to the texture and impact of the ball prior to play and adapt accordingly.

High Ball Catch



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High Ball Catch

Materials: Appropriately sized ball, beach ball.

Set up: Have students stand in a circle with their arms reaching upward, fingers pointing toward the ceiling.

Activity: Gently toss (overhand) the ball to students so that they can catch the ball at their chest level or higher.

LM

Students can play while sitting in their wheelchairs; if needed place a box or basket on the student's lap and encourage them to move it under the ball or balloon.

AD

Students can play sitting; those who can release one hand from their assistive device can play standing using a properly sized ball for one-handed catching.

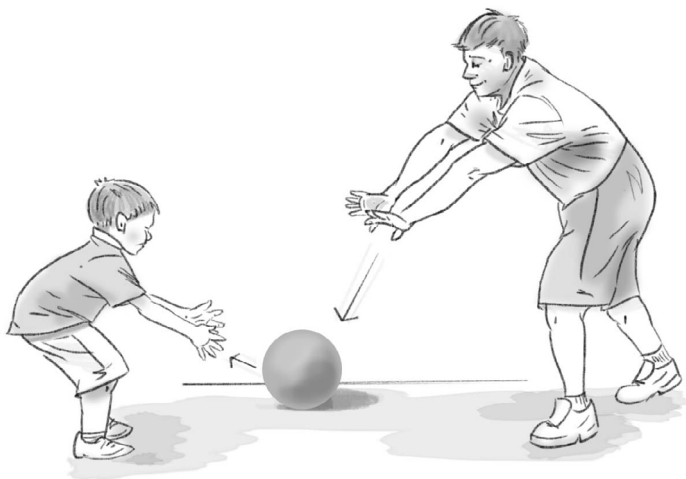
VI

Use a ball that makes a sound with movement and verbally cue when the ball is being dropped.

SPD

Assess the response to the texture and impact of the ball prior to play and adapt accordingly.

Bounce Catch



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Bounce Catch

Materials: Appropriately sized ball.

Set up: Have students stand in two lines facing each other, about 4-6 feet apart.

Activity: Encourage students to bounce the ball(s) to each other so that the ball(s) can be caught at approximately waist level.



Students can play while sitting in their wheelchairs; as needed place a box or basket on the student' lap and encourage them to move it under the ball or balloon.



Students can play sitting; those who can release one hand from their assistive device can play standing using a properly sized ball for one-handed catching.



Use a ball that makes a sound with movement and verbally cue when the ball is being dropped.



Assess response to the texture and impact of the ball prior to play and adapt accordingly.

Circle Ball



Special Olympics
Young Athletes



Circle Ball

Materials: Appropriately sized ball.

Set up: Have students stand in a circle facing each other.

Activity: Encourage students to underhand toss the ball to each other, while the other students catch the ball with their hands.



Students can play while sitting in their wheelchairs; as needed place a box or basket on the student' lap and encourage them to move it under the ball or balloon.



Students can play sitting; those who can release one hand from their assistive device can play standing using a properly sized ball for one-handed catching.

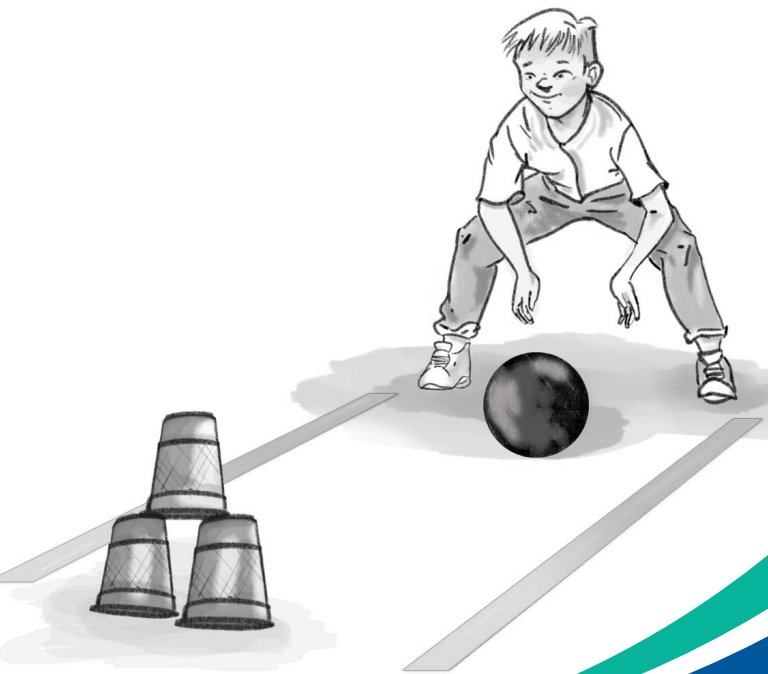


Use a ball that makes a sound with movement and verbally cue when the ball is being dropped.



Assess response to the texture and impact of the ball prior to play and adapt accordingly.

Bowling



Special Olympics
Young Athletes



Bowling

Materials: Pool noodles, or rope small cones or cups, ball.

Set up: Create a “bowling” lane with pool noodles or rope and stack cups or cones at the end.

Activity: Encourage students to roll the ball to knock down the cups or cones.

LM

Make a long tube of paper or cardboard and position it from students’ knees to the floor, encouraging students to push the ball down the tube by any means; or set up a “bowling alley” on a tabletop for students to play sitting.

AD

Students can play sitting; those who can release one hand from their assistive device can play standing using a properly sized ball for one-handed rolling.

VI

Use a ball that makes sound with movement and ensure that when the cones or targets fall, there is an audible sound.

Train Tunnel



Special Olympics
Young Athletes



Train Tunnel

Materials: Ball.

Set up: Line up students, one in front of the other, with their legs separated to form a “tunnel”.

Activity: Encourage the student at the front of the tunnel to roll the ball through the other students’ legs pretending it’s a train. The last student stops the ball/train and then goes to the front of the line and the game continues.

LM

Arrange equipment on the wheelchair so that a ball can roll underneath it. Also, encourage students in wheelchairs to be the train operator by using a signal to control the “train” as it passes through the tunnel.

AD

Position students so that the ball can pass through the legs OR assistive device; use a right-sized ball so that students can use one hand, while holding an assistive device with the other.

HOH

If signals are used to regulate play, use a flag, flashlight, etc.

VI

Use a ball that makes a sound with movement and verbal cues as needed.

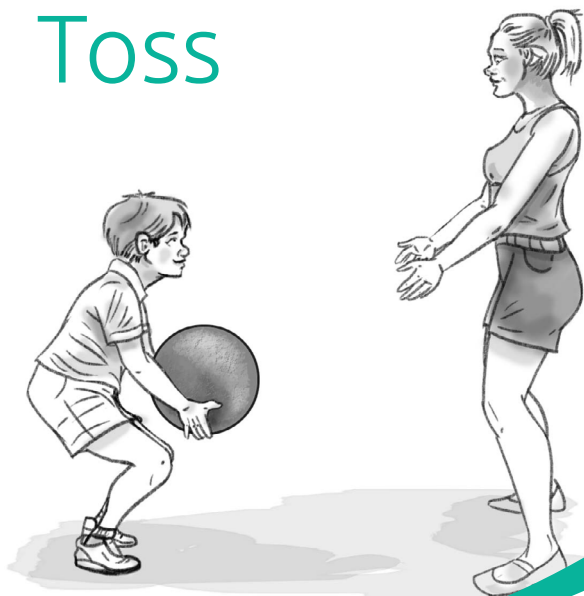
NV

If signals are used to regulate play, use a flag, flashlight, bell, etc.

SPD

Assess response to signals that might be used to regulate the game.

Two-Handed Underhand Toss



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Two-Handed Underhand Toss

Materials: Right-sized ball.

Set up: Have children stand facing each other.

Activity: Encourage one student in the pair to slightly bend their knees and hold a ball with two hands. Ask them to look at their partner's hand as they toss the ball underhand to each other.

LM

Encourage students to push a ball by any means possible, off a table or to classmate.

AD

Students can play sitting; those who can release one hand from their assistive device can play standing using a properly sized ball for one-handed tossing.

VI

Use a ball that makes a sound with movement and verbally cue when the ball is being tossed.

One-Handed Underhand Toss



Special Olympics
Young Athletes



One-Handed Underhand Toss

Materials: Bean bags, balls baskets, hoops, cones.

Set up: Set up baskets or hoops and cones and have children facing them.

Activity: Encourage students to underhand toss balls or bean bags into the baskets or through the hoop.



Encourage students to push a ball by any means possible, off a table to classmate.

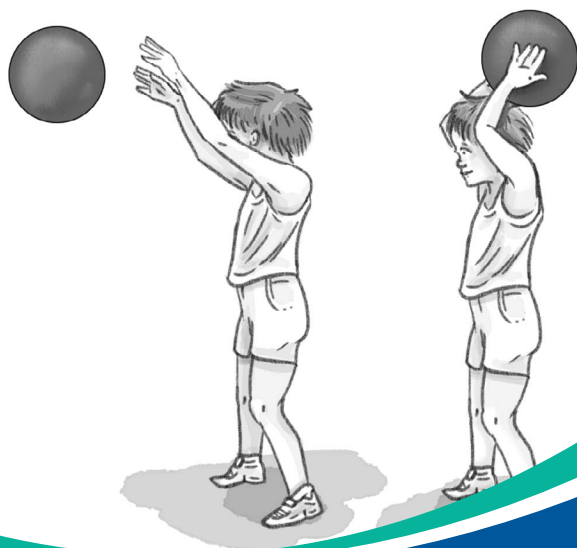


Students can play in sitting; those who can release one hand from their assistive device can play in standing.



Use a ball that makes a sound with movement, provide verbal cues for direction, distance and achievement.

Two-Handed Overhand Throw



Special Olympics
Young Athletes



Two-Handed Overhand Throw

Materials: Appropriately sized balls.

Set up: Have students stand with one foot in front of the other, with feet as wide as their hips, 3-5 feet away from a wall.

Activity: Encourage students to rock back and forth as they hold a ball with two hands and raise their arms overhead. On a rock forward encourage students to throw the ball so that it hits the wall. The activity can be progressed by having student throw a ball into a basket or hoop.



Encourage students to push a ball by any means possible, across a table; can progress to using a target.

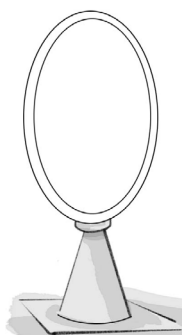


Students can play sitting; those who can release one hand from their assistive device can play in standing and throw with one-hand.



Use a ball that makes a sound with movement; if using a target, ensure that a sound is created with contact or provide auditory feedback.

One-Handed Overhand Throw



Special Olympics
Young Athletes



One-Handed Overhand Throw

Materials: Appropriately sized balls.

Set up: Have students stand with one foot in front of the other, with feet as wide as their hips, 3-5 feet away from a wall. (Left-handed students should have the right foot in front; right-handed students should have the left foot in front).

Activity: Encourage students to rock back and forth as they hold a ball or beanbag overhead. On a rock forward encourage students to throw the ball or beanbag so that it hits the wall. The activity can be progressed by having student throw balls or beanbags into a basket or hoop.



Encourage students to push a ball by any means possible, across a table; can progress to using a target.

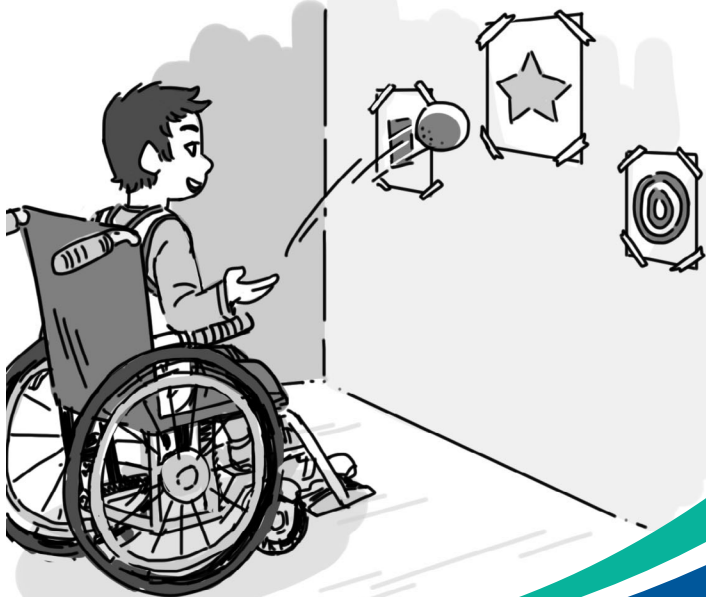


Students can play sitting; those who can release one hand from their assistive device can play standing.



Use a ball that makes a sound with movement; if using a target, ensure that a sound is created with contact or provide auditory feedback.

Target Practice



Special Olympics
Young Athletes



Target Practice

Materials: Appropriately sized balls or beanbags, tape.

Set up: Tape pictures to a wall and make a line on the floor with tape about 3-5 feet from the wall. If desired, floor markers can be set up for each child. (Left-handed students should have the right floor marker in front; right-handed students should have the left floor marker in front).

Activity: Encourage students to throw (overhand) or toss (underhand) balls or beanbags to hit different pictures.

LM

Position students' wheelchair stroller at an appropriate distance from a wall; or encourage students to push a ball by any means possible, across a table aiming toward a target.

AD

Students can play sitting; those who can release one hand from their assistive device can play in standing and throw with one-hand.

VI

Use brightly colored targets and a ball that makes a sound with movement; use verbal cues for location of target; ensure that auditory feedback is given when the target is hit.

Shoot to Score Basketball



Special Olympics
Young Athletes



Shoot to Score

Materials: Basket or hoop, appropriately sized balls.

Set up: Hold a basket or hoop while students stand in a circle around you.

Activity: Choose a number and encourage students to pass the ball around the circle that number of times. Encourage the student with the ball to toss (underhand) or throw (overhand) the ball into the basket or hoop.

LM

Students to the right and left of a student in a wheelchair should assist with passing the ball. For “shooting” make a long tube of paper or cardboard and position it from students’ knees to the basket or hoop encouraging students to push the ball down the tube by any means; or encourage students to push a ball by any means possible, across a table toward the basket or hoop.

AD

Students can play sitting; those who can release one hand from their assistive device can play standing using a properly sized ball for one-handed passing and tossing.

VI

Use verbal cues for location of target; ensure that a sound is created when the ball goes into the basket or through a hoop.

Handball



Special Olympics
Young Athletes



Handball

Materials: Balls, cones.

Set up: Place balls on cones.

Activity: Encourage students to hit the balls with a fist or open hand.

LM

Encourage students to push a ball by any means possible, off the cone; if necessary, encourage students to push a ball off a table by any means.

AD

Students can play sitting; those who can release one hand from their assistive device can play in standing.

VI

Use a ball that makes a sound with movement, provide verbal and tactile cues.

Ball Tap



Special Olympics
Young Athletes



Ball Tap

Materials: Beach ball or balloon.

Set up: Position students in a circle with you in the middle.

Activity: Tap the ball or balloon toward different students and encourage them to tap it back or to another student with an open hand.

LM

Encourage students to tap a ball or balloon with their head, hand, arm, knee, leg, etc.

AD

Students can play sitting; encourage students in standing to tap a ball or balloon with their head, hand, arm, knee, leg, etc. Students who can release one hand from their assistive device can play in standing.

VI

Use a ball that makes a sound with movement.

Beginning Floorball or Golf



Special Olympics
Young Athletes



Beginning Floorball or Golf

Materials: Balls, dowels or sticks, blocks or cones.

Set up: On the floor, place balls on top of a floor marker with enough space for students to stand and strike the ball. Set up a goal using blocks or cones.

Activity: Encourage students to stand sideways facing the ball while holding onto a stick in both hands with the thumbs point down. Assign each student a number. Encourage students, when their number is called, to strike the ball and try for a goal.

LM

Students can play sitting and may be able to wear a mitten with Velcro to assist with grip; encourage students to make contact with a ball or object to move it toward a goal.

AD

Students can play sitting by striking the ball with their hand; those who can release one hand from their assistive device can play in standing with proper positioning.

VI

Use a ball that makes a sound with movement.

Beginning Tennis or Softball



Special Olympics
Young Athletes



Beginning Tennis or Softball

Materials: Balls, cones, paddle or dowel/bat/stick.

Set up: Place balls on cones; set the cones far apart.

Activity: Encourage students to strike the ball with a paddle, dowel, bat or stick.

LM

Students can play sitting and may be able to wear a mitten with Velcro to assist with grip; encourage students to make contact with a ball or object.

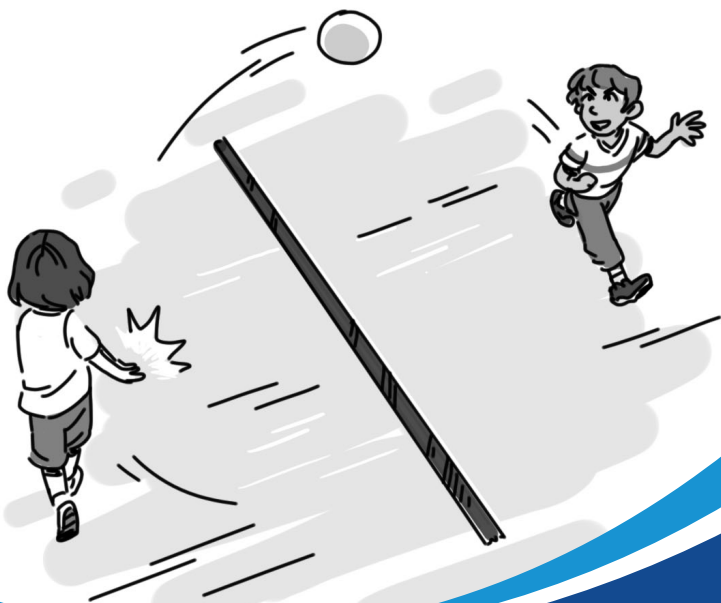
AD

Students can play sitting; those who can release one hand from their assistive device can play in standing with proper positioning.

VI

Use a ball that makes a sound with movement.

Beginning Volleyball



Special Olympics
Young Athletes



Beginning Volleyball

Materials: Rope or low net, beachballs or balloons.

Set up: Position a rope or low net so that a ball or balloon can fly over it and have students stand on opposite sides.

Activity: Encourage students to tap the ball/balloon over the net or rope to each other.

LM

Students can play sitting and use any body part (or piece of equipment) to tap the ball or balloon to a teammate or over a rope/net.

AD

Students can play sitting; those who can release one hand from their assistive device can play in standing with proper positioning; permit all body parts (or piece of equipment) to tap the ball or balloon to a teammate or over a rope or net.

VI

Use a ball that makes a sound with movement.

Stationary Ball Kick



Special Olympics
Young Athletes



Stationary Ball Kick

Materials: Appropriately sized balls.

Set up: Place balls onto floor markers 5-7 feet away from a wall.

Activity: Encourage students to kick balls to the wall with the inside of their preferred foot.



Establish partners and encourage the student in the wheelchair to instruct the partner how to move the wheelchair/stroller to make contact with the ball.



Students can play sitting; in standing, position the assistive device to allow for kicking or allow the student to use the device to hit the ball.



Use a ball that makes a sound with movement; provide assistance for optimal positioning.

Penalty Kick



Special Olympics
Young Athletes



Penalty Kick

Materials: Appropriately sized balls.

Set up: Place balls on floor markers. Set up a goal using blocks or cones.

Activity: Encourage students to run up to the balls and kick them using the inside of their foot to score a goal.

LM

Establish partners and encourage the student in the wheelchair to instruct the partner how to move the wheelchair/stroller to make contact with the ball.

AD

Students can play sitting; position the assistive device to allow for kicking or allow the student to use the device to hit the ball.

VI

Use a ball that makes a sound with movement; provide cues for optimal positioning.

Passing Practice



Special Olympics
Young Athletes



Passing Practice

Materials: Appropriately sized ball.

Set up: Have students stand in a circle facing each other.

Activity: Encourage students to kick the ball with the inside of the foot to different students, keeping the ball in the circle.

LM

Establish partners and encourage the student in the wheelchair to instruct the partner how to move the wheelchair to make contact with the ball.

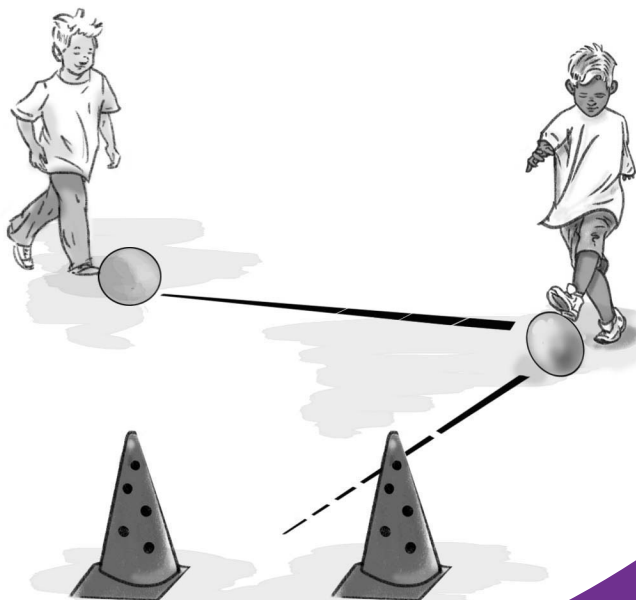
AD

Students can play sitting; in standing, position the assistive device to allow for kicking or allow the student to use the device to hit the ball.

VI

Use a ball that makes a sound with movement.

Give and Go



Special Olympics
Young Athletes



Give and Go

Materials: Appropriately sized balls, cones, floor markers.

Set up: Set up a goal with cones and place a ball on a floor marker.

Activity: Encourage one student to kick the ball to another student who then kicks a rolling ball into the goal.

LM

Establish partners and encourage the student in the wheelchair/stroller to instruct the partner how to move the wheelchair/stroller to make contact with the ball.

AD

Students can play sitting; in standing, position the assistive device to allow for kicking or allow the student to use the device to hit the ball.

VI

Use a ball that makes a sound with movement.

Pinball



Special Olympics
Young Athletes



Pinball

Materials: Rope or pool noodles, cones or blocks, ball.

Set up: Create a frame using rope or pool noodles and place blocks or cones inside the frame to make obstacle.

Activity: Encourage students to kick the ball to each other, letting the frame and obstacles change the direction of the ball.

LM

Establish partners and enough space for a wheelchair; encourage the student in the wheelchair to instruct the partner how to move the wheelchair to make contact with the ball.

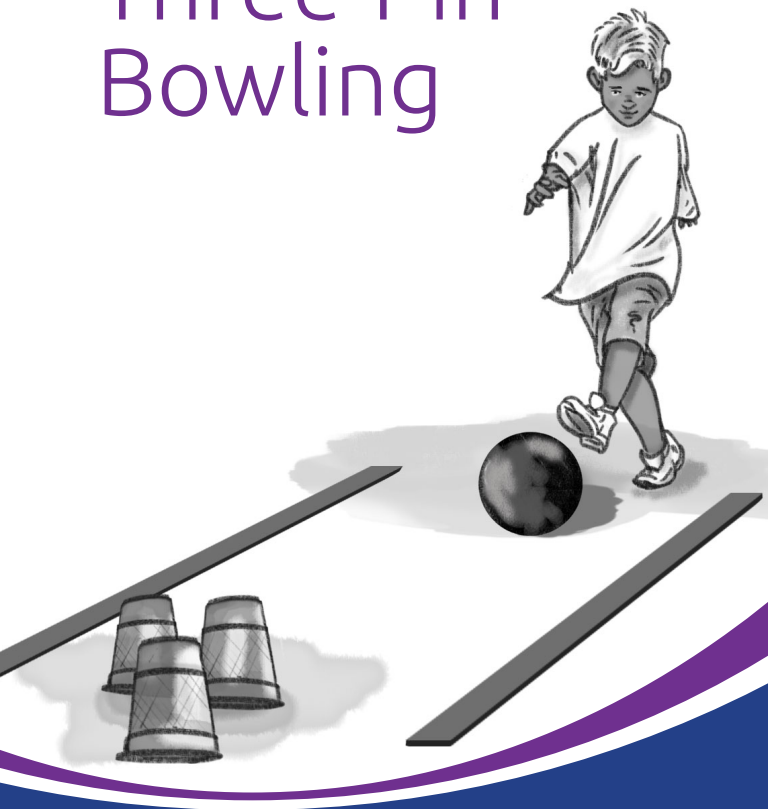
AD

Students can play sitting; in standing, position the assistive device to allow for kicking or allow the student to use the device to hit the ball.

VI

Use a ball that makes a sound with movement.

Three-Pin Bowling



Special Olympics
Young Athletes



Three-Pin Bowling

Materials: Rope or pool noodles, blocks or cups, ball.

Set up: Make a lane using rope or pool noodles and stack blocks or cups at the end of the lane.

Activity: Encourage students to kick the ball down the lane to knock down the blocks or cups.

LM

Establish partners and enough space for a wheelchair; encourage the student in the wheelchair to instruct the partner how to move the wheelchair to make contact with the ball.

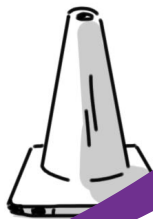
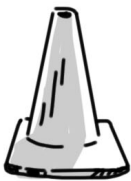
AD

Students can play sitting; in standing, position the assistive device to allow for kicking or allow the student to use the device to hit the ball.

VI

Use a ball that makes a sound with movement.

Cone Dribble



Special Olympics
Young Athletes



Cone Dribble

Materials: Blocks or cones, ball.

Set up: Set up blocks or cones in a wide zig-zag.

Activity: Encourage students to kick a ball around the cones without hitting them.

LM

Establish partners and enough space for a wheelchair; encourage the student in the wheelchair to instruct the partner how to move the wheelchair to make contact with the ball.

AD

Students can play sitting; in standing, position the assistive device to allow for kicking or allow the student to use the device to hit the ball.

VI

Use a ball that makes a sound with movement; provide verbal cues about the location of the cones or blocks.

Punting



Special Olympics
Young Athletes



Punting

Materials: Right sized balls, beach balls or balloons.

Set up: Have students balance on one foot (not their kicking leg) while holding a ball.

Activity: Encourage students to swing their kicking leg forward and back, and then drop the ball to kick it when ready.

LM

Establish 2 partners per student who uses a wheelchair. One partner can drop a ball or balloon and the student can instruct the partner how to move the wheelchair to make contact with a ball or balloon.

AD

Students can play sitting; if standing, establish partners so the partner can drop a ball or balloon and the student can make contact with the ball or balloon with a foot or the assistive device.

VI

Use a ball that makes a sound with movement. If playing with a partner provide verbal or tactile cues when the ball is dropped.

Galloping



Special Olympics
Young Athletes



Galloping

Materials: Floor markers.

Set up: Place floor markers on the ground in a straight line.

Activity: Encourage students to leap onto a marker with their preferred foot, then bring their back foot to rest on the marker. Continue until they reach the end.

LM

Establish partners and enough space for a wheelchair; encourage the student in the wheelchair to move their arms, head and neck like a horse, and make the sounds of a horse while being pushed by a partner; OR encourage the student to call out to the partner pushing the wheelchair as though they were a jockey or carriage driver.

AD

Students can march in place on one marker then the next OR use their assistive device to help them lift both feet off the ground and then alternately land on the right foot, then the left.

VI

Provide tactile or audible floor markers and verbal assistance as needed.

Skipping



Special Olympics
Young Athletes



Skipping

Materials: Balls, dowels or sticks, blocks or cones.

Set up: Place floor markers on the ground in a straight line.

Activity: Encourage students to step onto one marker then hop with that foot. As the hopping foot lands, have students hop onto the next marker with the other foot. Continue until they reach the end.

LM

Establish partners and enough space for a wheelchair; encourage the student in the wheelchair to instruct the partner to move the wheelchair from one marker to the next, as the marker is covered by the wheelchair encourage the student to make a sound, ring a bell, etc.

AD

Students can march in place on one marker then the next OR use their assistive device to help them lift both feet off the ground and then alternately land on the right foot, then the left.

VI

Provide tactile or audible floor markers and verbal assistance as needed.

Stand, Roll and Trap



Special Olympics
Young Athletes



Stand, Roll, and Tap

Materials: Right sized ball.

Set up: Students stand in a circle facing each other.

Activity: Encourage students to stop or trap the ball with the bottom of one foot.



Establish partners and clear the space under the wheelchair for a ball to fit, when the ball is trapped there, the partner and student “high five” in some way.



Students can play sitting; if in standing, ensure positioning for the student to have access to the ball, allow trapping with an assistive device as needed.



Use a ball that makes a sound with movement and provide verbal cues as needed.

Two-on-One



Special Olympics
Young Athletes



Two-on-One

Materials: Cones, right sized ball.

Set up: Create a goal with the cones and position one student in front to block the goal. Have two other students approximately 10 feet in front of the goal.

Activity: On a clap, whistle or other signal, encourage one student to kick the ball (pass) to the other student, who kicks the ball to score a goal.



Establish partners, when the student in the wheelchair is in the goal, encourage them to instruct their partner how to move the wheelchair to block the goal; when attempting to pass or shoot a goal, encourage the student in the wheelchair to instruct their partner in to moving the wheelchair to make contact with the ball.



Students can play sitting; if in standing, ensure positioning for the student to have access to the ball, allow the ball to be passed or shot by either a foot or assistive device.



Use a ball that makes a sound with movement and provide verbal cues as needed.

One-on-One



Special Olympics
Young Athletes



One-on-One

Materials: Cones, right sized ball.

Set up: Create a goal with the cones.

Activity: Encourage two students to run towards the goal as they kick the ball to each other 3 times. After the third pass, the student kicks the ball at the goal.

LM

Establish partners, when attempting to pass or shoot a goal, encourage the student in the wheelchair to instruct their partner when and how to move the wheelchair to make contact with the ball.

AD

Students can play sitting; if in standing, ensure positioning for the student to have access to the ball, allow the ball to be passed or shot by either a foot or assistive device.

VI

Use a ball that makes a sound with movement and provide verbal cues as needed.

Dribble



Special Olympics
Young Athletes



Dribble

Materials: Appropriately sized balls.

Set up: Students stand holding a ball with their knees slightly bent.

Activity: Encourage students to bounce a ball up and down using both hands. Keep the bouncing going by counting or singing a song.



At a tabletop, encourage student to “dribble” a balloon by tapping it to the table with the head, hand, elbow, etc.



Students can play sitting; if standing, ensure space for the assistive device and dribble with one hand only.



Use a ball that makes a sound with movement.

Pass and Shoot



Special Olympics
Young Athletes



Pass and Shoot

Materials: Appropriately sized ball, hoop, basket, or box.

Set up: Have students stand in a circle facing each other with a hoop, basket or box in the middle.

Activity: Encourage students to throw, bounce-to-pass or pass the ball to each other. After the third pass, encourage the student holding the ball to shoot at the target.



Students can play while seated at a tabletop, pushing a ball to the next student by any means possible.



Students can play sitting; if in standing ensure that the ball is right sized for one-handed passing, catching and shooting.

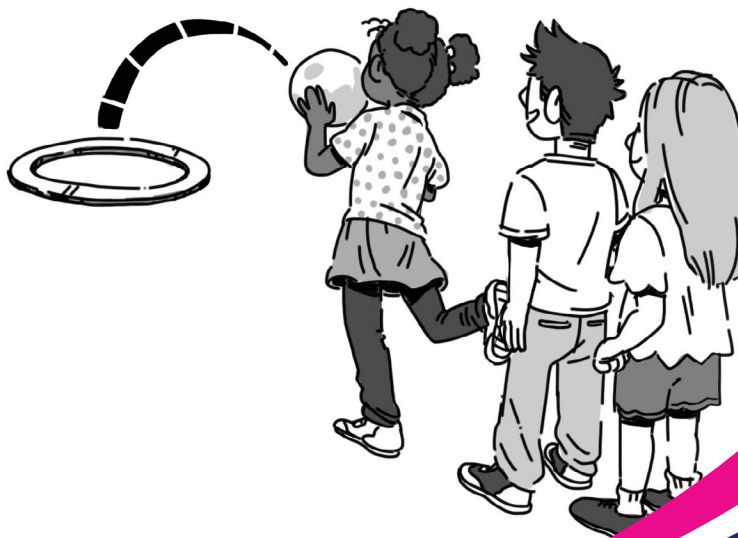


Use a ball that makes a sound with movement and verbally cue as needed.



Assess the response to the texture and impact of the ball prior to play and adapt accordingly.

Dribble and Shoot



Special Olympics
Young Athletes



Dribble and Shoot

Materials: Appropriately sized balls, hoops, baskets, or boxes.

Set up: Set up hoops, baskets, or boxes.

Activity: Encourage students to dribble a ball three times and then shoot at the target. After the shot, encourage students to pick up the ball and pass it to the next student.

LM

Make a long tube of paper or cardboard and position it from students' knees to the hoop, encourage students to push the ball down the tube by any means.

AD

Students can play sitting; those who can release one hand from their assistive device can play in standing.

VI

Use a ball that makes a sound with movement.

Run the Bases



Special Olympics
Young Athletes



Run the Bases

Materials: Floor markers, ball, block or cone and stick or bat.

Set up: Set up bases using floor markers. Balance a ball on a cone on home base.

Activity: Encourage one student to stand on each base. Let the student on home base hit the ball with a stick or a bat, then run the bases. As the student runs the bases the others throw or toss the ball from base.

LM

Establish partners, when at bat, students in a wheelchair may be able to wear a mitten with Velcro to assist with grip, encourage students to make contact with a ball in any way possible. Encourage student do direct their partner in pushing them from base to base.

AD

Students can play sitting; those who can release one hand from their assistive device can play standing with proper positioning and a right-sized ball; ensure adequate space for the assistive device.

VI

Use a ball that makes a sound with movement and audible floor markers, assist as needed.