



Special Olympics
South Carolina

Young Athletes

Skills Challenge



Activities are
connected to
**Young Athletes
Activity Guide**
from Special
Olympics.



Special Olympics Young Athletes

Special Olympics Young Athletes is a sport and play program for children with and without intellectual disabilities, ages 2 to 7 years old. Young Athletes introduces basic sport skills, like running, kicking and throwing. Young Athletes offers families, teachers, caregivers and people from the community the chance to share the joy of sports with all children.



Special Olympics
Young Athletes™

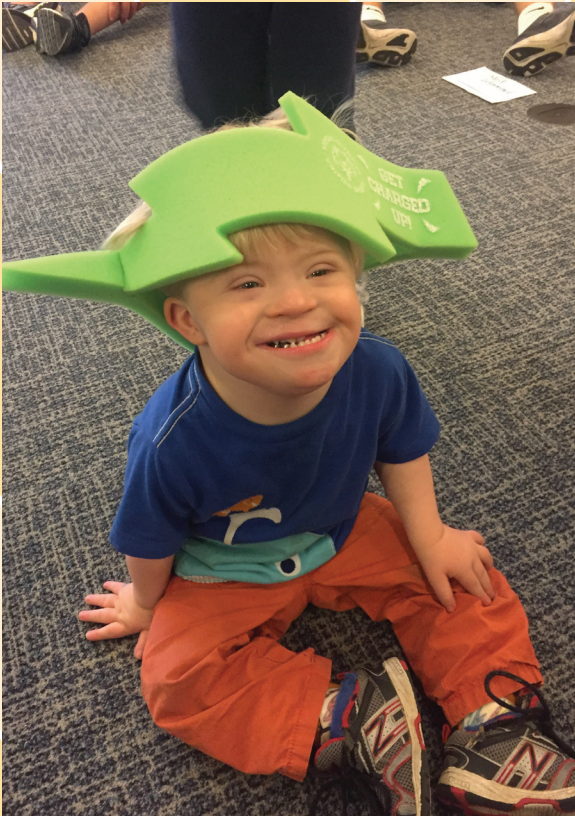
The benefits of Young Athletes is that it helps increase motor skills, social, emotional and learning skills. It raises family expectations and hopes for their child's future and it helps children develop important movement and sport skills as well as build acceptance among children without ID.

Additional resources and videos to support Young Athletes can be found on the Young Athletes web page- resources.specialolympics.org/YoungAthletes

This Challenge Book was created as an additional resource to the Special Olympics Young Athletes guide. It was developed by Mrs. Pattie Corley, who is a PE teacher at Red Bank Elementary School. Mrs. Corley has been a long-time supporter and volunteer with Special Olympics South Carolina and the Unified Champion Schools movement. This Challenge Book was created to give students the opportunity to take the skills they learned through the program and apply them to additional activities to further their understanding of each concept introduced in Young Athletes. It also gives students the opportunity to assess the skills learned and provides the capability to watch each student's growth, thereby giving each Young Athlete a personal learning book to see their skill development. Each activity is encouraged to be led and assessed by students.



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Equipment Suggestions

Most of these activities come directly from
Special Olympics Young Activity Guide.



Core Fitness

In this section, students will work on developing their core strength and fitness. Core exercises are important as it leads to better balance and stability. For each activity, there is a student assessment. Mark or color in on a weekly basis where student's skill level can best be represented.

Activity 1:

The Boat

Lay flat on your stomach and lift both feet and hands up like a boat. Hold the position for 3-5 seconds.

Student Assessment:

I can lay on my stomach and lift my feet and hands up for 3-5 seconds...

Level 1: Direct directions and hands on if needed

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Level 2: Minimal directions needed

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Level 3: No directions are needed

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Activity 2:

The Swimmer

Lay on your stomach and lift 1 hand and the opposite leg off the floor. Hold it for 3-5 seconds and then do the other side.

Student Assessment:

I can lift the opposite foot and hand and hold the position 3-5 seconds...

Level 1: Direct directions and hands on if needed

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Level 2: Minimal directions needed

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Level 3: No directions are needed

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Activity 3:

Fitness Ball

Sit on the ball and hold your balance for 10 seconds.

Student Assessment:

I can sit on the ball and hold the position for 10 seconds...

Level 1: Direct directions and hands on if needed

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Level 2: Minimal directions needed

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Level 3: No directions are needed

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Activity 4:

Scooter

Have a child sit on a PE scooter and move around in open space by pushing or pulling with their feet.

Student Assessment:

I can scoot on a scoot without colliding into other people or objects...

Level 1: Direct directions and hands on if needed

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Level 2: Minimal directions needed

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Level 3: No directions are needed

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Activity 5:

Alligator Crawl

Have a child lay on the scooter with the stomach centered on the scooter. Use the hands/feet to move in open space.

Student Assessment:

I can crawl like an alligator while on a scooter...

Level 1: Direct directions and hands on if needed

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Level 2: Minimal directions needed

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Level 3: No directions are needed

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Activity 6:

Run and Carry –Run for Endurance

Encourage children to run a distance, pick up an object from the ground and run back to the starting point. Repeat several times for endurance.

Student Assessment:

I can run and pick up an object 15 feet away and bring it back 6 times without stopping...3-5 seconds...

Level 1: Direct directions and hands on if needed

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Level 2: Minimal directions needed

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Level 3: No directions are needed

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Body Control & Space Awareness

In this section, students will work on developing body awareness. It's important for students to learn where body parts are, how they move and work and how they feel. For each activity, there is a student assessment. Mark or color in on a weekly basis where student's skill level can best be represented.

Activity 1:

Freeze

Play music and have the children move around the room. When the music stops, the children freeze in a pose.

Student Assessment:

I can move and stop when the music stops with control...

Level 1: Direct directions and hands on if needed

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Level 2: Minimal directions needed

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Level 3: No directions are needed

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Activity 2:

Red Light/Green Light

Play Red Light/Green Light. Say Green Light and the children move forwards and when you say Red Light, they must freeze.

Student Assessment:

I can move and stop on command...

Level 1: Direct directions and hands on if needed

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Level 2: Minimal directions needed

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Level 3: No directions are needed

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Activity 3:

Swinging Ribbons-Space Awareness

Have the children move a dowel with a ribbon on the end around their bodies.

Student Assessment:

I can move the ribbon in front of me in a circle....

Level 1: Direct directions and hands on if needed

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Level 2: Minimal directions needed

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Level 3: No directions are needed

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I can move the ribbon beside my body....

Level 1: Direct directions and hands on if needed

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Level 2: Minimal directions needed

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Level 3: No directions are needed

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I can move around the room and control the ribbon without touching anyone....

Level 1: Direct directions and hands on if needed

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Level 2: Minimal directions needed

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Level 3: No directions are needed

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Activity 4:

Obstacle Course

Set up a basic obstacle course with any equipment you have. For example, hoops, beams, tunnels, chairs or benches. Introduce various concepts as the children complete the course, including:

- On and Off
- Around
- Between
- Over and Under
- Fast and Slow
- Equipment needed: Cones, floor markers, hoops, dowels, beams, tunnels (Note children's ability to remember lyrics, activities, body parts or other important details)

Student Assessment:

I can go under different objects without touching them...

Level 1: Direct directions and hands on if needed

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Level 2: Minimal directions needed

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Level 3: No directions are needed

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I can go over different objects without touching them...

Level 1: Direct directions and hands on if needed

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Level 2: Minimal directions needed

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Level 3: No directions are needed

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I can crawl through objects...

Level 1: Direct directions and hands on if needed

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Level 2: Minimal directions needed

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Level 3: No directions are needed

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I can change my speed while moving ...

Level 1: Direct directions and hands on if needed

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Level 2: Minimal directions needed

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Level 3: No directions are needed

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I can go around objects...

Level 1: Direct directions and hands on if needed

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Level 2: Minimal directions needed

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Level 3: No directions are needed

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I can get on and off of objects without falling...

Level 1: Direct directions and hands on if needed

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Level 2: Minimal directions needed

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Level 3: No directions are needed

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Locomotor Skills

In this section, students will work on developing locomotor skills. These important skills include walking, running, skipping, hopping, galloping, leaping, jumping and sliding and serve as a foundation for movement. Working on these skills will help with student coordination. For each activity, there is a student assessment. Mark or color in on a weekly basis where student's skill level can best be represented.

Activity 1:

Locomotor Skills

Have the children perform the following locomotor movements in open space.

Student Assessment:

I can walk without colliding into other people or objects...

Level 1: Direct directions and hands on if needed

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Level 2: Minimal directions needed

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Level 3: No directions are needed

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I can jump without colliding into other people or objects...

Level 1: Direct directions and hands on if needed

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Level 2: Minimal directions needed

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Level 3: No directions are needed

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I can run without colliding into other people or objects...

Level 1: Direct directions and hands on if needed

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Level 2: Minimal directions needed

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Level 3: No directions are needed

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I can hop 3 times on each foot without colliding into other people or objects...

Level 1: Direct directions and hands on if needed

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Level 2: Minimal directions needed

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Level 3: No directions are needed

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I can do a slide step without colliding into other people or objects...

Level 1: Direct directions and hands on if needed

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Level 2: Minimal directions needed

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Level 3: No directions are needed

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I can do a log roll without colliding into other people or objects...

Level 1: Direct directions and hands on if needed

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Level 2: Minimal directions needed

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Level 3: No directions are needed

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I can skip without colliding into other people or objects...

Level 1: Direct directions and hands on if needed

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Level 2: Minimal directions needed

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Level 3: No directions are needed

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I can gallop without colliding into other people or objects...

Level 1: Direct directions and hands on if needed

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Level 2: Minimal directions needed

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Level 3: No directions are needed

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I can leap without colliding into other people or objects...

Level 1: Direct directions and hands on if needed

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Level 2: Minimal directions needed

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Level 3: No directions are needed

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Activity 2:

I Spy

Encourage children to look around and notice different items in the space. Ask children to look for certain items and encourage them to run, walk or crawl to those items. Progress by asking children to identify colors, shapes or healthy food items. Children can work in pairs to promote social skills.

Student Assessment:

I can walk to the items...

Level 1: Direct directions and hands on if needed

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Level 2: Minimal directions needed

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Level 3: No directions are needed

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I can run to the items...

Level 1: Direct directions and hands on if needed

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Level 2: Minimal directions needed

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Level 3: No directions are needed

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I can crawl to the items...

Level 1: Direct directions and hands on if needed

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Level 2: Minimal directions needed

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Level 3: No directions are needed

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I can gallop to the items...

Level 1: Direct directions and hands on if needed

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Level 2: Minimal directions needed

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Level 3: No directions are needed

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I can jump to the items...

Level 1: Direct directions and hands on if needed

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Level 2: Minimal directions needed

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Level 3: No directions are needed

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I can identify the colors...

Level 1: Direct directions and hands on if needed

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Level 2: Minimal directions needed

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Level 3: No directions are needed

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I can identify the shape...

Level 1: Direct directions and hands on if needed

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Level 2: Minimal directions needed

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Level 3: No directions are needed

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I can identify different items...

Level 1: Direct directions and hands on if needed

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Level 2: Minimal directions needed

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Level 3: No directions are needed

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Activity 3:

Animal Games

Ask children to pretend that they are different animals by moving their bodies in different ways. Picture books can help children see the animals and their movements.

- Bear Crawl: Have children bend down with their hands and feet on the ground. Encourage them to crawl or walk like a bear. Make sure the knees do not touch the floor. Growl for fun!
- Crab Walk: Have children sit on the floor with feet on the floor and knees bent. Hands are on the floor, slightly behind the body. Ask them to lift their hips off the floor and walk their hands and feet backwards. Then try crawling in different directions.
- Crabs and Fishes: Children pretend to be the Crab (see Crab Walk) and a ball is the Fish. The coach begins the game by rolling the ball under the children's bottoms so that the fish is swimming through a sea of crabs. The ball can be pushed or kicked by the children to keep the game going.
- Inch Worm: Have children bend over like a mountain with their hands and feet on the ground. Ask them to walk their hands out to make their body nice and straight (push up position) and then move their feet to their hands and make a mountain position.
- Frog Jump: Have the children squat down and jump forward. Put obstacles out on the floor to jump towards blue dots, yellow flowers, white moon, etc.

Student Assessment:

I can move like a bear...

Level 1: Direct directions and hands on if needed

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Level 2: Minimal directions needed

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Level 3: No directions are needed

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Activity 4:

Follow the Leader

(Walking, Speed, Different Directions)

Encourage children to "follow the leader" as you walk in different ways (like slow, fast or march) and move different parts of your body (like arms up or arms out). Then encourage children to take turns as the leader.

Game Play: Set up a path using hoops, cones, floor markers or other available equipment and encourage children to follow the path.

Student Assessment:

I can walk and change speeds with control...

Level 1: Direct directions and hands on if needed

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Level 2: Minimal directions needed

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Level 3: No directions are needed

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I can walk backwards...

Level 1: Direct directions and hands on if needed

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Level 2: Minimal directions needed

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Level 3: No directions are needed

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I can follow a person in front of me...

Level 1: Direct directions and hands on if needed

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Level 2: Minimal directions needed

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Level 3: No directions are needed

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I can follow a path...

Level 1: Direct directions and hands on if needed

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Level 2: Minimal directions needed

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Level 3: No directions are needed

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Activity 5:

Side Stepping (Moving sideways with control)

Encourage children to face forward and step to the right or left onto a variety of floor markers. Beanbags can be placed on some markers. Children can pick up the beanbags and move to different markers as they side step from one floor marker to the next.

Student Assessment:

I can move sideways to my left 4 times without losing control...

Level 1: Direct directions and hands on if needed

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Level 2: Minimal directions needed

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Level 3: No directions are needed

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I can move sideways to my right 4 times without losing control...

Level 1: Direct directions and hands on if needed

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Level 2: Minimal directions needed

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Level 3: No directions are needed

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I can move sideways changing right to left or left to right without losing control 4 times...

Level 1: Direct directions and hands on if needed

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Level 2: Minimal directions needed

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Level 3: No directions are needed

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Activity 6:

Walk Tall

Have children walk from one floor marker to another, standing tall with beanbags on their heads. Once children can do this without the beanbag falling, have them jog or run with the same tall posture. Placing a beanbag on the child's head while walking or running encourages good posture and balance. Equipment Needed: Beanbags, floor markers (optional: cones).

Student Assessment:

I can walk with a beanbag on my head with a tall body...

Level 1: Direct directions and hands on if needed

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Level 2: Minimal directions needed

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Level 3: No directions are needed

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I can move quickly with a beanbag on my head with a tall body...

Level 1: Direct directions and hands on if needed

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Level 2: Minimal directions needed

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Level 3: No directions are needed

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Balance

In this section, students will work on improving overall balance. Balance is key for all functional movement. For each activity, there is a student assessment. Mark or color in on a weekly basis where student's skill level can best be represented.

Activity 1:

Balance Beam

Encourage children to walk heel-to-toe next to a straight, narrow path marked by a line. Step 2 - move to a wide board low to the ground. Step 3 - move to a 2x4 board low to the ground. Step 4 - low balance beam.

Student Assessment:

I can walk the narrow path on the floor...

Level 1: Direct directions and hands on if needed

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Level 2: Minimal directions needed

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Level 3: No directions are needed

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I can walk on a wide board...

Level 1: Direct directions and hands on if needed

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Level 2: Minimal directions needed

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Level 3: No directions are needed

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I can walk on a 2x4 board...

Level 1: Direct directions and hands on if needed

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Level 2: Minimal directions needed

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Level 3: No directions are needed

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I can walk across a balance beam...

Level 1: Direct directions and hands on if needed

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Level 2: Minimal directions needed

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Level 3: No directions are needed

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Activity 2:

Follow the Coach

Ask children to copy your movements and positions. Perform the following actions: Standing on tiptoes, one foot in front of the other foot, stand on one foot.

Student Assessment:

I can balance on my tiptoes for 3- 5 seconds...

Level 1: Direct directions and hands on if needed

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Level 2: Minimal directions needed

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Level 3: No directions are needed

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I can balance on one foot in front or the other foot for 3-5 seconds...

Level 1: Direct directions and hands on if needed

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Level 2: Minimal directions needed

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Level 3: No directions are needed

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I can balance on one foot for 3-5 seconds...

Level 1: Direct directions and hands on if needed

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Level 2: Minimal directions needed

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Level 3: No directions are needed

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Activity 3:

Step, Jump and Grab

(Balance and Locomotor)

Encourage children to step up onto a block or beam and then jump down from it. Use floor markers to keep blocks from moving on slippery surfaces.

Progress by having children:

- Jump from the box to a floor marker placed further out
- Jump up high and grab a scarf as they jump off the block
- Jump down from higher surfaces

Student Assessment:

I can jump from a low box to a floor without falling...

Level 1: Direct directions and hands on if needed

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Level 2: Minimal directions needed

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Level 3: No directions are needed

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I can jump high from the low box and catch a scarf without falling...

Level 1: Direct directions and hands on if needed

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Level 2: Minimal directions needed

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Level 3: No directions are needed

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I can jump down from a higher box (stepping stool) without falling...

Level 1: Direct directions and hands on if needed

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Level 2: Minimal directions needed

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Level 3: No directions are needed

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Activity 4:

Rock Hop

Set out blocks and/or floor markers and pretend they are rocks in a river. Tell children to pretend there is a crocodile in the river and that they need to get across by stepping on the "rocks" without falling in the water. Increase the difficulty by having the blocks further apart or varying the size and shape of the blocks.

Student Assessment:

I can move from one block to another without falling...

Level 1: Direct directions and hands on if needed

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Level 2: Minimal directions needed

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Level 3: No directions are needed

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Activity 5:

Leaping Lizards (Balance and Jumping)

Encourage children to jump forward from one floor marker to the next. Progress by encouraging children to run forward and leap into the air either over or onto a floor marker.

Student Assessment:

I can jump from one spot to the next without falling...

Level 1: Direct directions and hands on if needed

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Level 2: Minimal directions needed

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Level 3: No directions are needed

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Activity 6:

Jumping High (Balance and Jumping)

Encourage children to jump over a dowel. Raise the height of the object to increase difficulty.

Student Assessment:

I can jump over a dowel (noodle) slightly off the ground...

Level 1: Direct directions and hands on if needed

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Level 2: Minimal directions needed

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Level 3: No directions are needed

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I can jump over an object 6-12" off the ground....

Level 1: Direct directions and hands on if needed

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Level 2: Minimal directions needed

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Level 3: No directions are needed

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Activity 7:

Future Skaters

Encourage children to move around a room without lifting their feet. Have them wear skates made from paper plates. Skating can be down with music or added to other games. Equipment Needed: Paper plates (option: cardboard cartons cut in half or shoeboxes, upside down carpet squares on smooth floors, flat lunch trays)

Student Assessment:

I can move around the room without lifting my feet like I am skating...

Level 1: Direct directions and hands on if needed

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Level 2: Minimal directions needed

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Level 3: No directions are needed

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Tracking/Catching Skills

In this section, students will work on improving their tracking and catching skills. Hand-eye coordination is an important skill to develop as it is essential for academics as well as for athletics. For each activity, there is a student assessment. Mark or color in on a weekly basis where student's skill level can best be represented.

Activity 1:

Scarf Games (Tracking)

Encourage children to follow the movement of the scarf with their head and eyes. Drop the scarf and encourage children to "catch" the scarf with their hand, head, foot or other body part.

Group play: Children can play together by tossing scarves to one another, calling out numbers, colors or names of animals with every toss. For a greater challenge, encourage children to listen carefully for what to do with the scarf. For example, "If you have a green scarf, pass it to the person next to you" or "pass the scarf behind your back to the person next to you."

Healthy Play: Have children try to name different fruits, vegetables or other healthy foods each time they toss the scarf.

Equipment Needed: Scarf (Option: Grocery bags)

Student Assessment:

I can toss and catch the scarf with my hands...

Level 1: Direct directions and hands on if needed

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Level 2: Minimal directions needed

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Level 3: No directions are needed

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I can toss and catch the scarf on different body parts...

Level 1: Direct directions and hands on if needed

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Level 2: Minimal directions needed

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Level 3: No directions are needed

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I can catch a scarf tossed to me...

Level 1: Direct directions and hands on if needed

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Level 2: Minimal directions needed

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Level 3: No directions are needed

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I can pass the scarf to people behind me, next to me, in front of me when given directions...

Level 1: Direct directions and hands on if needed

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Level 2: Minimal directions needed

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Level 3: No directions are needed

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Activity 2:

Big Ball Catch

Stand facing the child and slowly bring the ball toward them, at the level of their waist. Repeat several times, moving more quickly each time. Next, drop the ball right before it reaches their hands and encourage them to catch it with their hands and not let the ball hit the ground. Use a beach ball or a lighter weight ball.

Student Assessment:

I can catch a ball with two hands when it is accurately dropped from above...

Level 1: Direct directions and hands on if needed

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Level 2: Minimal directions needed

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Level 3: No directions are needed

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Activity 3:

Low Ball Catch

Stand facing the child, who is about three steps away. Gently toss a ball to the child making sure the ball gets to the child at waist level or below. Encourage the child to catch the ball with fingers pointing down. Progress by moving further away.

Student Assessment:

I can catch a ball that is accurately tossed at a low level to me from 3 feet away with my hands...

Level 1: Direct directions and hands on if needed

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Level 2: Minimal directions needed

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Level 3: No directions are needed

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Activity 4:

High Ball Catch

Kneel facing the child, who is about three steps away. Gently toss a ball to the child, making sure the ball gets to the child at chest level or higher. Encourage the child to catch the ball with fingers pointing up. Progress by moving further away and increasing the size of the ball's arc.

Student Assessment:

I can catch a ball accurately tossed from a high level to me from 3 feet away with my hands and fingers pointing up...

Level 1: Direct directions and hands on if needed

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Level 2: Minimal directions needed

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Level 3: No directions are needed

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Activity 5:

Rolling and Trapping

Have children sit opposite each other with legs stretched wide so that their feet touch to form a diamond shape. Encourage children to roll the ball to each other and to catch or stop it with their hands. Progress this activity by decreasing the size of the ball or rolling it faster. Have children kneel to increase the challenge.

Student Assessment:

I can roll the ball towards another person...

Level 1: Direct directions and hands on if needed

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Level 2: Minimal directions needed

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Level 3: No directions are needed

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I can stop the ball with my hands when it is rolled to me before it hits my legs...

Level 1: Direct directions and hands on if needed

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Level 2: Minimal directions needed

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Level 3: No directions are needed

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Activity 6:

Goalie Drill

Have children stand in front of two cones that have been set up to form a goal. Encourage children to stop the ball with their hands so that the ball does not roll between the cones.

Student Assessment:

I can stop the ball with my hands before it goes through the cones...

Level 1: Direct directions and hands on if needed

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Level 2: Minimal directions needed

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Level 3: No directions are needed

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Activity 7:

Bubble Catch

Blow bubbles to the children and have them catch the bubbles with one or two hands. This activity needs to be outside to avoid slippery floors.

Student Assessment:

I can catch bubbles before they hit the ground...

Level 1: Direct directions and hands on if needed

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Level 2: Minimal directions needed

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Level 3: No directions are needed

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Activity 8:

Bounce Catch

Face the child and bounce a ball, so the child can catch the ball without moving. Encourage the child to bounce pass the ball back to you. Progress by moving further away and using smaller balls.

Student Assessment:

I can catch a ball that is bounced accurately to me with only 1 bounce...

Level 1: Direct directions and hands on if needed

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Level 2: Minimal directions needed

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Level 3: No directions are needed

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I can move to the right or left to catch a bounced ball...

Level 1: Direct directions and hands on if needed

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Level 2: Minimal directions needed

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Level 3: No directions are needed

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I can bounce and catch the ball back and forth with a partner five times...

Level 1: Direct directions and hands on if needed

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Level 2: Minimal directions needed

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Level 3: No directions are needed

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Throwing

In this section, students will work on improving their throwing skills. This action requires strength and proper coordination. For each activity, there is a student assessment. Mark or color in on a weekly basis where student's skill level can best be represented.

Activity 1:

Bowling

Create your own bowling lane with two balance beams, boards, noodles, etc. Arrange cups in a pyramid shape and have children roll a ball towards them to knock the cups down.

Student Assessment:

I can roll the ball underhand and knock the cups over from 6 feet back...

Level 1: Direct directions and hands on if needed

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Level 2: Minimal directions needed

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Level 3: No directions are needed

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I can roll the ball underhand and knock the bowling pins over from 6 feet back...

Level 1: Direct directions and hands on if needed

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Level 2: Minimal directions needed

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Level 3: No directions are needed

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Activity 2:

Two-Handed Underhand Toss

Encourage the child to stand with bent knees and hold a ball with two hands. Ask the child to look at your hands and toss the ball underhand to you. Progress by having the child toss the ball into a basket, over a low barrier or through a hoop.

Student Assessment:

I can throw a ball underhand to a friend with 2 hands...

Level 1: Direct directions and hands on if needed

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Level 2: Minimal directions needed

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Level 3: No directions are needed

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I can throw a ball underhand with 2 hands into a basket...

Level 1: Direct directions and hands on if needed

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Level 2: Minimal directions needed

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Level 3: No directions are needed

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I can throw a ball underhand with 2 hands through a hula hoop or low target...

Level 1: Direct directions and hands on if needed

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Level 2: Minimal directions needed

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Level 3: No directions are needed

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Activity 3:

One-Handed Underhand Toss

Encourage the child to stand with bent knees, holding a small ball or beanbag with one hand. Ask the child to look at your hands and underhand toss the ball into your hands. Progress by having the child toss the ball into a basket, over a barrier or through a hoop. Encourage stepping on the opposite foot from the throwing hand.

Student Assessment:

I can toss with one hand to a partner...

Level 1: Direct directions and hands on if needed

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Level 2: Minimal directions needed

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Level 3: No directions are needed

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I can toss with one hand to a target while stepping on the opposite foot...

Level 1: Direct directions and hands on if needed

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Level 2: Minimal directions needed

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Level 3: No directions are needed

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Activity 4:

Two-Handed Overhand Throw

Have children stand with one foot in front of the other, hip-width apart, and encourage them to rock forward and back. As children rock to the back foot, have them raise their arms up over their head. When rocking forward, have them bring the arms forward to throw the ball. Progress by having children throw the ball into a basket, over a barrier or through a hoop.

Student Assessment:

I can throw overhand with two hands to a target...

Level 1: Direct directions and hands on if needed

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Level 2: Minimal directions needed

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Level 3: No directions are needed

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Activity 5:

One-Handed Overhand Throw

Using the same technique as two-handed throw, encourage children to use one hand, bringing their arm back and forward overhead to throw a small ball towards you. Progress by having children throw the ball into a basket, over a barrier or through a hoop. Encourage stepping on opposite foot towards target.

Student Assessment:

I can throw with one hand overhand to a target 5 feet away...

Level 1: Direct directions and hands on if needed

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Level 2: Minimal directions needed

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Level 3: No directions are needed

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Activity 6:

Shoot to Score Basketball

The child should shoot the ball into the hoop for a point like basketball.

Student Assessment:

I can shoot into a low basket that is 6 feet up...

Level 1: Direct directions and hands on if needed

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Level 2: Minimal directions needed

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Level 3: No directions are needed

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Striking

In this section, students will work on improving their striking skills. This action requires strength and proper coordination. For each activity, there is a student assessment. Mark or color in on a weekly basis where student's skill level can best be represented.

Activity 1:

Handball

Place a ball on a cone. Have children hit the ball with a fist or open hand. Encourage students to stand side of target.

Student Assessment:

I can strike a ball off the cone/tee with my hand...

Level 1: Direct directions and hands on if needed

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Level 2: Minimal directions needed

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Level 3: No directions are needed

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Activity 2:

Ball Tap

Tap a ball in the air toward children and have them tap the ball back toward you, or toward each other, with an open hand. Count the number of taps before the ball hits the floor.

Student Assessment:

I can tap a ball back to a person when it is tapped to me...

Level 1: Direct directions and hands on if needed

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Level 2: Minimal directions needed

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Level 3: No directions are needed

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Activity 3:

Beginning Floorball or Golf

Place a ball on the ground. While holding a dowel, have children stand sideways facing the ball. Encourage children to strike the ball with the dowel. Have children hold the dowel with thumbs pointing down.

Student Assessment:

I can hit the ball while it is on the floor with a long handle implement...

Level 1: Direct directions and hands on if needed

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Level 2: Minimal directions needed

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Level 3: No directions are needed

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Activity 4:

Beginning Tennis or Softball

Place a large ball on a cone. While holding a paddle, have children stand sideways facing the ball. Encourage children to strike the ball with the paddle. For a greater challenge, gently toss a ball to children and encourage them to strike it with a paddle.

Student Assessment:

I can hit a ball on a tee with a paddle...

Level 1: Direct directions and hands on if needed

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Level 2: Minimal directions needed

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Level 3: No directions are needed

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I can hit a ball that is toss slowly towards me with a paddle...

Level 1: Direct directions and hands on if needed

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Level 2: Minimal directions needed

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Level 3: No directions are needed

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Activity 5:

Ball Tap 2

Tap a ball in the air toward children and have them tap the ball back toward you, or toward each other, with an open hand.

Student Assessment:

I can tap a ball towards the person who accurately tapped it to me...

Level 1: Direct directions and hands on if needed

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Level 2: Minimal directions needed

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Level 3: No directions are needed

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I can tap a ball towards the person who accurately tossed it to me...

Level 1: Direct directions and hands on if needed

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Level 2: Minimal directions needed

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Level 3: No directions are needed

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I can tap a ball towards the person who tapped it towards me...

Level 1: Direct directions and hands on if needed

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Level 2: Minimal directions needed

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Level 3: No directions are needed

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Activity 6:

Ball Tapped from a Bounce

Tap the ball underhand toward a child and have them tap the ball back to you with an open hand or hands.

Student Assessment:

I can tap a ball back towards a person after 1 bounce...

Level 1: Direct directions and hands on if needed

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Level 2: Minimal directions needed

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Level 3: No directions are needed

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Activity 7:

Striking with an Implement (Golf/Hockey)

Place a ball on the ground. While holding an implement (noodle, dowel, etc.) have the child stand sideways facing the ball. Place 2 hands on the implement with thumbs pointing down and hit the stationary ball towards a target.

Student Assessment:

I can strike a stationary ball towards a target using an implement...

Level 1: Direct directions and hands on if needed

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Level 2: Minimal directions needed

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Level 3: No directions are needed

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Activity 8:

Striking with an Implement off of a Tee

Place a large ball on a tee (cone). While holding an implement, the child should stand sideways facing the ball. Hit the ball off the tee.

Student Assessment:

I can strike a stationary ball towards a target with a paddle...

Level 1: Direct directions and hands on if needed

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Level 2: Minimal directions needed

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Level 3: No directions are needed

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I can strike a stationary ball towards a target with a bat...

Level 1: Direct directions and hands on if needed

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Level 2: Minimal directions needed

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Level 3: No directions are needed

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I can strike a stationary ball towards a target with a racquet...

Level 1: Direct directions and hands on if needed

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Level 2: Minimal directions needed

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Level 3: No directions are needed

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Activity 9:

Striking with an Implement that is Tossed Underhand

While holding an implement, the child should stand sideways looking at the ball. Hit the ball when it is slowly tossed underhand.

Student Assessment:

I can strike an underhand tossed ball towards me to a target with a paddle...

Level 1: Direct directions and hands on if needed

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Level 2: Minimal directions needed

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Level 3: No directions are needed

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I can strike an underhand ball tossed towards me to a target with a bat...

Level 1: Direct directions and hands on if needed

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Level 2: Minimal directions needed

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Level 3: No directions are needed

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I can strike an underhand ball tossed towards me to a target with a racquet...

Level 1: Direct directions and hands on if needed

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Level 2: Minimal directions needed

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Level 3: No directions are needed

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Kicking/Trapping

In this section, students will work on improving their kicking and trapping skills. This action requires strength and proper coordination. For each activity, there is a student assessment. Mark or color in on a weekly basis where student's skill level can best be represented.

Activity 1:

Stationary Ball Kick

Place a ball on the ground and have children stand behind it. Encourage children to kick the ball toward you with the top inside portion of their preferred foot. For a greater challenge, encourage children to kick for distance by having them kick past various floor markers or kick the ball between two cones or markers to score a goal.

Student Assessment:

I can kick a stationary ball towards a target...

Level 1: Direct directions and hands on if needed

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Level 2: Minimal directions needed

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Level 3: No directions are needed

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I can kick a stationary ball into a goal...

Level 1: Direct directions and hands on if needed

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Level 2: Minimal directions needed

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Level 3: No directions are needed

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Activity 2:

Moving to a Stationary Ball to Kick

Place a ball on the ground and have children run up behind it. Encourage children to kick the ball toward you with the top inside portion of their preferred foot. For a greater challenge, encourage children to kick for distance by having them kick past various floor markers, or kick the ball between two cones or markers to score a goal.

Student Assessment:

I can kick a stationary ball by running towards the ball and send it to a target...

Level 1: Direct directions and hands on if needed

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Level 2: Minimal directions needed

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Level 3: No directions are needed

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I can kick a stationary ball into a goal from a running position...

Level 1: Direct directions and hands on if needed

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Level 2: Minimal directions needed

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Level 3: No directions are needed

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Activity 3

Soccer Passing

Pass the ball with the side of the foot towards a person.

Student Assessment:

I can pass a stationary ball towards a person...

Level 1: Direct directions and hands on if needed

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Level 2: Minimal directions needed

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Level 3: No directions are needed

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Activity 4

Soccer Trapping

Pass the ball towards the child and instruct them to stop the ball with the bottom of their foot.

Student Assessment:

I can stop a moving ball with the bottom of my foot...

Level 1: Direct directions and hands on if needed

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Level 2: Minimal directions needed

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Level 3: No directions are needed

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Activity 5

Soccer Dribble

Slightly tap the ball 4 times between the feet while moving in open space with control.

Student Assessment:

I can stop a moving ball with the bottom of my foot...

Level 1: Direct directions and hands on if needed

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Level 2: Minimal directions needed

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Level 3: No directions are needed

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Equipment Suggestions

- 2x4 boards for balance
- 4x8 boards for balance
- Balloons
- Basketballs
- Bats
- Beanie babies-great for catching, etc.
- Big exercise balls
- Bocce balls (croquet balls work well)
- Bocce ramp (can be made with PVC pipes)
- Bowling balls (rubber is good)
- Bowling ramp
- Box or small stools to step up on and jump off
- Bubbles for tracking
- Color shapes, animal pictures, etc.
- Goals to shoot in for kicking and throwing
(ex. baskets, buckets, low level basketball goals, soccer goals)
- Hula hoops
- Mats
- Music
- Noodles (great for stepping over, striking)
- Paddles with small handles
- Paper plates (skating, markers, etc.)
- Plastic bats
- Playground balls
- Polyspots or something to step on
- Punch balls
- Ribbons on small sticks
- Scarves
- Scooters
- Small parachute for group play (sheet will work)
- Soccer balls
- Sponge balls
- Sponge paddles and other types of paddles
- String to attach balls/balloons for hanging
- Tees
- Tunnels or something to crawl through or under
- Variety of ball types and sizes for throwing and catching



Special Olympics
South Carolina

Young Athletes

Skills Challenge

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