

TAC Sports Leadership in Development Program Manual

Week Overview

*Subject to change

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<p>Theme: Introductions What is a leader? Equity and Diversity awareness.</p> <p>Morning</p> <ul style="list-style-type: none"> • Camp Routine, and Outline of Week • Name game ice breakers - "Just Like Me" activity • Workshop: styles of leadership, camp goals and self-assessment • 3 Principles of learning • Snack • "Mirror this" team activity • "Questioning our biased assumptions" – Airplane game, Visualizing the invisible • Lunch <p>Afternoon</p> <ul style="list-style-type: none"> • In-field placement with assigned sports and mentor 	<p>Theme: Elevator Pitch and public speaking (Clarity). FIST principle.</p> <p>Morning</p> <ul style="list-style-type: none"> • The 5 Fist Principles • Cooperative games – Trust fall, Human Knot, Human Shapes, Hot Lava, Blind-folded obstacle course etc. • Snack • 30 second elevator pitch, first impressions, demeanor, body language, and voice projection • Lunch <p>Afternoon</p> <ul style="list-style-type: none"> • In-field placement with assigned sports and mentor 	<p>Theme: Nutrition and Holistic approach to sport and physical activity</p> <p>Morning</p> <ul style="list-style-type: none"> • Debrief and feedback – anecdotal notes from field placement • Fitness – body weight exercises • Nutrition talk – Fundamentals of healthy living • Snack • Holistic approach to Physical Activity and Sport – mental, social, physical • Lunch <p>Afternoon</p> <ul style="list-style-type: none"> • In-field placement with assigned sports and mentor 	<p>Theme: Designing lesson plans and Modified and adaptive games</p> <p>Morning</p> <ul style="list-style-type: none"> • Designing a lesson plan for ages 7-8 • Snack • Guide running for the Blind and Visually impaired • Lunch <p>Afternoon</p> <ul style="list-style-type: none"> • In-field placement with assigned sports and mentor 	<p>Theme: Future planning and application</p> <p>Morning</p> <ul style="list-style-type: none"> • Written assessment • Final notes • Snack • Volunteering Evaluation (In-field placement) • Lunch <p>Afternoon</p> <ul style="list-style-type: none"> • In-field placement with assigned sports and mentor • Certificate of Leadership - 20 volunteer hours of confirmation

Leadership in Development Materials and Volunteering overview

1. Leadership Handbook
2. Student Handbook
3. Day 5: Final Test
4. Leadership in Development T-Shirt
5. Leadership in Training Certificate *Signed by the L.I.D Coach and Camp Coordinator*
6. Letter of Volunteer Service *Signed by the L.I.D Coach and Camp Coordinator*

Volunteering Hours

- Monday (3.5 Hours)
- Tuesday (3.5 Hours)
- Wednesday (3.5 Hours)
- Thursday (3.5 Hours)
- Friday (6 Hours)

Field-placement Assessment

- Leaders will be assessed while volunteering on
 - Initiative: How creative are you in helping your mentor coach?
 - Energy: Voice Tone, Projection, Energy and Body Posture
 - Leadership: Guiding your assigned mentees to better performance and feedback

Leadership in Development Daily Lesson Plans

Monday - Themes: What is a leader? Leadership styles, and Equity and Diversity awareness

Morning (9:00am - 12pm)

9:00 - 9:30

Drop off, and camp wide introductions

9:30 - 10:00

Camp wide low organizational game - usually a tag/running game is played by the entire camp in the morning before splitting off to camp specifics.

10:00 - 10:15

Outline of Week - go over the curriculum and talk about the week expectations and activities they will partake in.

Name game ice breakers - "Just Like Me" activity

How to play Just like me:

You can draw a line across the room, or you can have students make a circle standing up. Have a list of things that can resonate with the students (see list below for examples). The objective of the game is to illustrate **similarities and differences** between the students. Also, this activity allows the instructor to gain some background knowledge about the group.

Whatever you read out, you tell the students to say "Just like me" if it applies or resonates with them. For example, if this phrase applies to you please step on the line or into the circle and say "Just like me" - I can speak another language other than English

List of phrases you can use or make up some yourself:

- a. I can speak another language other than English (can asks students what languages they speak)
- b. I am the only child
- c. I love rap, pop, r & b music (if any apply to you say just like me)
- d. It is my first time attending an L.I.D program
- e. It is my first time attending TAC Sports (can ask if they have been to other camps before)

- f. I am a huge fan of Justin Bieber's Purpose Album (can ask what their favorite song is!)
- g. I play one or more sports (can ask what sports they play)
- h. I have travel around the world before (can ask about the different places they have been to. If someone has never been outside Canada before, as where they would like to go)
- i. I have been in a leadership role before (i.e. student council, prefect, team captain, etc.)

These following phrases are to help transition the activity into the workshop focus

- j. I like when others follow my vision and lead, and what I want
- k. I listen and value other's input and make decisions based on collective ideas
- l. I am laid back and okay with people doing what they want to do when I know they are capable

*Take note on who steps into the circle for the last three (who steps in for all three?)

10:15am – 10:30am

Workshop: what is a leader? styles of leadership, and 3 principles of learning

Begin with asking students what sort of leadership styles they are familiar with, and in what situations have they experienced it (i.e. workplace, school team, club etc.).

Authoritative/autocratic: dictatorship style, the only person who has a say and is in control; makes all the decisions and what goals are to be achieved, and expects others to accept and follow in their vision.

Democratic/participative: participation style, where everyone is heard, and decisions are made based on a collective group of participants.

Laissez faire/delegative: laid back style of leadership, where the participants are given the full power to make decisions.

- Snack break – can set up next activity while leaders have their snack

10:30am – 10:45am

Activity 1: Leadership styles scenarios (12 minutes)

A [Big Dog, Little Dog](#) and [Knowledge Jump](#) Production. January 28th, 1998. Retrieved on April 25th, 2016, <http://www.nwlink.com/~donclark/leader/styles.html>

***Print and cut out the difference scenarios. Divide the students up evenly and distribute a few scenarios to each group. The group will have 5-10 minutes to read over the scenarios, determine what style is being used, and then discuss if it is correct for the situation or if a different style would work better.**

1. A business major is leading a team of research scientist working on new ways to use plastic. Although the team discusses the merits of each ideal and project, she retains the final decision making authority.
2. A new supervisor has just been put in charge of the production line. He immediately starts by telling the crew what changes need to be made. When some suggestions are made, he tells them he does not have time to consider them.
3. A construction crew has worked together for the last four years with very little change-over in personnel. They always vote whenever a decision has to be made on how to proceed with the project.
4. The owner of a small electronic store starts every day by telling the three employees what has to be done and how to do it.
5. An inspection line has no supervisor. They are expected to have the correct staffing, procedures, and expertise on each shift to ensure no defective parts gets pass them.
6. A new squad leader is just assigned overseas. She immediately calls her squad together for a meeting and asks for their ideas and input on an upcoming field training exercise.
7. There are seven people on a special project team and each individual is from a different department. Although a leader was elected, for a decision to pass it must have the approval of each individual.
8. A small department performs the same functions every day. To get information out, the supervisor sends it by email or voice mail, very rarely is a meeting called.
9. A project is running late. The manager puts out a course of action to take to try to put it back on track. Later that week she calls a meeting of all supervisors and key players to create a strategy to keep the project running on schedule.

10. A manager is working on the budget. He is told to get a hot project running immediately. He calls his staff together and explains the project. He then tells them to get it up and going while he completes the budget.
11. A newly hired supervisor is not allowed to make any decisions unless it is approved by the manager first.

Debrief/teaching points (3 minutes):

Do these scenarios remind you of a situation you have been through before? If you had the chance to redo things in that situation, would you consider using a different style of leadership?

**Versatility is KEY to being a great leader. Different situations require a different style of leadership, and to be a combination of all three is the key to successful leadership.*

10:45am – 11:15am

Camp Goals and Self-Assessment (verbal discussion):

- Why do you want to be a leader?
- What sports do you like?
- What's your vision for your future?
- Do you see yourself leading a group of people in the future?
- How powerful do you feel in terms of being able to do what you want in your life?
- What do you think your goal should be by the end of this week?
- What do you think your strengths and weaknesses?
- If you could do one thing and get paid for it, what would you do?

TEACHING OBJECTIVE:

- We want our leaders to become self-aware as self-awareness is the first point of knowledge.
- Sharing this honest self-assessment allows the students to open up and become better friends

What are the 3 Steps to success? (Discussion)

1. **Clarity** – Getting clear on your:
 - Top priorities: What are the 3 most important areas and goals to accomplish? What is your one most important goal that if you achieved would make everything else inconsequential? *Remember that your degree of success is directly related to how narrow you can make your focus.*
 - Your true desires (uncluttered from what everyone else around you wants to do)
 - Your goals and your main points of action throughout the week, month and year
2. **Accountability** – Helps to refine performance and bring goals to reality through holding you responsible for your actions and guiding you.
 - Multiple forms of accountability are the best. Who are your accountability mentors and your accountability partners?
3. **Taking Action** - Once you have Clarity and Accountability the next step to success is taking action
 - Chunking Down: The easiest way to achieve your goals is chunk down your big goals and priorities into small, bite sized achievable goals.

Bonus Question:

- What do you think Michael Jordan and Cristiano Ronaldo's top priorities are?
- Who were they accountable to?
- What actions did they take to achieve their goals? How did they chunk down their training?

Was their focus broad or narrow? Did they play more than one sport? Did they play more than one position?

Setting S.M.A.R.T Goals

- Specific
- Measurable
- Achievable
- Realistic
- Time Based
- 6 Month Goals
- 1 Year Goals

We are helping our leadership candidates set goals for the following areas:

1. Achievements: What would you like to achieve? What would you like to accomplish?

Examples

- Achieving an 80% average in the upcoming year in school
- Making the soccer team
- Making the student council

2. Skills: What skills would you like to obtain? What would you like to do better?
How are you going to measure your skill level?

Examples

- Learning how to start a summer business
- Learning how to speak another language
- Learning a new sport or technique

- **TEACHING OBJECTIVE:**

- Our objective is to open the minds of our leaders in development to the different skills they can develop and the different skills that they can develop in the key time frames.

Goals Map:

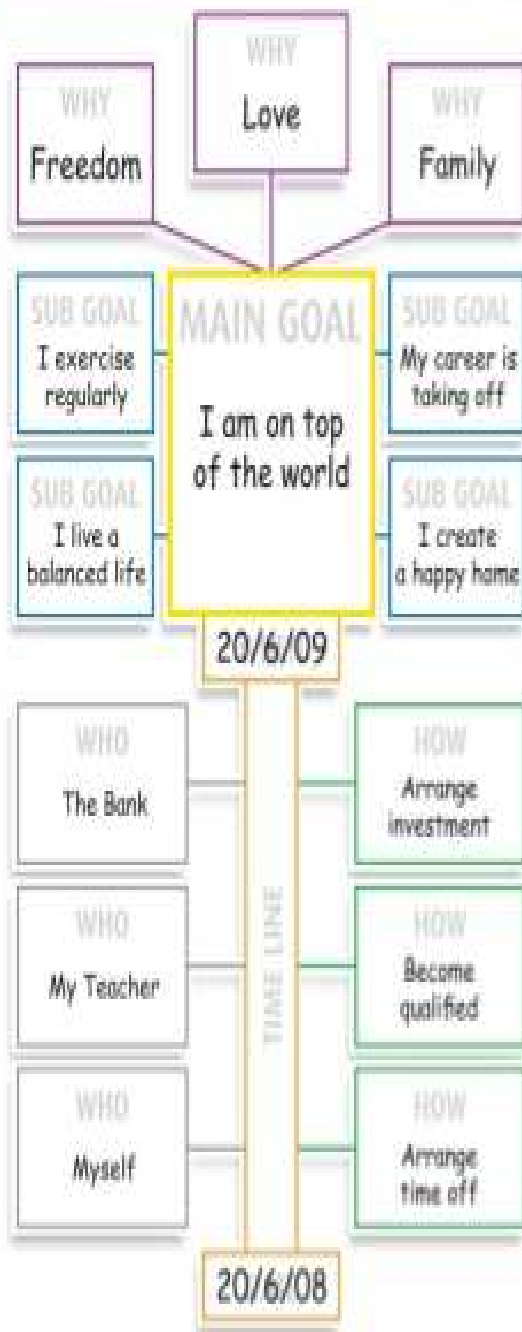
- Students will develop goal maps for their 1 most exciting goal.
- Developing goals and breaking them down into different specific goals and areas.
- Goal mapping helps to develop a more aesthetic and visual representation of your goals and making sure you get them done.

BONUS: Students will create a goal map of a famous athlete and check it vs. their own. Are they thinking big enough? Are they mapping it out?

- **TEACHING OBJECTIVE:**

- Our objective is to open the minds of our leaders in development to the different skills they can develop and the different skills that they can develop in the key time frame
- Use the goal map to emphasize the breakdown of goals into sub-tasks and to create a map of the environmental factors that are going to help them get there.

Creating Your Goal Map



11:15am - 11:30am

Activity 2 - "Mirror this" team activity

*This activity can be done as a group, or split into two teams (add a bit of competition).

The instructor will build a structure with any equipment they please. The model is hidden from the group. Leaders are given the exact equipment, they are asked to work together to build an exact replica of the structure the instructor has.

The group will choose one person to be the observer and look at the instructor model (they are allowed two chances to look, 30 seconds each time). The observer then returns to the group, and lead/guide the rest of their team in constructing the model.

*RULES: Everyone one MUST participate and take part in the activity. The observer is NOT allowed to physically help construct the replica model.

Progressions/limitations:

- Observer cannot talk, so they must use other methods to communicate what they saw to their teammates
- One or two person(s) on the team is blind folded
- NO ONE is allowed to talk
- Give them a time limit to complete the construction

Debrief (Teacher/student prompts): what was the purpose of this activity? What skills did you have to use to complete the task? What challenges did you face as a group, or individually? (I.e. if you were blind-folded, or if you were not allowed to talk etc.)

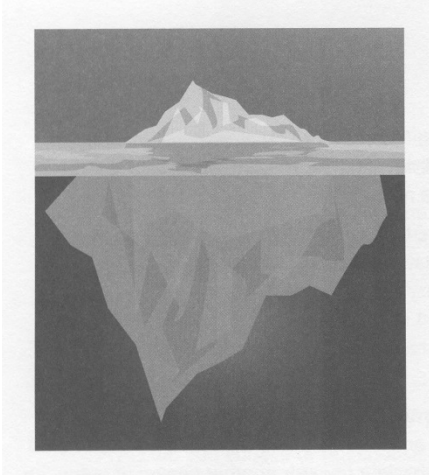
Teaching points:

- Self-awareness of one's abilities and weaknesses, and awareness and realization of other's strengths and limitations
- Different ways of communication (i.e. verbal, physical, body language, etc.)
- Teamwork

11:30am - 12:00pm

Activity 3 - "Questioning our biased assumptions" - Visualizing the invisible.
Airplane game

Visualizing the invisible – this ice berg is a representation of individuals, where very often only 10% of the person is visible. The only way to know the 90% invisible part of the individual is to take the time and build a relationship with them.



Partner up with someone. On a piece of paper, make three assumptions about this person, and somewhere on this paper list three things people often assume about you (do not show them until instructor give you the cue).

Questions:

- 1) How accurate were these assumptions they made about you?
List five things you wish people knew about you.
- 2) Are there parts of your identity that you wish to keep private and not share? What would need to change for you to feel comfortable in sharing these parts of your identity?

The Airplane Game – the goal of this activity is to examine the stereotypes and biases we consume from the media, our family, friends, and other sources.

Imagine you are travelling alone on a 20 hours airplane ride. Checking in, you learn the plane is almost full, but the service agent says he will let you choose your seatmate. Remember, this is a long flight, so choose wisely.

The options are below. Check the box next to the person you would like to sit beside, and answer the questions for each passenger.

- Passenger 1 is a **basketball player**.

Why did you choose or not choose me? _____

What do I look like? _____

- Passenger 2 is a **refugee**.

Why did you choose or not choose me? What do I look like? Where did I come from? What do I do for a living? Why did I leave my native country?

- Passenger 3 is a **person with a bald head and multiple piercings**.

Why did you choose or not choose me? _____

What do I look like? How do I dress? _____

- Passenger 4 is a **former high-security prisoner**. □

Why did you choose or not choose me? _____

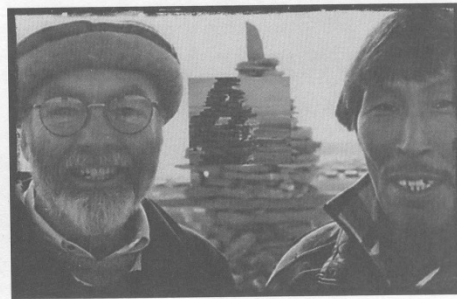
Why do you think I was in jail? _____

What do I look like? What do I do for a living, now that I am out of jail? _____

- Passenger 5 is a **woman from Iran**. □

Why did you choose or not choose me? _____

What do I look like? What do I do for a living? How do I dress?



V. Tony Hauser, PhotoSensitive

Answers

Is this who you were envisioning?

- Passenger 1: **Kendra Ohama**
Kendra Ohama is a wheelchair basketball player and Paralympic medalist. She won gold for Canada at the Paralympic Games in 1992, 1996, and 2000. She also captured a bronze medal at the 2004 Paralympic games in Athens, and is a four-time World Champion.
- Passenger 2: **Michaëlle Jean**
Michaëlle Jean and her family fled the dictatorial regime in Haiti in 1968. A journalist and stateswoman, she was the first African-Canadian, the third woman and second immigrant to serve as Governor General. Michaëlle is fluent in five languages. Did you know the Governor General before Michaëlle Jean, Adrienne Clarkson was also a refugee?
- Passenger 3: **Enas El-Atrash**
Enas El- Atrash is a five-year old cancer patient with pierced ears. She lost her hair following chemotherapy.
- Passenger 4: **Nelson Mandela**
Nelson Mandela was leading the fight to end apartheid (a system of institutional racial segregation) in South Africa where the government sentenced him to life imprisonment for sabotage. Mandela was released from prison after 26 years and became the first president of South Africa to be elected in a fully democratic election. He is a Nobel Peace prize winner.
- Passenger 5: **Anousheh Ansari**
Anousheh Ansari is an Iranian-American who paid a reported \$20 million to become the world's first female space tourist. She was also the first Muslim and first Iranian in space. She holds a master degree in engineering and was the co-founder of two successful technology companies. She and her business partner recently sold one of those companies for \$750 million.

Debrief/teaching points

Reflection questions:

1. Were you surprised by who the passengers turned out to be? Why or why not?
2. Were your assumptions correct? How did you arrive at them?
3. How might your assumptions hinder you from being a leader or play a role in the decisions you make?

As leaders, we need to learn to:

- Keep an open mind
- Be aware and conscious of our thoughts
- Constantly challenge our biased assumptions and the stereotypes around us

Afternoon (1:00 - 4:30pm) - In field placement with assigned sports and mentor: 3.5 hours

Tuesday – Themes: FIST principle, Elevator Pitch and public speaking (Clarity)

Morning (9:00am – 12pm)

9:00 – 9:30

Drop off and mingling

9:30 – 10:00

Camp wide low organizational game

10:00am – 10:30am

The 5 Fist principles – qualities of leadership

Imagine this, each finger on your hand represents one of the qualities of leadership, and together, they form a fist. If one is absent, we can easily pry the rest of your fist open. If you only possess one or two qualities, it is easy to break your fingers.

IF you were to hit someone, which do you think will do more damage, a single finger or a full fist?

Here are the qualities of leadership:

Trust

- ❖ What does trust look like on a team?
- ❖ How can you establish trust between leader and followers?

Game - “Trust Fall”

Grab a partner relatively your size and height. One person stands in front of the other with their back facing the partner. When the partner says “go,” the person in front will fall back into their partner. The partner behind them will catch them and break their fall. If the students are daring, they can close their eyes and fall backwards into their partner.

- ❖ Did you or did you not trust your partner? Why?
- ❖ Did they talk to you and reassure you?

Knowledge

- ❖ How can you lead if you do not know what you are talking about, or doing?
- ❖ Ties into trust. Who would you rather follow? Someone who knows what they are doing or someone who wings everything and lacks the knowledge?

Communication

- ❖ Why is communication an important quality of leadership?
- ❖ What does effective communication mean? What does it look like in action?
- ❖ What are some key things for effective communication?
- ❖ Ties back into Knowledge - do YOU know what you are talking about?
- ❖ Clarity - How well do you understand the knowledge you possess? How can you communicate this knowledge to the person(s) of interest? How do you know if you are being understood? What can you do to make sure?

Caring

- ❖ Caring is a powerful motivational factor on any team
- ❖ "I'm going to do this because I *Care* about my job and because I *care* about the people I work with." - The difference between Good work, and GREAT work
- ❖ What does caring look like? What does it sound like on a team?

Pride

- ❖ Our work represents us.
- ❖ "Everything we do has our own personal signature on it. So we want to do it as well as we possibly can."
- ❖ Think of this, when you're making a pass. Was it a good pass? If it wasn't a good pass you are responsible for it.

Draw onto yesterday's material – what are some goals of a leader? Leaders help develop and cultivate team culture, but everyone has a role on a team.

Collective Responsibility and "Togetherness"

- ❖ What does collective responsibility mean?
- ❖ Think back to the game "Mirror this." What kind of roles did everyone play? If someone did not play their role, or pull their weight, would you have been as successful?

I leave you with a quote:

"You develop a team to achieve what one person cannot accomplish alone. All of us alone are weaker, by far, than if all of us are together." - Coach K

10:30am - 11:00am

Cooperative games

1. **Human Knot:** Everyone reaches across and grabs another person's hand without seeing whose hand is grabbed. The goal is to untangle all the arms to return to a circle without letting go.

Possible challenges:

- ❖ Completing the task in silence
- ❖ One person is the leader and participates strictly as the instructor, everyone else is blindfolded or has their eyes closed
- ❖ Depending on how many students you have, can form teams competing against each other

2. **Human Shapes:**

*this game encourages students to work together, thus developing team work and social interactions between students.

Divide students up into multiple groups or if there aren't enough students to form teams, then play as a whole group. The instructor will call out a shape (or letter, number etc.), and the students as a group have to form that exact shape (or letter, number etc.) with only their bodies. *everyone MUST be part of this final product. First team to accomplish will be reward a point.

3. **Hot Lava (will need mats or hula hoops for this game)**

Divide students up into teams. Each team will have two hula hoops/mats used as stepping stones. Everyone starts on one side of the field/court standing in or on their stepping stones. Their goal is to reach the other end of the court/field using the stepping stones (each team has two). If in the process of getting across to the other side, a limb or any part of the body touches the ground (hot lava) you will not be allowed to use that part of the body. If both your feet touch the lava, you will be eliminated from actively participating in the challenge. You can however still participate by verbally instructing your teammates. First team to the other side, or team with the most members remaining in the game wins.

Progression/modifications:

- ❖ Blindfold a member on each team
- ❖ One team member loses ability to use one off their legs right off the bat

11:00am - 11:15am

Snack break

11:15am - 12:00pm

Workshop: 30 second elevator pitch, first impressions, demeanor, body language, and voice projection

30 second elevator pitch

Imagine this. You are heading to an interview for a camp counsellor position you recently applied to. When you arrive in the lobby, you overheard the receptionist address the manager by name (this person is going to be your interviewer) as she is walking into the elevator, you follow in after her. As you walk in, she recognizes you from the interviewee profiles. You have exactly **30 seconds** from the closing of the elevator doors to the floor she gets off at to make a striking impression. This is now essentially your interview that determines whether you will get hired or not. Sell yourself. Why should the manager hire you?

Debrief/teaching points

- ❖ The first 30 seconds that you meet a person for the first time is crucial. That is the first impression they have of you

So how do you make a good and striking first impression? Let's look at **Body language and demeanor**

Body language is how we communicate with nonverbal gestures or movements. It can be conscious or unconscious. This plays into how others' perception of us.

- ❖ Are you facing the person or audience to whom you are addressing?
- ❖ Do you use facial or hand gestures to get your points across?
- ❖ Often body language and your demeanor go hand-in hand

Demeanor is your outward behaviour or mannerism. What is your demeanor like?

- ❖ How do you present yourself physically? Are you hunching you back, or appearing timid? Or are you standing tall and confident?
- ❖ Do you appear approachable and friendly?
- ❖ Are you calm, collected, and composed in tense situations? Or do you appear nervous, and disorderly?
- ❖ Are you enthusiastic and energetic?

How might your body language and demeanor affect the way others perceive you? How can it help or hinder you when interacting with your peers, coworkers, teammates or the children you work with?

Voice projection and clarity

When addressing a large group, it is important to be clear and appropriately project your voice so everyone can hear you.

- ❖ Using the diaphragm
- ❖ Maintaining good posture (neutral spine, neck and head muscle relaxed)

Activity - Varying the loudness using vowel sounds:

<http://www.sltinfo.com/voice-projection-exercises/>

Take a breath and say the vowel sound /ah/ as follows (in American English this is the vowel as it sounds in the word *body*; in British English it is the sound as it appears in the word *bard*):

1. /ah...../ (soft → loud)



Start softly and then gradually, and as smoothly as possible, increase your loudness. Remember, you are not trying to shout or scream but to create a contrast between a soft conversational voice (e.g. talking to someone just one meter away) and a louder conversational voice (e.g. talking to someone about three meters away). If it helps, imagine that there is a wire extending from your mouth that is tied to some object in a room about three meters away. As you increase your loudness, imagine that you are sending the sound along the wire to meet the object. This may help to create a mental image of projecting the voice across a short distance.

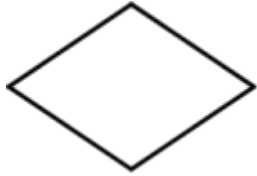
2. /ah...../ (loud → soft)



This is the reverse of Exercise 1. As you are starting loudly this time, be careful that you do not use a hard attack when initiating the vocalization. Remember to use easy onset at all

times. If you do find that you are hitting the vowel too harshly, simply put a short /h/ sound (as in the word *house*) before the vowel. This should help to bring the **vocal folds** together gently before they start to vibrate.

3. /ah...../ (soft → loud → soft)



Doing this exercise gently and smoothly almost sounds a little like a car approaching you and then passing by and away – the engine is quiet to begin with, it gets louder as it approaches and then quiet again as it moves off into the distance.

4. /ah...../ (soft → loud → soft → loud → soft



This exercise sounds a little like an ambulance siren – alternating between soft and loud, soft and loud.

12:00pm - 1:00pm

Lunch

Afternoon (1:00 - 4:30pm) - In field placement with assigned sports and mentor: 3.5 hours

Wednesday – Themes: Nutrition, and Holistic approach to sport and physical activity

Morning (9:00am – 12pm)

9:00 – 9:30

Drop off

9:30 – 10:00

Camp wide low organizational game

10:00 – 10:15

Debrief over in-field placements and anecdotal notes

Questions:

- ❖ What are some observations you have made from your mentor coaches? What style of leadership did they portray?
- ❖ How did the students react to their instructions?
- ❖ What type of activities did you observe, and how did the coach (if applicable) adapt or modify the activity based on the ability of the student?

10:15am – 10:45am

Fitness training

- ❖ **Body exercises (See Appendix A)**
- ❖ **How to train your body to maximal functionality**

Nutrition Talk – Fundamentals of healthy living

- ❖ **Awareness of food**
 - Awareness of food means taking the time to be aware of how different foods make you feel
- ❖ **Macronutrients**
 - Carbohydrates
 - Fats
 - Protein
- ❖ **Proper Fuel of your mind**
 - Eating properly before physical activity
 - Most important meal of the day – Breakfast, helps prepare your mind for learning

❖ **Nutrient genetics**

- “You are what you eat” – Dr. Doug Richards (University of Toronto Doctor and Professor)
- What you eat changes the expression of your genes
- You eat crap, your body will feel like crap

Setting goals for ideal body strength and self-image

- ❖ **1 year**
- ❖ **5 years**
- ❖ **10 years**

10:45am – 11:00am – Snack break

11:00am – 12:00pm

Holistic approach to physical activity and sport

Three aspects of focus:

1) Mental

a. Mental toughness

What does this mean, and how can we train our minds to be tougher? Mental toughness allows us to be better athletes, and it is the resiliency of our minds to emerge out of difficult situations without losing confidence.

b. Positive Self – talk

Examples of positive self-talk: “Shake it off,” “I can do it.”

c. Imagery

You can use imagery in any sport. Whatever sport you may play, pretend you are doing a specific action (i.e. shooting a ball, making a pass, striking a ball etc.). I want you to break down the technique and movements in your minds.

Let’s try an exercise. Close your eyes, and take in a deep breathe, and exhale.

Now, imagine **you** are a basketball player.

- ❖ You are standing behind the free throw line with the basketball in your shooting hand.
- ❖ You place your shooting foot slightly in front of the other.
- ❖ You then square your shoulders facing the basket
- ❖ Next, you bend your knees slightly for balance, and you look at the center of the basket as you raise your shooting elbow pointing at the basket

- ❖ You generate force by quickly pushing from your feet, and thigh, elevating the body upwards
- ❖ Finish the shoot by extending your elbow and flicking your wrist at the basket
- ❖ You watch the ball arch towards the basket, and sink through the net

What is the purpose of imagery?

- ❖ Connecting the mind and body
- ❖ Training the body to execute motions exactly the way you want it to
- ❖ Focusing on making a good shot, pass, etc.

d. Exercise prescription for depression

- ❖ When you exercise, your body releases hormones that make you feel good physically, and mentally (i.e. “Runner’s high”)
- ❖ For someone who is suffering from depression, exercise can help alleviate symptoms of depression

2) Physical

a. Fitness

- ❖ Having good fitness makes you feel stronger, healthier, and more confident

b. Physical literacy

- ❖ *Physical literacy is defined as acquiring competence in fundamental movement skills, having good insight in sports, being competent and confident in a variety of sporting contexts and environments that benefit the healthy development of the whole person (i.e. mental, social, physical, and emotional aspects of the person) (PHE Canada, 2016)*

3) Social

- a. Forming social bonds with teammates, coaches, and competitors
- b. Establishing trusting relationships with team
- c. Develop social and interpersonal skills
- d. Facilitating social interaction between campers
- e. Being a leader and mentor to young campers
- f. Building mentor-student relationships with TAC Sport coaches

12:00pm – 1:00pm

Lunch

Afternoon (1:00 – 4:30pm) – In field placement with assigned sports and mentor: 3.5 hours

Thursday – Themes: Designing lesson plans and modified and adaptive games

Morning (9am – 12pm)

9:00 – 9:30

Drop off and mingling

9:30 – 10:00

Camp wide low organizational game

10:00am – 11:00am

Modified and adaptive games (Introduce and play a few games)

1. Hoop Pass (Basketball – ages 7 & up)

Divide students into two teams. Students can only pass the ball (no dribbling) to move the ball around the court. There will be one (or two) hula hoop(s) on each end of the court. Objective of the game is to score on your opponent's hoop by receiving a pass inside the hoop. *Players cannot monkey guard hoop, nor can players be inside the hoop for more than 3 seconds at a time. Each successful catch inside the hoop is worth one point.

Progression/modification:

- ✓ Add a second hoop to each team (if no hula hoops, use pylons to make a hoop on the ground)
- ✓ Allow two steps
- ✓ Allow dribbling (But cannot dribble into a hoop to score, must receive a pass in the hoop to score)

Skills, tactics/strategies: passing and receiving, teamwork, jumping, spatial awareness

Equipment: 1 basketball, 2-4 hula hoops, pylons, and pinnies

2. Numbers (Basketball and Soccer)

Divide players up into two teams (i.e. 10 kids/2 = 5 on each team). Give each player a number from 1-5. If there is an odd number, give one player two numbers (1 & 5). *Tip: number kids off on each team based on similar skill levels. Players are lined up on the outside of the playing area (or sitting on their bench, could have them lying down with stomachs on the ground). The instructor will call a number (i.e. 1) or numbers (1 & 4), and then toss the ball into the center of the playing field/court. Whatever number gets called, they will have to place against the numbers on the opposite team. The objective is to score on your opponent's net to gain a point for your team.

Guiding questions: What challenges did you face when you were playing 1-on-1? What skills are you using in this game? How can this activity help you develop into a better player?

Sport specific fundamental skills, tactics/strategies: dribbling, passing, shooting, decision-making

Fundamental movement skills: object manipulation, locomotor (running), balance and coordination

Equipment: one ball, pinnies, two nets

Space: Field, or indoors

Progression/modifications:

- ✓ Start with 1-on-1 games, and then progress to 2v2, 3v3, 4v4 and so on

3. Hungry, Hungry Hippo (Tennis)

Divide into teams. Each team needs to number off who will go first. A hopper of balls is placed in the middle of the court. Each team has a hopper (if no hopper, make a circle with pylons to hold balls), where they will put the balls. It is dinner time and the hippos (players) are hungry. When the coach signals its dinner time (Blow whistle), the first person will run to the middle hopper, grab a ball and balance it on their racquet all the way back to their own hopper. The next team member can go once the person in front of them places the ball in their hopper. Team with the most balls when time is up (1 minute) or when balls run out wins.

Progression/modifications:

- ✓ Have players bounce/keep the ball up all the way back to their hopper

Skills: running, balance, coordination

Equipment: tennis balls, racquets

4. Dribble Octopus (Basketball and Soccer)

Similar to the rules of Octopus, there are two Octopi as "IT" to start. Everyone else has a ball. They must dribble the ball from one end of the court/field to the other end. Only way someone becomes IT as well is if they get their ball stolen, or if the Octopi knocks their ball out of bounds. If the Octopi knocks the ball, and the player manages to regain possession of the ball before it goes out of bounds or before the octopi steals it, then the player continues. Once you lose you ball, you become an Octopi and play defense.

Skills, tactics/strategies: dribbling, running, ball control, defense, dribbling low to the ground, trapping players

Equipment: ball for each player, pylons to outline boundary if no lines available

Space: field or court

Designing a lesson plan for ages 7 and up (1 hour)

Consisting:

- 1) Warm-up (5 minutes)
 - ❖ Dynamic stretches: arm circles, light jog, floor sweeps, butt kicks, high knees etc.
- 2) Minds-on game (5 minutes)
 - ❖ A game that leads into your first drill and skill objective
 - ❖ Example: Dribble octopus
- 3) 2 Drills (skill and tactical component)
 - ❖ Dribbling circuit – baseline to half court, weaving through pylons, zig zags, etc. (5 minutes)
 - Play a quick game – make the drill into a relay competition and or play lines of the court (5 minutes)
 - ❖ Passing – partner passing, going through all the different types of passes, and techniques (10 minutes)
 - Play another game – ball tag (10 minutes)
- 4) Scrimmage and apply skills in game situation (15 minutes)
- 5) Cool down (5 minutes)
 - Static stretches

*Include time allocated for each activity

11:00am – 11:15am

Snack break (set up next activity – running course)

11:15am – 12:00pm

Guide running for the Blind and visually impaired - Guide running is an official sport in the Special Olympics and Paralympics

- **50 metre sprint**
- **Square running**
- **Blindfolded obstacle course**

Friday – Themes: Future planning and application

- 1. Day of assessment (Written assessment and in-field placement evaluation)**
- 2. Finishing up volunteer hours (6 hours)**

Bodyweight Exercises

BY NEILA REY © neilarey.com



abs



quads



glutes



triceps



biceps



back



chest

 sit-ups	 lunges	 squats	 close grip push-ups	 leg curls	 pull-ups	 push-ups
 reverse crunches	 high knees	 donkey kicks	 tricep dips	 chin-ups	 elbow lifts	 plank rotations
 bicycle crunches	 turning kicks	 bridges	 tricep extensions	 doorframe rows	 superman	 chest squeezes
 flutter kicks	 climbers	 jump knee tucks	 get-ups	 body rows	 star plank	 shoulder press
 leg raises	 plank jump-ins	 fly steps	 punches	 sitting pull-ups	 alt arm/leg plank	 shoulder taps
 elbow plank	 lunges step-ups	 side leg raises	 side-to-side chops	 pseudo planche	 full arch	 clapping push-ups