



Lifetime Activities

This document is one piece in a series of Special Olympics Unified Champion Schools resources to conduct Unified Physical Education. Each document may be used individually or in combination with others as the course is implemented. They outline strategies to support educators with inclusive school environments. These resources are designed as examples and samples that can be modified to meet the needs of each individual classroom or school district.

DARTS

LESSON PLAN

Lesson Topic: Games and Sports with an emphasis on Lifetime Activities, activities/sports include but are not limited to darts, archery, curling, croquet, and golf.

UNIT OBJECTIVES

The student objectives below are followed by specific reference to SHAPE America National Physical Education Standards and Grade-Level Outcomes.



Students will be able to...

- Demonstrate or refine activity specific movement skills for target activities. (S1.H1.L1/L2)
- Apply terminology associated with exercise and participation in target games. (S2.H1.L1) (S2.H1.L2)
- Use movement concepts and principles to analyze and improve target activity performance. (S2.H2.L1)
- Employ effective self-management skills to analyze barriers and modify physical fitness patterns appropriately. (S4.H1.L1/L2)
- Exhibit proper etiquette, respect others while engaging in target activities. (S4.H2.L1/L2)
- Use communication skills and strategies that promote group dynamics. (S4.H3.L1/L2)
- Solve problems and think critically in physical activity, both as an individual and in groups. (S4.H4.L1/L2)
- Apply best practices for participating safely in target activities. (S4.H4.L1)

Note: S= standard number; H=high school outcome number; L= level number [level 1 indicates the minimum knowledge and skills that students must attain to be college/career-ready; level 2 allows students to build on Level 1 competencies by augmenting knowledge and skills considered desirable for college/career readiness] (Society of Health and Physical Educators, 2014).



Special Considerations

It is important to give students an opportunity to choose appropriate games, sports and events. However, the health and safety of all students is paramount. Games, sports and events must provide safe, meaningful and challenging opportunities for all students.

Equipment Considerations

- Darts with plastic tips
 - Dart boards
 - Clipboards and score sheets
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Safety Considerations

- Recommendation of two students per dart board
- Boards may be placed on the wall or on the floor
- Darts are thrown when both partners are behind the throwing line

UNIT SCHEDULE

This unit is segmented into 7 sessions, however instructors can decide to extend or shorten skill instruction timeframes based on what best serves their students. As with many activities/games, skills and understanding of the game only get better with practice, therefore the more students practice playing games, the better they will become.

SESSION 1 & 2: LESSON TOPIC INTRODUCTION

Objectives

Students will be able to...

- Demonstrate or refine activity specific movement skills for target activities
- Apply terminology associated with exercise and participation in target games
- Use movement concepts and principles to analyze and improve target activity performance

Materials

- **Dart Boards:** Dart boards with 3 darts per board. I recommend one board for every two people. Clipboards and score sheets

Vocabulary

- **Dart:** pointed object used to hit target
- **Dart Board:** board used as target for dart games
- **Dart Tip:** plastic or metal tip on the end of a dart
- **Doubles:** area on dart board worth 2x the points
- **Triples:** area on dart board worth 3x the points
- **Bulls Eye:** area on in the direct middle of the dart board
- **301:** game starting with a value of 301 and objective of reaching a score of zero
- **Cricket:** dart game using the point values of 15 and higher

Task Analysis: Propel an object toward a target

Movement Sequence	Verbal Cues
Throwing a dart Explain how to throw a dart with proper stance and form; demonstrate technique.	<ul style="list-style-type: none">• Hip facing target• Elbow up• Follow through• It is not the same as throwing a ball• Velocity

Assessment

Facilitator Instructions: Attempt to hit the dart board with the dart sticking

Student Demonstrated...	Attempt #1	Attempt #2	Attempt #3	Attempt #4
Skill 1 Look for proper stance and throwing technique				
Skill 2 Monitor the velocity at which the dart is thrown				

SESSION 3 & 4: LESSON TOPIC RELATED TO GETTING STARTED

Objectives

Students will be able to...

- Play and score a game of 301, 501 or 701
- Play and score a game of Cat and Mouse

Materials

- **Dart Boards:** Dart boards with 3 darts per board. I recommend one board for every two people. Clipboards and score sheets

Vocabulary

- **Doubles:** Area on dart board worth 2x the points
- **Triples:** Area on dart board worth 3x the points
- **Bulls Eye:** Area on in the direct middle of the dart board

Session 3 & 4 Content

Cat and Mouse

- Each player/team chases the other team around the dart board in an attempt to catch them.

301/501/701

- Each team starts with one of the designated numbers above the must reach zero for the win. If you don't hit zero exactly, you bust and go back to the score you started with.

Student Demonstrated...	Attempt #1	Attempt #2	Attempt #3	Attempt #4
Skill 1 Students understanding of game scoring				
Skill 2 Student understanding of the game				

SESSION 5: LESSON TOPIC ON STRATEGY

Objectives

Students will be able to...

- Demonstrate strategies for specific dart games
- Demonstrate strategies in finishing a game

Materials

- **Dart Boards:** Dart boards with 3 darts per board. I recommend one board for every two people. Clipboards and score sheets

Student Demonstrated...	Attempt #1	Attempt #2	Attempt #3	Attempt #4
Skill 1 Student demonstrates proper strategy for games played				
Skill 2 Student attempts proper strategy for specific dart shots				

SESSION 6 & 7: LESSON TOPIC ON REAL LIFE SCENARIOS

Objectives

Students will be able to...

- Use movement concepts and principles to analyze and improve target activity performance
- Exhibit proper etiquette, respect others while engaging in target activities
- Apply best practices for participating safely in target activities

Student Demonstrated...	Attempt #1	Attempt #2	Attempt #3	Attempt #4
Skill 1 Student hits target with consistency (9-10 attempts)				
Skill 2 Student demonstrates the ability of playing and scoring 301 or cricket				

Activity Protocol & Etiquette

Whether during practice or competition, individuals should be encouraged to abide by the following:

1. No distractions
2. Score your darts before you pull them

NET/WALL LESSON PLAN

Lesson Topic: Net/Wall lessons will provide students the skills and knowledge needed to successfully participate in activities such as tennis, eclipse ball, pickleball, badminton and table tennis.

UNIT OBJECTIVES

The student objectives below are followed by specific reference to SHAPE America National Physical Education Standards and Grade-Level Outcomes .



Students will be able to...

- Demonstrates competency and/or refines activity-specific movement skills in net/wall games (S1.H1.L1)
- Executes consistently (at least 70% of the time) a legal underhand serve for distance and accuracy for net/wall games such as badminton, volleyball or pickleball. (S1.M12.8)
- Strikes with a mature overhand pattern in a modified game for net/wall games such as volleyball, handball, badminton or tennis. (S1.M13.8)
- Demonstrates the mature form of forehand and backhand strokes with a short or long-handled implement with power and accuracy in net games such as pickleball, tennis, badminton or paddle ball. (S1.M14.8)
- Transfers weight with correct timing using low to high striking pattern with a long-handled implement on the backhand side. (S1.M15.8)
- Forehand- and backhand-volleys with a mature form and control using a short-handled implement during modified game play. (S1.M16.8)
- Creates open space in net/wall games with either a long- or short-handled implement by varying force or direction, or by moving opponent from side to side and/or forward and back. (S2.M7.8)
- Varies placement, force and timing of return to prevent anticipation by opponent. (S2.M8.8)
- Strikes a lightweight object with a paddle or short-handled racket. (S1.E24.K)
- Strikes a ball with a short-handled implement, sending it upward. (S1.E24.1)
- Strikes an object upward with a short-handled implement, using consecutive hits. (S1.E24.2)
- Strikes an object with a short-handled implement, sending it forward over a low net or to a wall. (S1.E24.3a)

UNIT OBJECTIVES (CONT)

- Strikes an object with a short-handled implement while demonstrating 3 of the 5 critical elements of a mature pattern. (S1.E24.3b)
 - Racket back in preparation for striking
 - Step on opposite foot as contact is made
 - Swing racket or paddle low to high
 - Coil and uncoil the trunk for preparation and execution of the striking action
 - Follow through for completion of the striking action
- Strikes an object with a short-handled implement while demonstrating a mature pattern. (S1.E24.4a)
 - Strikes an object with a short-handled implement, alternating hits with a partner over a low net or against a wall. (S1.E24.4b)
 - Strikes an object consecutively, with a partner, using a short-handled implement, over a net
 - or against a wall, in either a competitive or cooperative game environment. (S1.E24.5)
 - Throws underhand to a partner or target with reasonable accuracy. (S1.E13.3)
 - Catches a thrown ball above the head, at chest/waist level and below the waist using a mature pattern in a non-dynamic environment. (S1.E16.4)

Note: S= standard number; H=high school outcome number; L= level number [level 1 indicates the minimum knowledge and skills that students must attain to be college/career-ready; level 2 allows students to build on Level 1 competencies by augmenting knowledge and skills considered desirable for college/career readiness] (Society of Health and Physical Educators, 2014).



Special Considerations

It is important to give students an opportunity to choose appropriate games, sports and events. However, the health and safety of all students is paramount. Games, sports and events must provide safe, meaningful and challenging opportunities for all students.

Equipment Considerations

- Sportime Megaloons
 - Sportime Raqaloons
 - Short-handle (mini) badminton racket
 - Oversize head badminton racket
 - Junior size tennis racket 19"
 - Yarn balls
 - Fingerlite ball
 - Oversized foam tennis ball
 - Cones
-

Safety Considerations

- Holding on to racket correctly
 - Be careful when swinging racket in small spaces
-

Activity or Game Variations

The activity or game variations are listed below. Potentially add this paragraph depending on if it is related to Special Olympics or not. "If a school chooses to participate in a Special Olympics competition, they will need to be in contact with the state Special Olympics office for rules, regulations, and training requirements. For example: when registering for Unified Sports ABC competitions, there may be opportunities for singles, doubles or teams to participate. Unified Doubles format consists of one student with an intellectual disability (ID) and one without. Unified Team format consists of two students with ID and two without."

UNIT SCHEDULE

This unit is segmented into 8 sessions, however instructors can decide to extend or shorten skill instruction time-frames based on what best serves their students. As with many activities/games, skills and understanding of the game only get better with practice, therefore the more students practice playing games, the better they will become.

SESSION 1 & 2: LESSON TOPIC INTRODUCTION

Objectives

Students will be able to...

- Throws underhand to a partner or target with reasonable accuracy. (S1.E13.3)
- Catches a thrown ball above the head, at chest/waist level and below the waist using a mature pattern in a non-dynamic environment. (S1.E16.4)
- Strikes a lightweight object with a paddle or short-handled racket. (S1.E24.K)
- Strikes a ball with a short-handled implement, sending it upward. (S1.E24.1)
- Strikes an object upward with a short-handled implement, using consecutive hits. (S1.E24.2)

Materials

- Balloons
- Fingerlite balls
- Megaloons
- Racquloons
- Oversize tennis balls
- Yarn balls

Vocabulary

- **Baseline:** the back boundary line of the court
- **Grip:** bottom part of the racket that is used to grasp the racket
- **Racket:** an implement used to strike the tennis ball
- **Net:** the 3-foot barrier which divides the two sides of the court. To "play the net" means to attack your opponent by positioning yourself close to the net and hitting the ball before it bounces.

Movement Sequence	Verbal Cues
<p>Start of Sequence Name</p> <ul style="list-style-type: none"> • Racket back in preparation for striking • Step on opposite foot as contact is made • Swing racket or paddle low to high • Coil and uncoil the trunk for preparation and execution of the striking action • Follow through for completion of the striking action 	<ul style="list-style-type: none"> • Eyes on ball • Watch the ball • Opposite foot • Low to high • Follow through

Session 1 & 2 Content

Game overview & vocabulary (see vocabulary with definitions above)

Bounce/Catching Skills

- Underhand toss balloon/yarnball/tennis ball to each other at distance of 5-10 feet
- Bounce tennis ball to each other and catch from a distance of 5-10 feet
- Toss in a way that students have to cross midline to catch the ball

Cone Catches

- Underhand toss yarnball/tennis ball to each other at distance of 5-10 feet using a cone to catch the yarnball/tennis ball

Forehand Grip

- Have athletes learn the traditional forehand "shake hands with the racket" grip (eastern forehand grip), where the athlete:

Stands with the feet slightly apart and holds the racket with the non-racket hand.

Places the palm of the racket hand against the strings of the racket and slides the racket hand down the racket until the hand reaches the grip.

Wraps the fingers around the handle comfortably and "shake hands."

The grip should not be held too tight ("not too tight, not too loose").

Ball Balance

- Standing in place, on one foot, eyes closed, walking forward, walking backwards. Next pass ball to partner on strings.

Assessment

Facilitator Instructions: During practice time when the students are becoming familiar with the rackets, make a tally mark for each time the student successfully performs each task.

Student Demonstrated...	Attempt #1	Attempt #2	Attempt #3	Attempt #4
Skill 1 Student keeping eyes on the ball when tossing and catching				
Skill 2 Student is able to balance ball on the strings while walking with a partner or pass ball to partner on the strings				

SESSION 3 & 4: GETTING STARTED WITH STRIKING

Objectives

Students will be able to...

- Strikes a lightweight object with a paddle or short-handled racket. (S1.E24.K)
- Strikes a ball with a short-handled implement, sending it upward. (S1.E24.1)
- Strikes an object upward with a short-handled implement, using consecutive hits. (S1.E24.2)
- Strikes an object with a short-handled implement while demonstrating 3 of the 5 critical elements of a mature pattern. (S1.E24.3b)
- Strikes an object with a short-handled implement, alternating hits with a partner over a low net or against a wall. (S1.E24.4b)

Materials

- Balloons
- Fingerlite balls
- Megaloons
- Racquloons
- Oversize tennis balls
- Yarn balls

Vocabulary

- **Backhand:** The stroke that is used to return balls hit on the left side of a right-handed player and right side of a left-handed player. It can be hit with one or two hands. *Notes: Athletes should learn to hit a proper backhand not a right-handed forehand and a left-handed one.
- **Forehand:** The stroke used to return balls hit to the right side of a right-handed player or the left-handed player.
- **Groundstrokes:** Strokes played after the ball has bounced. Forehands and backhands are called groundstrokes.
- **Volley:** A stroke made by hitting a ball before it has touched the ground. Normally done inside the service line.

Session 3 & 4 Content

Starting Activity/Game Instruction

- Racket Balance Activity
Student rolls yarnball/tennis ball around racket in clockwise direction, then opposite direction

Racket Rolls

- Student rolls yarnball/tennis ball around racket in clockwise direction, then opposite direction

Walk the dog

- Student rolls the ball down the lines of the court with their racquet keeping it under control and near them

Pass the ball on the ground

- Partners pass the balloon/fingerlight/tennis ball back and forth on the ground. Start at 5 feet then move back.

Self-Drop forehand and backhand drills

- Start with a drop hit groundstroke. If the ball lands within the court the athlete repeats the skill; with a maximum of 3 balls per athlete and then switch. If a mistake is made, the next person in line takes a turn. An adaptation is to have the coach stand to the side of the athlete and drop the ball.

Forehand Bumps

- Partner stands about 5 feet away, toss balloon/yarnball/tennis ball and student "bumps up" at ball then partner catches the ball.

Perform the same activity at a badminton or tennis net height with a partner

Assessment

Facilitator Instructions: While the students are practicing racket control, make a tally mark for each time the student successfully performs each task.

Student Demonstrated...	Attempt #1	Attempt #2	Attempt #3	Attempt #4
Skill 1 Can balance an object on the strings of the racket for at least 30 second.				
Skill 2 Controls the direction of the ball off of the racket and rolls ball to partner for at least 5 consecutive hits at a distance of 10 feet				

SESSION 5: STRIKING AND SERVING INTRODUCTION

Objectives

Students will be able to...

- Strikes an object upward with a short-handled implement, using consecutive hits. (S1.E24.2)
- Strikes an object consecutively, with a partner, using a short-handled implement, over a net or against a wall, in either a competitive or cooperative game environment. (S1.E24.5)
- Executes consistently (at least 70% of the time) a legal underhand serve for distance and accuracy for net/wall games such as badminton, volleyball or pickleball. (S1.M12.8)
- Strikes with a mature overhand pattern in a modified game for net/wall games such as volleyball, handball, badminton or tennis. (S1.M13.8)

Materials

- Balloons
- Fingerlite balls
- Megaloons
- Racquloons
- Tennis racket
- Badminton racket
- Oversize tennis balls
- Yarnballs
- Hula Hoops
- Shuttle cocks

Vocabulary

- **Ace:** Ball served so well that the opponent fails to touch it with his/her racket
- **Double Fault:** The server loses the point if both of the services attempts fail to cross the net and land in the appropriate service box.
- **Fault:** A served ball that does not fall into the service box or goes into the net.
- **Foot Fault:** An illegal serve caused by the server stepping on or over the baseline before hitting the ball.
- **Follow-through:** That portion of any stroke after the shuttle/ball is struck.
- **Let Serve:** A serve that hits the top of the net and lands in the appropriate service box is replayed.
- **Serve:** Short for service. It is the stroke used to put the ball into play. A server gets two chances to put the ball in play diagonally into the service box. The serve must be struck from a tossed ball (not off of a bounced ball).
- **Server:** Player who serves the ball.
- **Service Box:** Court area where a serve should be played. Deuce court or Advantage court

Session 5 Content

Starting Activity/Game Instruction

- Ups
Drops balloon/yarnball/tennis ball on strings and bounces it "up" as many times as possible. (Fingernail up)
- Downs
Student bounces balloon/tennis ball downward as many times as possible. (Fingernails down)

Backhand Striking

- Backhand Bumps
Partner stands about 5 feet away, toss yarnball/tennis ball/birdie and student "bumps up" at ball.

Toss-Bump-Catch

Partner stands about 10 feet away across net, toss yarnball/tennis ball/birdie and bump ball back off of a bounce and catch.

Switch between tosses in front of body and over the head.

Throwing Drill

Throw a ball over the net and into the appropriate service box.

Using an overhead throwing motion, throw a designated number of balls into the appropriate service box.

Athletes struggling to get the ball over the net can start at the service line and gradually work to the point of throwing from behind the baseline.

Serving

Place hula hoops in the opposite service court and if the yarnball/tennis ball/birdie lands in the hula hoop they get to keep it.

Place hula hoops in the back corners of the serving areas across the net and have the students try to land serves in the hoops with yarnball/tennis ball/birdie.

Serving Adaptations

Serving Adaptations

Use a self-drop forehand stroke

Allow server to start play by hitting to right or left service box

Allow athlete to have 3 serve attempts

Play balls that bounce more than once

Throw ball into appropriate box

Stand at service line or between service line and baseline

Assessment

Facilitator Instructions: When the students are practicing their serving skills, make a tally mark for each time the student successfully performs each task.

Student Demonstrated...	Attempt #1	Attempt #2	Attempt #3	Attempt #4
Skill 1 Underhand serve yarnball/ tennis ball/birdie over a net at least 70% of the time				
Skill 2 Serve hits inside the hula hoop in the back corners				
Skill 3 5 consecutive hits on wall above 3 foot tape line from 8 feet away				

SESSION 6: LESSON TOPIC ON FOREHAND AND BACKHAND

Objectives

Students will be able to...

- Demonstrates the mature form of forehand and backhand strokes with a short or long-handled implement with power and accuracy in net games such as pickleball, tennis, badminton or paddle ball. (S1.M14.8)
- Transfers weight with correct timing using low to high striking pattern with a long-handled implement on the backhand side. (S1.M15.8)
- Forehand- and backhand-volleys with a mature form and control using a short-handled implement during modified game play. (S1.M16.8)
- Creates open space in net/wall games with either a long- or short-handled implement by varying force or direction, or by moving opponent from side to side and/or forward and back. (S2.M7.8)
- Varies placement, force and timing of return to prevent anticipation by opponent. (S2.M8.8)

Materials

- **Balloons**
- **Fingerlite balls**
- **Megaloons**
- **Racquloons**
- **Tennis racket**

- **Badminton racket**
- **Oversize tennis balls**
- **Yarn balls**
- **Hula Hoops**
- **Shuttle cocks**

Vocabulary

- **Backhand:** The stroke that is used to return balls hit on the left side of a right-handed player and right side of a left-handed player. It can be hit with one or two hands.
- **Backswing:** The segment of the swing that takes the racket back into the early hitting position prior to swinging the racket forward into the hit.
- **Forehand:** The stroke used to return balls hit to the right side of a right-handed player or the left side of a left-handed player.
- **Rally:** A series of good shots exchanged between players. Also a term used for the type of practice where players intentionally hit balls back and forth to each other.
- **Backcourt:** Area between the service line and the baseline.

Session 6 Content

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Starting Activity/Game Instruction

Place many hula hoops in the middle of the gym and have groups of two students try to serve a yarnball/birdie and land in the hoop. If yarnball/birdie lands in the hoop the group keeps the hoop. Continue until all of the hoops are gone and have students count the hoops earned. Change the point values of hoops of certain colors.

Rally with partner

Have students rally together and see how many consecutive hits they can have together. Change between low to high striking to high to low striking and forehands and backhands.

Scoring

Introduce scoring of badminton, tennis, or pickleball with the group. Unified partners can assist athletes with keeping score.

Assessment

Facilitator Instructions: When the students are practicing their serving skills, make a tally mark for each time the student successfully performs each task.

Student Demonstrated...	Attempt #1	Attempt #2	Attempt #3	Attempt #4
Skill 1 The understanding of which side to serve from and the service court to serve to.				
Skill 2 The ability to know the score of the game after each point is scored				
Skill 3 The ability to know the service rotation when playing doubles.				

SESSION 7 & 8: LESSON TOPIC ON REAL LIFE SCENARIOS

Objectives

Students will be able to...

- Demonstrates competency and/or refines activity-specific movement skills in net/wall games (S1.H1.L1)
- Employs effective self-management skills to analyze barriers and modify physical activity patterns appropriately, as needed. (S4.H1.L1)
- Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance. (S4.H2.L1)
- Uses communication skills and strategies that promote team/ group dynamics. (S4.H3.L1)

Materials

- Balloons
- Fingerlite balls
- Megaloons
- Racqueloons
- Tennis racket
- Badminton racket
- Oversize tennis ball
- Yarnballs
- Shuttle cocks

SESSION 7 & 8: LESSON TOPIC ON REAL LIFE SCENARIOS (CONT)

Vocabulary

- **Doubles:** A match played by teams of two players. The court is extended to the doubles sidelines (after the serve).
- **Drop Shot:** A touch shot that is hit softly over the net to force the opponent to run forward.
- **Game:** The part of a set that is completed when one player or team wins four points. In no-ad tennis the scoring is 1, 2, 3, "game."
- **Lob:** A stroke hit high in the air with the intent of being hit over a net playing opponent.
- **Match:** A Special Olympics tennis match consists of one no-ad set. Traditional tennis matches are best 2 out of 3 or best 3 out of 5 sets.
- **Point:** The smallest unit of score, awarded to a player when the opponent does not return a ball in play.
- **Set:** The scoring unit that is awarded to the player or team that has won 6 games by a margin of at least 2 games. Examples: 6-2, 6-4, or 7-5. If the game score reaches 6-6 a tie-breaker is played.
- **Singles:** A match played by two players.

Session 7 & 8 Content

Game Play

- Students are able to play a game of badminton, tennis, or pickleball and successfully keep score and follow the rules of the games. Students are able to play in a league play and/or a tournament and change courts to play other teams at the correct time.

Assessment

Facilitator Instructions: During singles or doubles game play, make a tally mark for each time the student successfully performs each task.

Student Demonstrated...	Attempt #1	Attempt #2	Attempt #3	Attempt #4
Skill 1 <ul style="list-style-type: none">• Varying force of a shot• Hits in direction away from opponent• Changes the force and direction of shot by hitting to various quadrants				
Skill 2 <ul style="list-style-type: none">• Shots move opponents to different quadrants side to side• Shots move opponent to different quadrants front to back• Move opponents to different quadrant 70% of the time				

Activity Protocol & Etiquette

In perception and practice, sportsmanship is defined as those qualities which are characterized by generosity and genuine concern for others. Whether during practice or competition, individuals should be encouraged to abide by the following:

Not making loud noises after points.

Not complaining about shots, like lobs and drops shots.

Not embarrassing a weak opponent by being overly gracious or condescending.

Not losing your temper, using foul language, throwing your racquet or slamming a ball in anger.

Not sulking when you are losing.

Put forth maximum effort during each event.

Practice with the same intensity as you would perform in competition.

Always finish the event. Never quit.

References

SHAPE America - Society of Health and Physical Educators. (2019). PE metrics: Assessing student performance using the national standards & grade-level outcomes for K-12 physical education (3rd ed.). Champaign, IL: Human Kinetics.

Society of Health and Physical Educators. (2014). National standards & grade-level outcomes for K-12 physical education. Champaign, IL: Human Kinetics.

Special Olympics Tennis Coaching Guide

Special Olympics Badminton Coaching Guide



Special Olympics Unified Schools

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