

Trapping & Catching

WEEK FOUR

THIS SET OF LESSONS PROVIDES
games and activities to help children
develop trapping and catching (fitness,
strength, body awareness, spatial
concepts, balance, hand eye
coordination, motor control,
proprioception).



Special Olympics
youngathletes™

www.specialolympics.org/youngathletes

Overview

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

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

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

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

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

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

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

Opening Sports Song (5 min.)

PURPOSE Start each Young Athletes class with a gathering/warm-up song with motions. Use a common melody and motions that children have done before or are familiar with. This will help them warm-up, serve as a gathering activity, create body awareness and support adaptive skills (following directions, singing along, imitating motor movements).

EXPLAIN "We're going to start a NEW week of Young Athletes! Remember, an athlete is someone who plays sports and exercises the muscles in their body. We are all going to be Athletes while we play new games and exercise the muscles in our bodies. Let's start Young Athletes with our Sports Song. Sing along with me and do what I do."

SING AND DEMONSTRATE **Wheels on the Bus melody:**

- The goalie on the team goes stop that ball (jump in front of ball), stop that ball, stop that ball. The goalie on the team goes stop that ball - all through the day,
- The player on the court goes jump jump jump, jump jump jump, jump jump jump. The player on the court goes jump jump jump - all through the town.
- The athletes in our class roll the ball, roll the ball, roll the ball.
- The athletes in our class roll the ball— all through the game.



Rolling & Trapping *(5 min.)*

EQUIPMENT Ball

PURPOSE Motor coordination, identification of body parts (toes touching), strength, general fitness/flexibility, motor skills (rolling, trapping), body awareness, adaptive skills (following directions, imitating motor movements).

DEMONSTRATE AND LEAD Arrange athletes in pairs facing one another on the ground with their legs outstretched in a straddle position so that their legs are touching in the shape of diamond. Give them a slow motion ball/ball to roll back and forth between them. "Great job with our song! Now we're going to practice rolling these balls to our partners like we started last week."

- Face sitting your partner; with your legs out and spread. Make sure your toes are touching your partner's toes.
- Next, one of you rolls the ball to the other on the ground. Stop the ball with your hands, and roll it back.
- If athletes are physically able to, encourage them to advance to a kneeling or standing position.
- Great job!



Trapping & Catching

WEEK DAY

four

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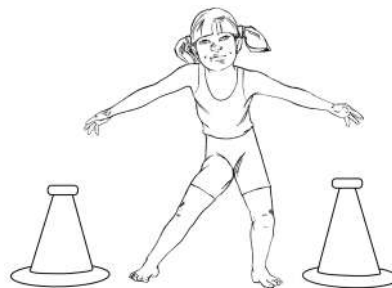
Goalie Drill (5 min.)

EQUIPMENT Two cones to form each goal and slow motion ball should be already placed around room.

PURPOSE Motor coordination (shift weight to react to ball movements), strength, general fitness, motor skills (grasping, running), body awareness, and adaptive skills (following directions, imitating motor movements).

DEMONSTRATE AND LEAD Arrange athletes so that they are standing in-between two cones forming a goal. "OK Athletes, let's practice being goalies!"

- Stand in-between the two cones. Remember, the space in-between the cones is called a GOAL.
- When the coach or your partner rolls or kicks the ball into the goal, use your hands to stop the ball.
- The goalie's job is to stop the ball before it goes in-between the cones, the goal. Let's practice being goalies!

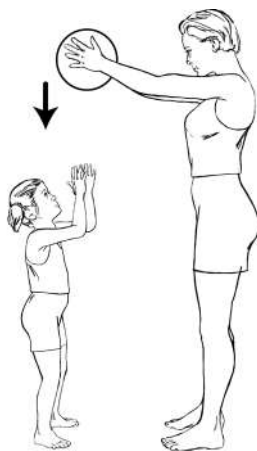


Big Ball (5 min.)**EQUIPMENT** Big ball

PURPOSE Motor coordination, strength, general fitness, motor skills (balance), body awareness, proprioception, hand eye coordination, and adaptive skills (following directions, imitating motor movements).

DEMONSTRATE AND LEAD "Now, let's play catch with our big ball (or slow motion ball) Watch me first, then everyone will get a chance to play with an adult."

- Stand facing the athlete and slowly bring the ball toward them. "See the ball coming towards you! Keep your eye on the ball!" Repeat several times. Moving more quickly each time. "It's moving faster now!"
- Next, have the athlete grab the ball from your hands. "OK, now when I get close, TAKE the ball from my hands."
- Then, explain, "I'm going to let go of the ball so you can catch it now! Just use your hands to catch it!" Practice this several times before actually tossing the ball.
- Give each athlete as much practice as possible catching the ball while being sure to incorporate all children. Waiting children can cheer, toss an imaginary ball, or toss another ball to themselves.



Bean Bag Catch (5 min.)

EQUIPMENT Bean bag

DEMONSTRATE AND LEAD Adapt the Big Ball Activity using a bean bag instead of ball to practice catching skills.

Closing Sports Song (5 min.)

PURPOSE End each Young Athletes class with a closing/cool-down song with motions. Use a common melody and motions that children have done before or are familiar with.

EXPLAIN "It is time to end Young Athletes. Let's sing If You're Happy and You Know It. Sing along with me and do what I do."

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



Opening Sports Song (4 min.)

EQUIPMENT Balance beam/rope

EXPLAIN "Let's start Young Athletes with our Sports Song (Wheels on the Bus melody). Sing along with me and do what I do."

SING AND DEMONSTRATE **Wheels on the Bus Melody**

- The athletes in our class catch the bean bag, catch the bean bag, catch the bean bag. The athletes in our class catch the bean bag - all through the day.
- The player on the team catches the ball, catches the ball, catches the ball. The player on the team catches the ball - all through the town.
- The athletes on the team jump up and down, up and down, up and down. The athletes on the team jump up and down - all through the game.

Goalie Drill (5 min.)

Repeat the Activity from Day 1.

Big Ball or Bean Bag Catch (5 min.)

Repeat the Big Ball or Bean Bag Catch Activity from Day 1.



Trapping & Catching

WEEK DAY

four

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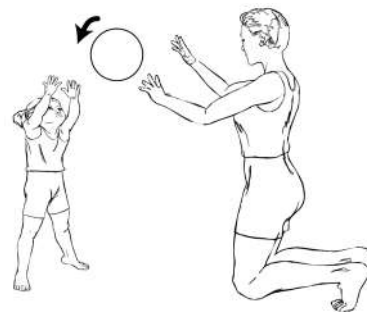
High Ball Catch (6 min.)

EQUIPMENT Large beach ball, slow motion balls

PURPOSE Motor coordination, strength, general fitness, motor skills (grasping, catching, & holding), body awareness, proprioception, and adaptive skills (following directions, imitating motor movements). Use a large beach ball or slow motion balls to introduce catching from a short distance.

DEMONSTRATE AND LEAD Kneel facing the child who is about 3 feet away. "OK athletes, we're going to practice catching this BIG ball!"

- Gently toss a beach ball or fairly large ball to the child and encourage catching the ball with fingers pointing up (because it's from above the waist). Be sure the toss is done from the chest level and with the fingers pointing up. "See how I am tossing the ball to (athlete) with my fingers pointing UP? Catch the ball with your fingers pointing UP!"
- Vary distances and heights depending on child's physical abilities. Progress by moving further away and mixing up high and low tosses. "Great job!! Now I'm going to back up a little bit and see if we can do this!"
- Give the athletes as much practice as possible while being sure to incorporate all children. Waiting children can be cheering, or tossing an imaginary ball, or tossing it to themselves if there are enough.



Bounce Catch (6 min.)**EQUIPMENT** Beach ball**PURPOSE** Motor coordination, strength, general fitness, motor skills (grasping, catching, & holding), body awareness, proprioception, and adaptive skills (follow directions, imitating motor movements). Use a large beach ball to introduce catching from a floor bounce.**DEMONSTRATE AND LEAD** Face the child and bounce a beach ball or fairly large ball so the child can catch the ball without moving. "Now that we practiced catching the ball from up here (motion to chest area), NOW we're going to catch it from down here (motion to lower half of body)."

Tip: Eyes should be focused on the target. Fingers should be pointing down when catching a ball that approaches below the waist and pointing up when the ball approaches above the waist.

- See if I bounce the ball to (athlete), he can point his fingers DOWN because it's coming from DOWN here (motion to lower half of body)."
- Point your fingers down to catch the bounce pass. Now try with your partners!
- Vary distances and use smaller balls depending on child's physical abilities.
- Give the athletes as much practice as possible while being sure to incorporate all children. Waiting children can be cheering, or tossing an imaginary ball, or tossing it to themselves if there are enough.

Closing Sports Song (3 min.)

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



Trapping & Catching

WEEK DAY

four

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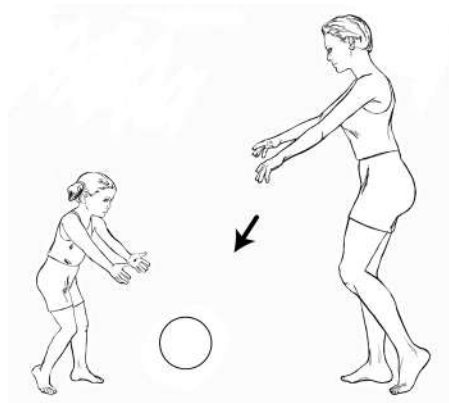
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Opening Sports Song with Leapin' Lizard (5 min.)

EXPLAIN "Let's start Young Athletes with our Sports Song (Wheels on the Bus melody). Sing along with me and do what I do."

SING AND DEMONSTRATE Wheels on the Bus Melody

- The athletes on the team leap over the mark, over the mark, over the mark. The athletes on the team leap over the mark - all through the day.
- The player on the court jumps up and down, up and down, up and down. The player on the court jumps up and down - all through the town.
- The athletes in our class catch the ball, catch the ball, catch the ball. The athletes in our class catch the ball - all through the game.



Bean Bag (5 min.) Catch/Throw

EQUIPMENT You will need a bean bag for each child so that they can toss the bean bag with adults, and by themselves when waiting.

PURPOSE Identification of body parts, general fitness, motor skills (catching, throwing), motor coordination, body awareness, Adaptive skills (Following directions, imitating motor movements). Introducing Week 5 skills.

DEMONSTRATE AND LEAD "Great job with that, Athletes!! Now we're going to try the catching AND throwing our bean bags! Watch me first then everyone will get a chance to play with an adult."

- Stand facing the athlete and slowly bring the bean bag toward them. "See the bean bag coming towards you! Keep your eye on the ball!" Repeat several times. Moving more quickly each time. "It's moving faster now!"
- Next, have the athlete grab the bean bag from your hands. "OK, now when I get close, TAKE the ball from my hands."
- Then, explain, "I'm going to let go of the bean bag so you can catch it now! Just use your hands to catch it!" Practice this several times.
- Then begin tossing the bean bag. "I'm throwing the bean bag, and you're catching it!"
- Now introduce throwing the bean bag. "Take the bean bag and put it in your hands. Look at my hands and toss the bean bag to me, just like I did to you!" This is an UNDERHAND throw.
- We can throw the bean bag back and forth. Give the athletes as much practice as possible while being sure to incorporate all children. Waiting children can be cheering, tossing an imaginary bean bag, or tossing the bean bag to themselves, getting used to how the manipulate the bean bags.

Tip: Note that students should be pointing their fingers down when taking and throwing objects passed below their waists.



Trapping & Catching

WEEK DAY

four

1

2

3

High Ball Catch (5 min.)
Repeat Activity from Day 2.

Rolling (5 min.)

EQUIPMENT Two cones to form each goal and slow motion ball should be already placed around room.

PURPOSE Motor coordination, strength, general fitness/flexibility, motor skills (rolling, trapping), hand and eye coordination (aiming at goal), body awareness, and adaptive skills (follow directions, imitating motor movements). Introduce Week 5 skills.

DEMONSTRATE AND LEAD Demonstrate and Lead: Arrange athletes so that they are standing one bodies length away from two cones forming a goal. Place a floor marker where you want them to sit/kneel/stand. "OK Athletes, let's practice making goals!"

Tip: Remind athletes to keep their eyes on the ball and to use the floor markers as an indicator of where to sit, kneel or stand.

- Sit on the ground and roll the ball THROUGH the cones to make a GOAL!! This can be done against a wall alone, or with a partner athlete on the other side of the cones, mirroring one another, with the same task to make a goal
- Now kneel on your knees and try rolling the ball THROUGH the cones to make a GOAL kneeling!
- Now stand on your feet and try rolling the ball THROUGH the cones to make a goal standing!

Bounce Catch (4 min.)
Repeat Activity from Day 2.

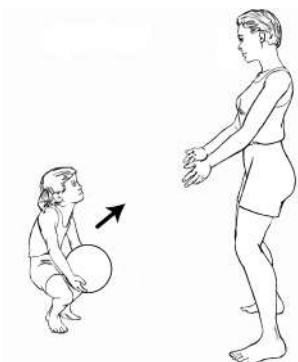


Two-Hand Underhand (5 min.)

EQUIPMENT Inflatable balls or slow motion balls for each athlete or each pair of athletes.

PURPOSE Motor coordination (shift weight to react to ball movements), strength, general fitness, motor skills (grasping, throwing, catching), identification of body parts (fingers), body awareness and adaptive skills (following directions, imitating motor movements). Introduce Week 5 skills.

DEMONSTRATE AND LEAD Arrange athletes so that they are standing face to face with another athlete and use floor markers to give athletes a reference point of where to stand, if needed. Arrange the athletes about 3 feet, or one athlete's body length apart.



- OK athletes, just like we threw our bean bags, we're going to practice throwing these balls to our partners.
- Take the ball and put it in your hands. Look at my/your partner's hands and throw the ball into my/their hands. Be sure to point your fingers down!
- This is an UNDERHAND throw. We can throw the ball back and forth to our partners!

Closing Sports Song (3 min.)

Repeat the song you used in Day 1 and 2 to end the Lesson.



You have finished Week Four: Trapping & Catching Lessons. You can now begin Week Five: Throwing.

