



Why Young Athletes?



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Young Athletes

Why Young Athletes?

Health and fitness are important parts of daily life.

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

Use these flashcards in your classroom to support preschool learning outcomes for cognitive and physical development.

Visit **SpecialOlympics.org/YoungAthletes** for demonstrations, resources and modifications for all abilities.



How to Start



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How to Start

To get the most out of Young Athletes

Set aside a regular time to practice

Choose a social and emotional learning (SEL) skill or value to highlight

Use words, pictures and movements to help all students engage in meaningful discussions

Repeat activities at least 3x a week to support skill development

Encourage parents to practice activities at home

Use these cards alongside the free educational resources at
SpecialOlympics.org/YoungAthletes



When to Use



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When to Use

Young Athletes is flexible. Activities can be incorporated into routines such as morning meetings or circle time, as 10-minute transitions or as 5-minute brain breaks.

Work up to 30-45 minutes of Young Athletes playtime 3x a week. Activities can be integrated into your regular curriculum or planned as structured play.

Structured play period

Warm Up
(5 minutes)

Individual Skill
Development
(10-15 minutes)

Group Activity
(10-15 minutes)

Cool Down and
Reflection
(5-10 minutes)

View a sample lesson plan on **page 67** of the **Young Athletes Activity Guide**.

What to Use

Activities can be played with little or no equipment.

Let children practice leadership skills during setup. Ask for volunteers or pick 2-4 students to help.

Make sure children know how to use equipment safely.



Balance beam

Or



Tape or rope



Foam Ball

Or



Small ball or
tennis ball

What to Use



Beanbags

Or



Soft toys or bags
of rice or sand



Cones

Or



Cups or empty plastic
bottles



Blocks

Or



Boxes

What to Use



Plastic dowels

Or



Paper towel rolls
or sticks



Paddle

Or



Bat



Floor markers

Or



Tape or stickers

What to Use



Hoops

Or



Hula hoops, bicycle tubes or tires



Scarf

Or



Dish towel or small cloth



Lightweight ball

Or



Beach ball or balloon



Where to Play



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Where to Play

Ensure **outdoor** areas are enclosed by fencing or defined borders

Adjust the field or play area to match the activity

Or, choose an **indoor** space that allows for group movement

Divide your class into groups if needed and use your classroom and hallways

For safety, indicate boundaries with colored lines, flags or other identifiable markers.

Prepare children to respect one another.

Encourage them to help, cheer for and compliment each other. Remind them that practice is important for improvement.

Young Athletes Skills Areas

Each activity helps students build gross motor skills in one of the Young Athletes Skills Areas, indicated by an icon in the upper right corner of the activity card.



Foundational Skills



Walking and Running



Balance and Jumping



Trapping and Catching



Throwing



Striking



Kicking



Advanced Sports Skills

Social and Emotional Learning Skills

In addition to supporting gross motor development, each activity helps students develop a Social and Emotional Learning (SEL) skill, indicated by an icon in the upper left corner of the card.



Self-Awareness



Self-Management



Social Awareness



Relationship Skills



**Responsible
Decision-Making**

Musical
Markers

Scarf
Games

Children's
Songs



What's on
Each Card



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What's on Each Card

Materials: Find convenient substitutions for suggested equipment on the *What to Use* cards.

Read the directions ahead of time and make sure you have enough space and the right number of people for the activity.

Classroom Tip

Connect Young Athletes activities to your curriculum by teaching specific skills, habits or topics.

Use the pictures on the front of the cards to guide students on how to play activities. Video demonstrations are also available online at SpecialOlympics.org/YoungAthletes.

A large, stylized graphic in shades of orange and yellow. It features a central sun with radiating lines, and below it, a silhouette of a person with arms raised in a celebratory gesture. The entire graphic is set against a light yellow background with a blue and orange curved border at the bottom.

What is Self-Awareness?



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What is Self-Awareness?

Self-awareness helps children understand their feelings, thoughts, values, strengths and areas for growth.

Young Athletes activities develop self-confidence in students, as well as optimism and the belief that challenges are opportunities to grow.

Self-Awareness Reflections

- What are some ways you can show or share your feelings?
- What are some things you do well?
- What is something you want to be able to do better?

A large orange graphic featuring a stylized human figure with a circular head and a rectangular body. To the left of the figure is a square icon containing a checkmark. The entire graphic is enclosed within a large orange circle. A blue curved line runs along the bottom edge of the orange circle.

What is Self-Management?



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What is Self-Management?

Self-management helps children regulate feelings, thoughts and behaviors. This skill is important for managing stress, impulse control, discipline, motivation and self-efficacy.

Young Athletes activities help students learn to set and work toward goals.

Self-Management Reflections

- If you get upset or feel impatient, what can you do to feel better?
- What can you do if you are having trouble dealing with a situation you don't like?

The background features a large, light green circle containing two stylized human figures in a darker shade of green. The figures are positioned as if they are shaking hands. The overall design is clean and modern, with a blue curved line at the bottom of the green circle.

What is Social Awareness?



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What is Social Awareness?

Social awareness helps children understand appropriate behavior and others' points of view, and to have empathy.

Young Athletes can help students learn to take turns, understand boundaries and appreciate each other's differences.

Social Awareness Reflections

- How do you help your teammates when playing on a team?
- How can you share a compliment with a classmate?

What are Relationship Skills?



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What are Relationship Skills?

Relationship skills help children make and keep healthy connections with others through communication, cooperation and conflict resolution.

Young Athletes activities help students express themselves, listen to others, work in teams, ask for and offer help and play together.

Relationship Skills Reflections

- How can you show a friend or classmate that you want to learn about them?
- What is an appropriate way to share how you feel with the person next to you?



What is Responsible Decision-Making?



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What is Responsible Decision-Making?

Responsible decision-making helps children learn how to make thoughtful choices, solve problems and learn from situations.

Young Athletes activities teach students how to follow directions and understand safety.

Responsible Decision-Making Reflections

- What were the boundaries for the game we played?
- Why is it important for us to follow directions?

Scarf Games



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Scarf Games

Materials: Scarves or small towels

Swing a scarf through the air by moving it up and down and side to side. Let students follow it with their heads and eyes.

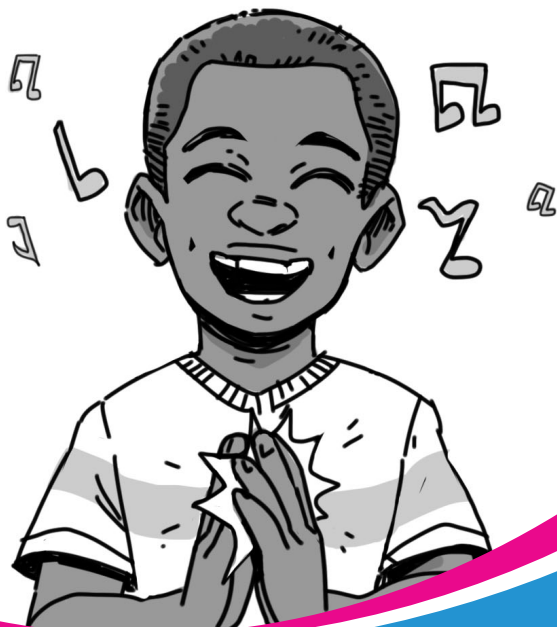
Drop the scarf and let them “catch” it with their hands, heads, feet or other body part.

Ask students to share how they feel when they play this activity using words, movements or pictures.

Learning Tip

Play the scarf game prior to a reading or writing task to encourage visual tracking.

Children's Songs



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Children's Songs

Materials: None

As a class, sing a song such as *Wheels on the Bus* or *If You're Happy and You Know It*. Act out the words as you sing them. Ask your students for ideas about what to do and how to move.

Social Interaction Tip

As your class sings, add cues that encourage interaction. For example,

If you're happy and you know it shake a hand

...give high fives

...give a thumbs up

...give two thumbs up

Ask students to share their favorite way to play with their classmates using words, sounds or movements.

I Spy



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I Spy

Materials: Toys, books or other items

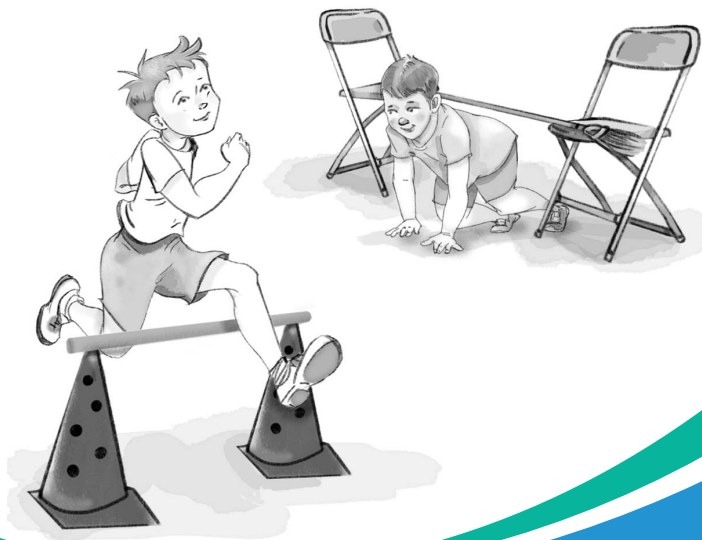
Name different items in your classroom or play space, then have students look around and find them.

To promote social and communication skills, let students work with peers, older students or students with a higher skill level.

Self-Awareness Tip

Let students “spy” something on themselves by naming a color or pointing to a piece of clothing they are wearing. Then, ask them to “spy” something in the room that starts with the first letter of their names.

Beginning Obstacle Course



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Beginning Obstacle Course

Materials: Toys, blocks, hoops or boxes

Let students set up an obstacle course using classroom play equipment. Teach new terms as your students:

Climb **on** or **off** of an object

Go **over** or **under** an object

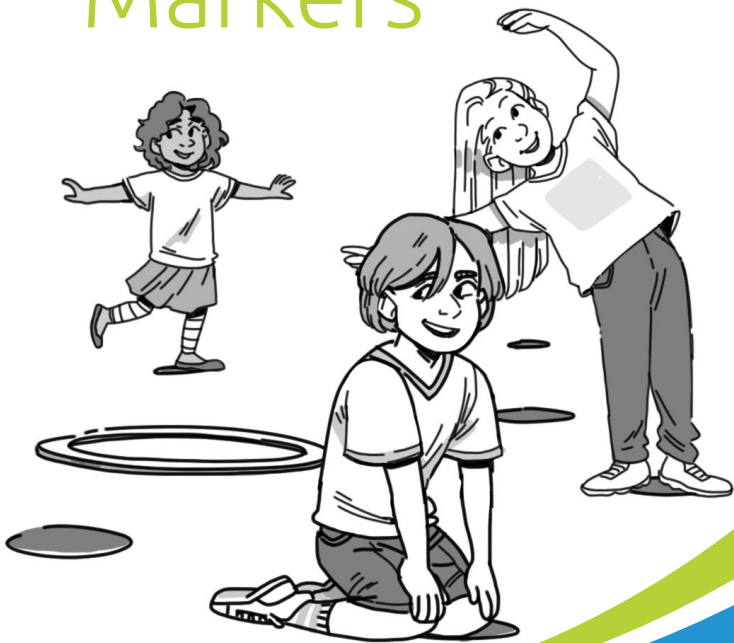
Move **fast**, then move **slow**

Ask students, *“What can you do to help everyone complete the obstacle course safely?”*

Self-Regulation Tip

Have students enter the obstacle course one at a time. Ask them to count to 15 or wait for a timer or signal before starting.

Musical Markers



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Musical Markers

Materials: Floor markers and hoop

Lay out floor markers surrounding a hoop.

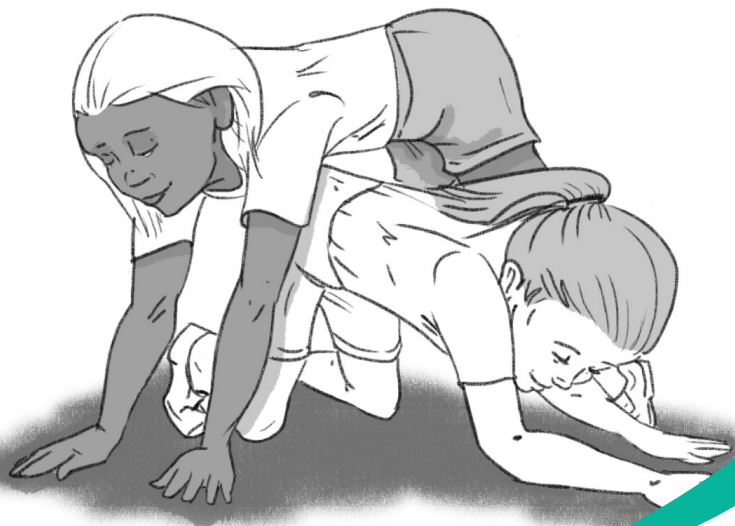
Play music while your students move around your classroom or play space by running, walking backwards, crawling or twisting. When the music stops, have your students “freeze” by standing on floor markers. Remove markers one at a time until students are standing in the center hoop.

During each round choose a leader to “freeze” by striking a pose. When the music stops, the other students will hold the same position.

Learning Tip

Play music that comes from different parts of the world or that matches a classroom theme.

Tunnels and Bridges



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Tunnels and Bridges

Materials: None

Build “tunnels” by touching the ground with hands and feet, and sending hips up into the air. Or, make “bridges” by getting down onto hands and knees. Let students take turns crawling through the tunnels and over the bridges.

Ask students how they can play to make this game safe for everyone.

Teamwork Tip

Create a relay team to complete a tunnel crawl. Encourage students to cheer for each other as they participate in the relay.

Animal Games



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Animal Games

Materials: Ball

Let students pretend to be different animals by moving in different ways.

Have them crawl like bears by not letting knees touch the ground. Growl for extra fun! Have them crab walk with backs towards the ground, feet and hands on the ground, knees bent and hips lifted.

Teamwork Tip

Have students pretend to be animals on a farm, at the park, at the zoo or in another natural habitat. Ask them to show you how they work and play together.

Parachute Games



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Parachute Games

Materials: Parachute and ball

Have students hold on to the edges of a parachute. As a group, move the parachute up and down.

Place a ball on the parachute and move the parachute up and down. Challenge students to work together to keep the ball from rolling off.

Learning Tip

Play a parachute game at the start of morning meeting or circle time.

Magic Carpet Ride



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Magic Carpet Ride

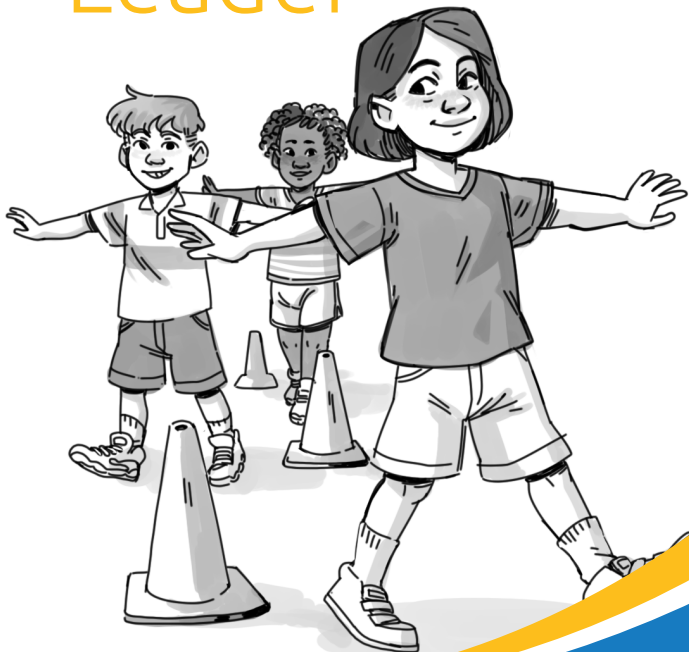
Materials: Blanket or flat sheet

Hold the edges of the blanket, then let students take turns sitting on it. Pull so that the magic carpet slides along the floor. As students get more confident, move faster.

Safety Tip

Remind students of the importance of following directions for their safety and the safety of others. Ask them, *“What can you do to make sure you stay safe during this game?”*

Follow the Leader



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Follow the Leader

Materials: None

Let your students copy your movements as you walk slow, fast or march and as you move your arms and legs up, down and out.

Autonomy Tip

Encourage children to take turns being the leader. Show or demonstrate different movements and let them choose what they'd like to do. Ask them what it feels like when they are the leader and what it feels like to follow the leader.

Walk Tall



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Walk Tall

Materials: Floor markers and beanbag

Place two floor markers on the ground. One at a time, balance a beanbag on your students' heads and let them move from one marker to the other.

If the beanbag falls, ask them how they'll keep it balanced next time. If the beanbag doesn't fall, ask them what they did to keep it balanced.

Brain Break Tip

Use this activity as an active break between lessons or classroom activities.

Side Stepping



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Side Stepping

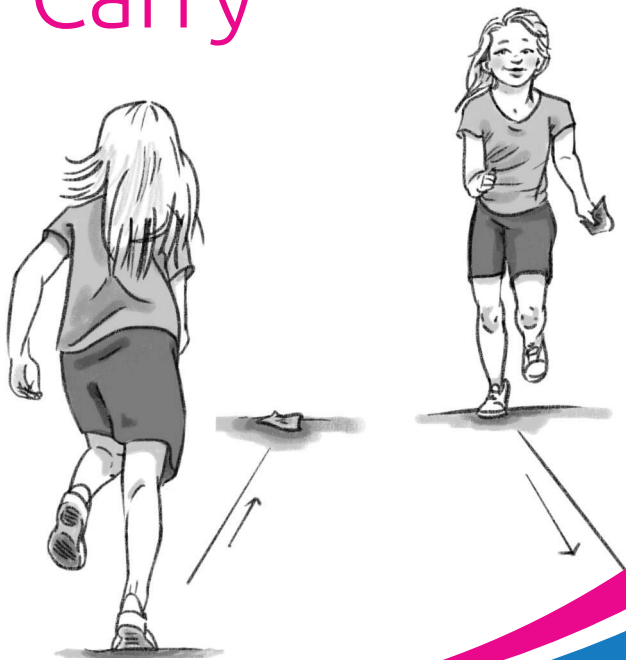
Materials: Floor markers and toys or beanbags

Place floor markers on the ground. Have students face forward and move to the left or the right onto the markers.

Self-Regulation Tip

Encourage students not to crouch or make extra movements while side stepping.

Run and Carry



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Run and Carry

Materials: Beanbag or small ball

Place a beanbag or ball on the ground, then ask your students to take turns going to it, picking it up and returning to the starting point. Or, pair up students to help each other pick up the beanbag. Give each student a turn to play.

Teamwork Tip

Encourage students to cheer for one another or give a high five to signal the next person's turn. Ask students what it feels like to cheer for their classmates and how it feels when their classmates cheer for them.

Hidden Treasure



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Hidden Treasure

Materials: Toys or other items and boxes

Hide some items in your classroom or play space. You can put them on bookshelves, under cones or inside toy chests. Challenge your students to find all of the treasures.

Learning Tip

Hide items that relate to a topic you'll be teaching that day. Let children guess the theme.

Sticky Arms



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Sticky Arms

Materials: Floor markers or soft toys

Place floor markers on the ground. One at a time, have your students zigzag between them with their arms stuck to their sides. Then, have them run back with their arms loose and swinging back to front.

Self-Efficacy Tip

Using a stopwatch or by counting, time how long it takes for students to run one way, and then to run back. Ask students to keep track of how long it takes them to run each way and which way is faster. Ask, *“How long does it take with your arms stuck to your sides, rather than swinging?”*

Heavy Feet, Light Feet



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Heavy Feet, Light Feet

Materials: None

Have your students run with **heavy feet** (stomp) from one end of your classroom or play space to the other. Have them run back with **light feet** (run as quietly as possible).

Classroom Tip

Invite students to demonstrate what it would look like to run with heavy feet and then with light feet. Ask them which one they think is faster. Ask which is more fun.

Obstacle Course



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Obstacle Course

Materials: Floor markers, hoops, rope and blocks or boxes

Let students set up an obstacle course using classroom play equipment. Let students walk, crawl, climb or jump through it.

As students get more comfortable with this activity add new movements like zigzags and reversals.

Teamwork Tip

Have students work in small groups or together as a class to create the obstacle course.

Fire Drill



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Fire Drill

Materials: Ball or beanbag

Have students stand in a line. Hand a ball to the student at the start of the line. They will pass the ball towards the end of the line.

Let the student at the end of the line run to the starting point and try to reach it before the ball gets to the end.

Repeat until everyone has a chance to run.

Self-Regulation Tip

Have students count to 15 while waiting for their turn, or wait for a sign or signal before running. Ask your students why it's important to wait for their turn.

Future Skaters



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Future Skaters

Materials: Paper plates and cardboard boxes or shoeboxes

Make “skates” out of paper plates or boxes. Challenge your students to move around the room without lifting their feet.

Social Interaction Tip

Have children skate in pairs. Encourage them to mirror each other’s movements.

Balance Beam



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Balance Beam

Materials: Balance beam or rope and tape or chalk

Place or draw a line on the ground. Let your students practice walking heel-to-toe beside it. As students gain more self-confidence, let them progress to walking on top of the line.

Brain Break Tip

Mark “paths” in your classroom using balance beams or strips of tape. Have students walk on the paths to transition between activities.

Follow the Coach



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Follow the Coach

Materials: None

Have your students copy your movements as you stand on your tiptoes or heels, with one foot in front of the other and then on one foot.

Self-Regulation Tip

Set up a path using hoops, cones, floor markers or other items. Encourage students to follow the path. Before starting, show the path to students. Ask them to point out areas to avoid and mark them with a sign.

Step, Jump and Grab



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Step, Jump and Grab

Materials: Block, floor markers and scarf or beanbag

Place a block on the floor. Make sure it can hold students' weight. One at a time, let each student step up onto the block then jump down from it. Use floor markers to keep blocks from moving on slippery surfaces.

As students gain more self-confidence, progress to:

- Jumping from the block to a floor marker
- Jumping high to grab a scarf while jumping off the block
- Jumping down from higher surfaces

Teamwork Tip

Working in pairs, have students take turns jumping from the block and holding the scarf.

Rock Hop



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Rock Hop

Materials: Blocks or floor markers

Set up blocks or floor markers. Pretend they are rocks in a river. Tell your students to walk on the rocks to avoid falling in the river. Move the blocks farther apart to make this activity more challenging.

Teamwork Tip

Have children hold hands and work together to get across the river. Encourage social interaction and positive communication by having them help each other and ask for help when needed.

Trees in the Forest



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Trees in the Forest

Materials: Floor markers and scarf

Let students pretend to be trees by standing with feet on two floor markers, or with feet planted on the ground. Pretend to be the wind by walking around students while fanning them with a scarf. Encourage students to bend and sway in the breeze.

Switch it Up

Warm up by using verbal cues to signal students to reach high, sway left and sway right. Then, encourage the trees to keep bending and swaying in the breeze. Remind children to be careful of others in their space.

Leaping Lizards



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Leaping Lizards

Materials: Floor markers

Place floor markers on the ground. Let students jump forward from one to the next. Ask your students, “How did it feel when you missed the floor marker? How did it feel when you landed on one?”

Skill Building Tip

Encourage children to jump off and land with both feet at the same time.

Jumping High



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Jumping High

Materials: Rope or floor marker, cones and dowel

Place a rope or floor marker on the ground. One at a time, let students jump over it. As students gain more self-confidence, balance a dowel on two cones and let students jump over the dowel.

Learning Tip

From memory or by looking at pictures, have students name animals that jump such as frogs, crickets and kangaroos. As they jump over the floor marker, let them pretend to be their favorite leaping animal.

Rolling and Trapping



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Rolling and Trapping

Materials: Ball

Have students sit facing each other or in a circle with legs stretched wide and feet touching. Let them practice rolling the ball back and forth and catching it or stopping it with their hands.

Skill Building Tip

As the ball is rolled, have students call out something that fits into the theme of the day or week, such as animals, colors or fruits and vegetables. Students can also call out the name of the classmate they are passing the ball to.

Goalie Drill



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Goalie Drill

Materials: Cones and ball

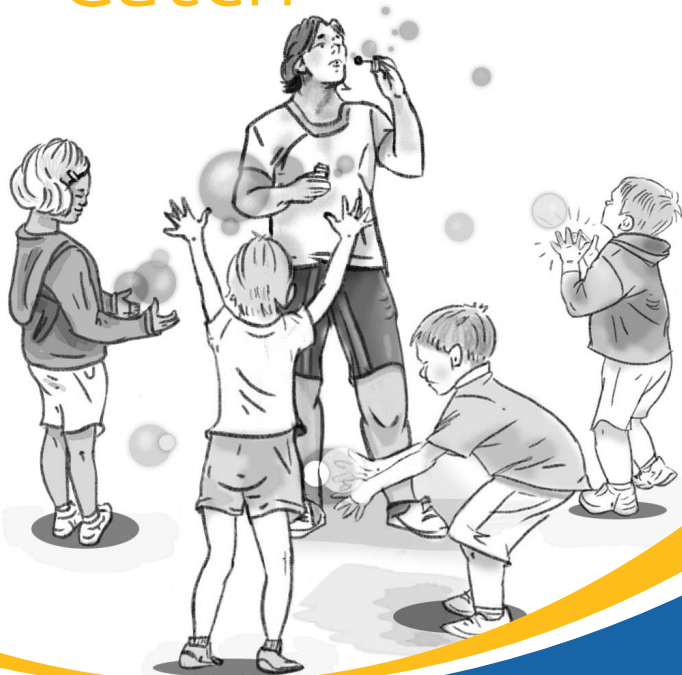
Place two cones on the ground. Ask students to stand between them. Roll a ball towards them so that they can stop the ball with their hands before it rolls between the cones.

Help students build awareness of their surroundings and practice following rules by encouraging them to stay within the boundaries of the game.

Taking Turns Tip

Let students pair up and switch off rolling the ball and playing goalie.

Bubble Catch



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Bubble Catch

Materials: Bubbles

Blow bubbles towards your students. Let them catch the bubbles with one or two hands.

Leadership Tip

Help students develop leadership skills and build self-confidence by letting them take turns blowing bubbles to lead the game. Remind children to blow the bubbles in different directions so that everyone can play.

Big Ball Catch



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Big Ball Catch

Materials: Ball or balloon

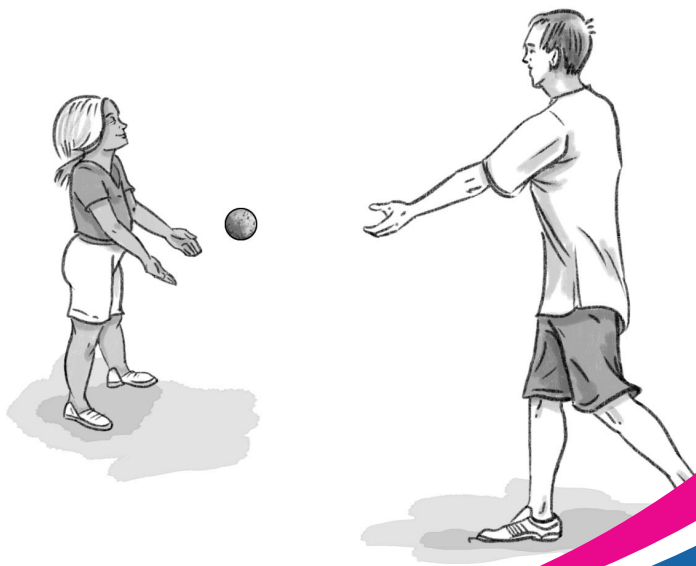
Stand facing a student. Hold a ball with arms outstretched. Slowly move the ball down until it reaches their waist, then back up. Repeat several times, moving the ball faster each time.

When the ball is up, drop it and let your student catch it before it touches the ground.

Learning Tip

Review the concepts of “slow” and “fast” as you begin moving the ball more quickly.

Low Ball Catch



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Low Ball Catch

Materials: Ball or balloon

Have students stand in two lines facing each other, about three steps apart. Ask them to introduce themselves before they begin.

Have students gently toss the ball to each other at waist level or lower. Encourage them to catch the ball with fingers pointing down. After every game, have them say, “See you later” and switch partners.

Social Interaction Tip

Have students play in groups and toss the ball to each other. Try to keep the groups consistent to help children get to know each other.

High Ball Catch



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High Ball Catch

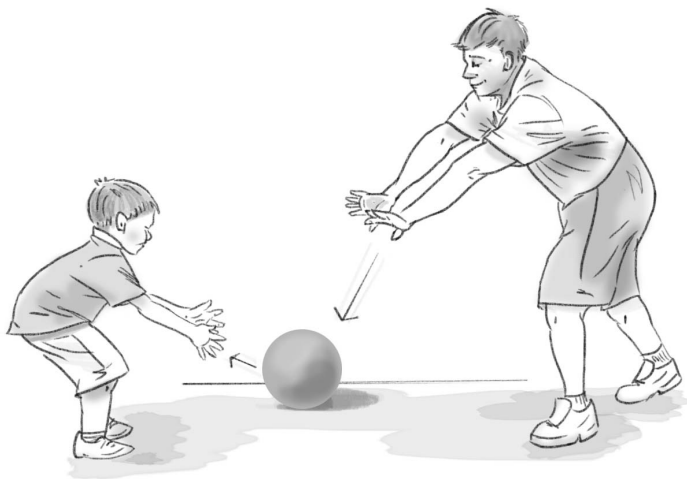
Materials: Ball or balloon

Stand facing your students and take three steps back. Gently toss the ball to them one at a time so that the arc of the ball forms an upside down “U.” Encourage them to catch the ball at chest level or higher with fingers pointing up.

Skill Building Tip

Pair this activity with a throwing activity so that students can work on both skills at the same time. Let students work in pairs or groups. Ask them to make eye contact and say each other’s names as they pass the ball back and forth.

Bounce Catch



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Bounce Catch

Materials: Ball or balloon

Have students stand facing each other. Have them bounce balls towards each other so that they can catch them without moving.

Positive Communication Tip

Have students call each other's names before bouncing the ball to one another. Encourage them to keep their eyes on the ball as it bounces.

Circle Ball



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Circle Ball

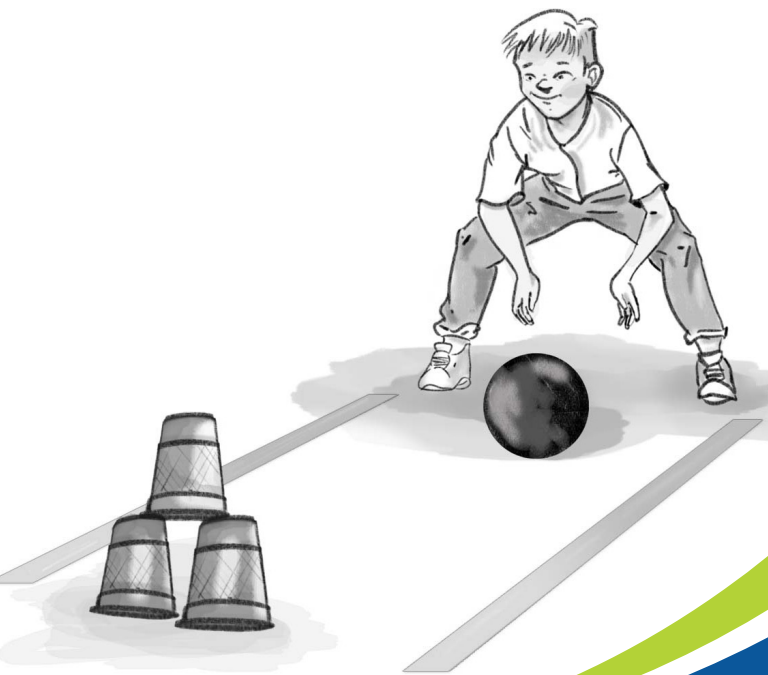
Materials: 2 balls or balloons

Have students stand in a circle and toss the ball to the next person. For a challenge, take a step back to make the circle bigger or add a second ball.

Learning Tip

Have students count together or sing a letter of the alphabet with each pass.

Bowling



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Bowling

Materials: Ropes or sticks, cones and ball

Create a lane from ropes or sticks. Stack cones at the end of the lane. Have your students roll the ball towards the cones to try to knock them down.

Social Interaction Tip

Let your students plan a bowling “party.” Make a poster with the name of your very own bowling alley! Set up one or two lanes and keep score. Invite other classes to play.

Train Tunnel



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Train Tunnel

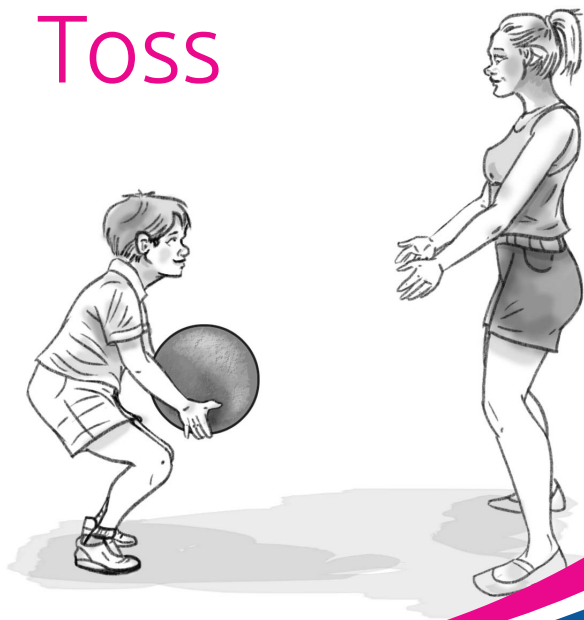
Materials: Ball

Line up students, one in front of the other, with their legs separated to form a “tunnel.” Let the student at the end of the line roll a ball through the tunnel, pretending it is a train.

Self-Regulation Tip

Before you begin, choose a start signal such as a clap, bell, sign or flag. When the ball stops, students line up in front of the child who picks up the ball. Have the student holding the ball wait for the signal before rolling the ball through the tunnel.

Two-Handed Underhand Toss



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Two-Handed Underhand Toss

Materials: Ball or beanbag and basket or hoop

Have students stand facing each other. Encourage one student in each pair to bend their knees and hold the ball with two hands. Ask them to look at their partner's hands as they toss the ball underhand to each other.

Progress by having students toss the ball into a basket, through a hoop or over another object.

Learning Tip

Let students solve a problem or identify a letter, number, color or word before tossing the ball.

One-Handed Underhand Toss



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One-Handed Underhand Toss

Materials: Ball or beanbag and basket or hoop

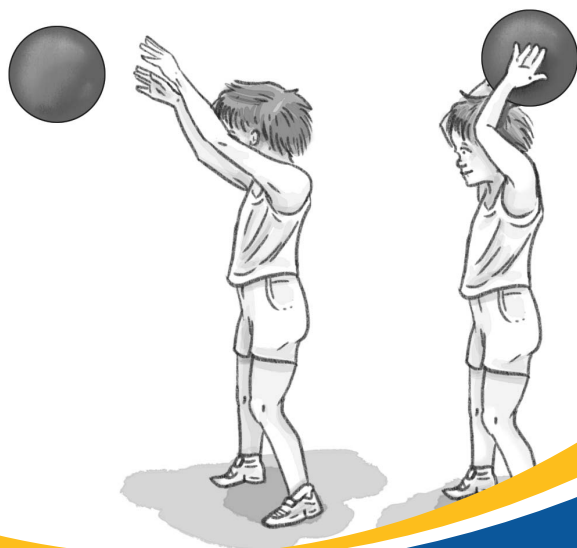
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Progress by having students toss the ball into a basket, through a hoop or over another object.

Everyday Healthy Play

Teach students how to identify healthy foods using food-shaped beanbags or beanbags with photos of food taped to them. Let children toss the beanbags into a "healthy" hoop or basket and an "unhealthy" hoop or basket.

Two-Handed Overhand Throw



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Two-Handed Overhand Throw

Materials: Ball or beanbag and basket or hoop

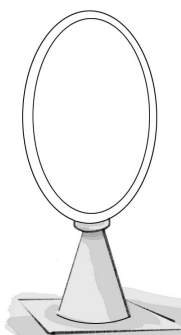
Have your students stand with one foot in front of the other, with feet as wide as their hips. Encourage them to rock back and forward while raising arms overhead. While rocking forward, have your students bring their arms overhead to throw the ball.

Progress by having students toss the ball into a basket, through a hoop or over another object.

Learning Tip

Teach students new concepts by using verbal cues such as “ball up” when holding the ball overhead, “step and throw” when tossing the ball, “in” when the ball reaches the basket or hoop and “out” when the ball misses the basket or hoop.

One-Handed Overhand Throw



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One-Handed Overhand Throw

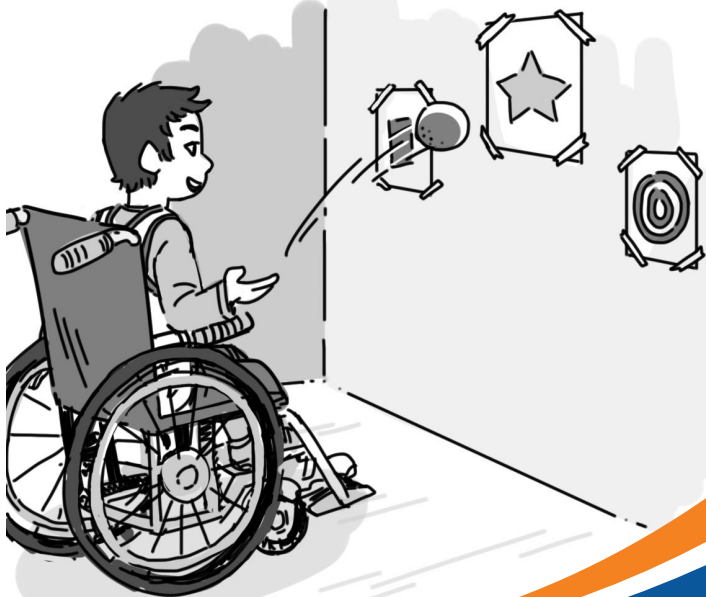
Materials: Ball or beanbag

Have your students stand with one foot in front of the other, with feet as wide as their hips. Encourage them to hold a ball or beanbag in one hand, bringing one arm back and forward overhead to throw.

Skill Building Tip

Teach students new concepts by using verbal cues such as “elbow up” when holding the ball overhead and “step and throw” when tossing the ball.

Target Practice



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Target Practice

Materials: Tape, pictures, floor markers and balls or beanbags

Tape pictures to the wall, then place floor markers on the ground. Have students stay on floor markers while tossing balls or beanbags at the pictures.

After the game, ask your students if they were able to stay on the floor markers the whole time. If not, ask them how they will stay on the floor markers the next time they play.

Learning Tip

Choose targets or pictures that correspond to a classroom theme, a favorite cartoon character or animal, shapes, colors or concepts they are learning at school.

Shoot to Score Basketball



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Shoot to Score Basketball

Materials: Basket or hoop and ball

Hold a basket or hoop while your students stand in a circle around you. Choose a number, then ask your students to pass the ball around the circle that many times. Let the student who ends up with the ball toss it into the basket or hoop for a point.

Teamwork Tip

Keep score by giving your class one point for every basket they make.

Handball



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Handball

Materials: Ball and cone

Place a ball on a cone. Let students hit the ball with fists or open hands.

Skill Building Tip

Encourage students to keep their eyes on the ball. Give positive reinforcement when children look and hit.

Ball Tap



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Ball Tap

Materials: Lightweight ball or balloon

Tap a ball into the air towards your students. Let them tap it back to you with an open hand.

More Ways to Play

Work as a team. Count how many times you can tap the ball back and forth before it touches the ground.

Beginning Floorball or Golf



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Beginning Floorball or Golf

Materials: Ball, dowel or stick and blocks or cones

Place a ball on the ground. One at a time, let each student hold a stick in both hands with thumbs pointing down. Encourage them to stand sideways facing the ball and strike the ball with the stick.

Set up a goal using blocks or cones. Let students take turns shooting at the goal and playing goalie.

Perseverance Tip

Have students count how many strokes it takes them to get the ball to the goal.

Beginning Tennis or Softball



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Beginning Tennis or Softball

Materials: Ball, cone and paddle or bat

Place a ball on a cone. One at a time, let students hold a paddle or bat and stand sideways facing the ball. Encourage students to strike the ball with the paddle or bat.

Autonomy Tip

Using floor markers, create “bases” for students to run around after they hit the ball. Lead students on a walk around the bases. Let them point out the boundaries for the game. Encourage students to count and keep score of their “runs.”

Beginning Volleyball



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Beginning Volleyball

Materials: Rope or low net and ball or balloon

Place a rope or low net on the floor. Have children stand on opposite sides of it and tap the ball to each other with open hands.

Teamwork Tip

Count out loud as students tap the ball. Keep track of how many times they can tap the ball over the rope or net without letting it drop.

Stationary Ball Kick



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Stationary Ball Kick

Materials: Ball and floor markers or cones

Place a ball on the ground. Have your students stand behind it. One at a time, let each student kick the ball to you with the inside of their preferred foot.

Self-Efficacy Tip

Let students choose a skill to work on. Encourage them to either kick for distance by kicking past various markers or kick the ball between two cones to score a goal. Ask, *“How did it feel when you made a goal? How did it feel when you missed?”*

Penalty Kick



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Penalty Kick

Materials: Ball and cones or floor markers

Place a ball on the ground. One at a time, let each student run up to the ball and then, using the inside of their foot, kick it towards you or between two floor markers to score a goal.

Teamwork Tip

Let students work in pairs and take turns being the kicker and the goalie. Ask them, *“Which position did you most like playing? How did it feel to switch and give your partner a turn?”*

Passing Practice



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Passing Practice

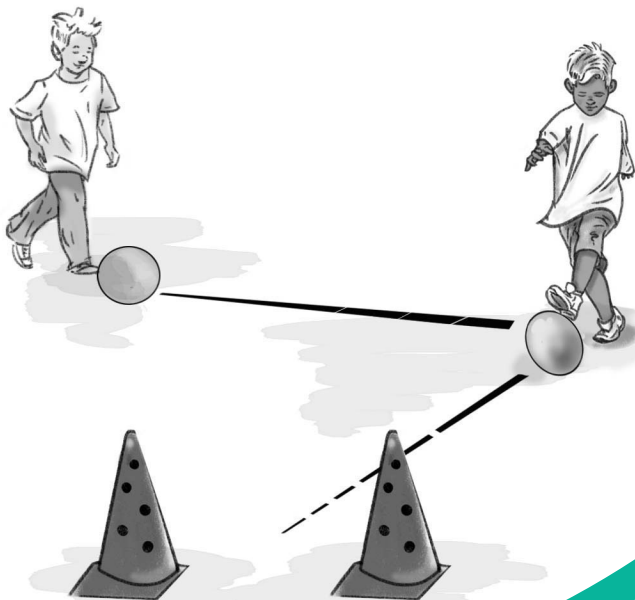
Materials: Ball

Have students stand in a circle. Let them kick the ball to each other. Remind students to kick with the inside of their kicking foot. Make sure to keep the ball inside the circle!

Positive Communication Tip

Ask students to call out each other's names as they kick the ball to each other. You can also challenge them to observe something about a classmate, such as a color they are wearing.

Give and Go



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Give and Go

Materials: Ball and cones or floor markers

Set up a goal by placing two floor markers or blocks on the ground. Ask one student to kick a ball to another student, who will kick the moving ball between the markers to score a goal.

Social Interaction Tip

Have each kicker compliment the classmate passing the ball. Ask the rest of the class to cheer for the kicker.

Pinball



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Pinball

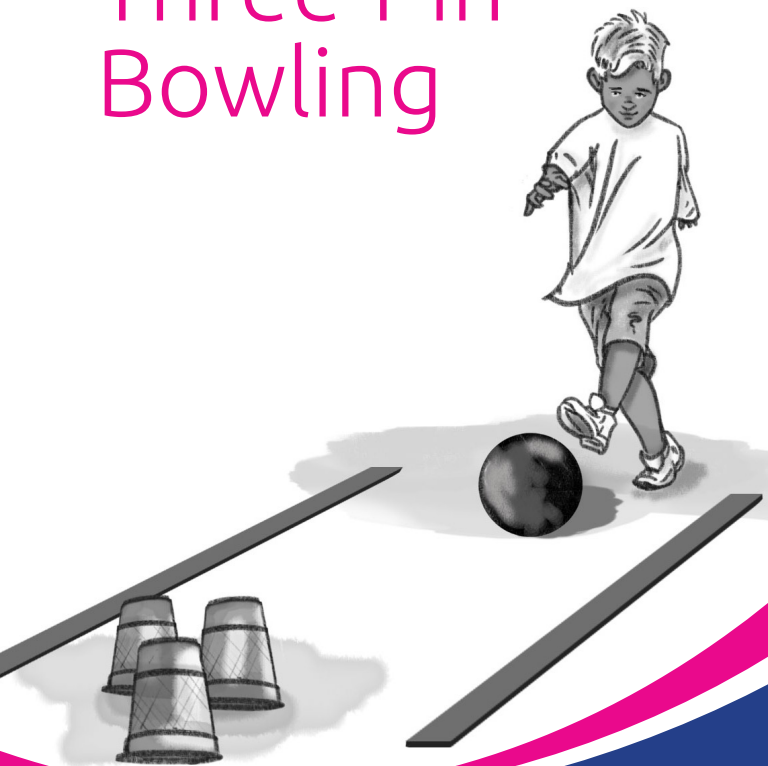
Materials: Ropes or balance beams, blocks or cones and ball

Create a frame using ropes or balance beams. Place blocks or cones inside of the frame to make obstacles. Have students stand on either side of the frame and kick the ball to each other, letting the frame and obstacles change the direction of the ball.

Autonomy Tip

Let children work together to build the frame and set up obstacles. Marking the placement of the obstacles with tape on the ground can help students reset the activity.

Three-Pin Bowling



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Three-Pin Bowling

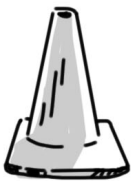
Materials: Ropes, blocks or cones and ball

Make a bowling lane from ropes. Stack blocks or cones at the end of the lane. Let students kick the ball down the lane to try to knock them over.

Teamwork Tip

Have children work in pairs and take turns knocking over and resetting the pins, and collecting the ball for their teammate. Provide visual cues, such as tape on the ground, to indicate where the pins go to help children set up. Help students develop relationship skills by letting them invite a classmate to play.

Cone Dribble



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Cone Dribble

Materials: Cones or blocks and ball

Place cones or blocks on the floor. Let students kick the ball around your classroom or play space while trying not to hit the cones or blocks.

Self-Regulation Tip

Students can take turns dribbling or several children can dribble at the same time. Have children wait for a start signal or for the child in front of them to pass a specific marker before beginning. This will ensure safety and help students develop body space management.

Punting



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Punting

Materials: Ball

Have students balance on one foot with their kicking leg in front and arms out to the sides. Ask them to swing their kicking leg back and forward. Then, have them hold a ball in both hands and drop it while their kicking leg is back, and swing their kicking leg forward to kick the ball.

Skill Building Tip

Ask older students or students with a higher skill level to model this activity to teach teamwork, collaboration and unity.

Galloping



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Galloping

Materials: Floor markers

Place floor markers on the ground in a straight line. Have each student leap onto the markers with their preferred foot then bring their back foot to rest on the marker.

Learning Tip

Give students time to practice and chances to start over so they can learn about perseverance and build self-confidence.

Skipping



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Skipping

Materials: Floor markers

Place floor markers on the ground in a straight line. Have each student 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.

Collaboration Tip

As a class, let children choose a start signal such as a clap or a bell. Make sure they wait for it to begin!

Stand, Roll and Trap



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Stand, Roll and Trap

Materials: Ball

Ask your students to stand in a circle and roll a ball to each other. Have children stop or trap the ball with the bottom of one foot.

Group Play Tip

Let students play in one or more small groups. If playing in a unified classroom, group students with different skill levels together so that they can learn about collaboration and teamwork.

Two-on-One



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Two-on-One

Materials: Cones or floor markers and ball

Place two floor markers on the ground to form a goal. Have one student stand between them to block the goal. Have two more students stand facing the goal.

On a clap, whistle or other signal, let one child kick the ball (pass) to another child, who kicks the ball to shoot towards the goal.

Autonomy Tip

Let students rotate positions so that they each get to practice passing, shooting and being goalie. Ask them which positions they like best.

One-on-One



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One-on-One

Materials: Cones or floor markers and ball

Create a goal from two floor markers. While running towards the goal, let two students kick to pass a ball to each other three times. After the third pass, let the student with the ball shoot at the goal.

Positive Communication Tip

Review how to give compliments. Let your students compliment each other as they pass to one another.

Dribble



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Dribble

Materials: Ball

Stand behind your student. Help them bounce a ball with two hands, touching the ball but not catching it.

Self-Management Tip

Ask your student to tell you when they feel ready to get less help, use a smaller ball or use only one hand. Let them progress at their own pace.

Pass and Shoot



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Pass and Shoot

Materials: Ball and hoop or basket

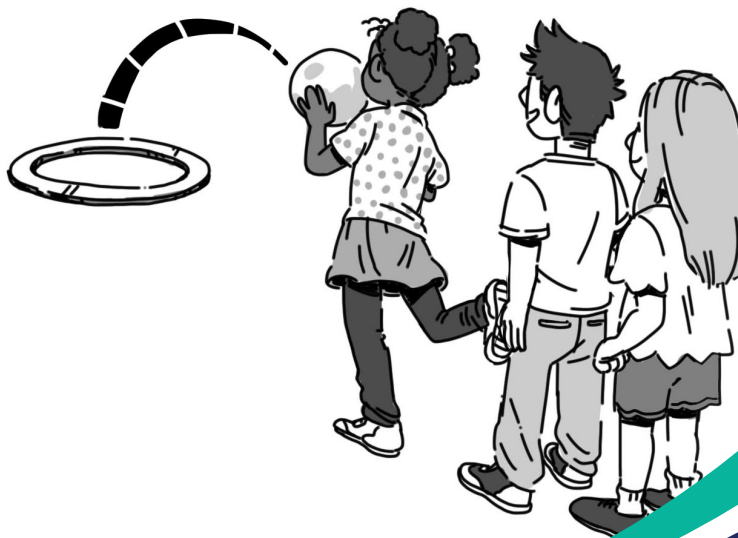
Have students stand in a circle with one student holding a ball. Place a basket or hoop in the middle of the circle.

Have students throw, bounce-to-pass or pass the ball to each other. After the third pass, let the student holding the ball shoot at the hoop.

Teamwork Tip

Have students practice being team players by giving each other high fives after each shot at the hoop.

Dribble and Shoot



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Dribble and Shoot

Materials: Hoop or basket and ball

Have students stand in a line in front of a hoop. One at a time let them dribble three times then shoot at the hoop. After a student shoots, have them pick up the ball and pass it to the next person.

Collaboration Tip

Have students who are waiting to play count the dribbles and cheer for their classmates.

Run the Bases



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Run the Bases

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

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

Have one student stand on each base. Let the student on home base hit the ball with a stick or a bat, then run the bases. Let the other children pass the ball around the bases.

Give each student a turn on each base.

Responsibility Tip

Ask students to point out the boundaries for the game and show you which position they are playing.