

HEAD START BODY START NATIONAL CENTER FOR PHYSICAL DEVELOPMENT AND OUTDOOR PLAY

**HEAD START
BODY START**

National Center for
Physical Development
and Outdoor Play



National Association for
Sport and Physical Education



AMERICAN ASSOCIATION
FOR PHYSICAL ACTIVITY
AND RECREATION



Presented by **Steve Stork & Clersida Garcia**
2010 AAHPERD
National Convention & Exposition

1. To gain an understanding of how to **vary, modify and adapt** physical activity and motor skill development to different ability levels in young children.



Learning Objectives Continued

2. To learn **strategies that increase skills, development and physical activity participation for ALL young children**
3. To learn **how to design and structure the environment to include ALL young children**





Inclusive Thinking

Defining Inclusion



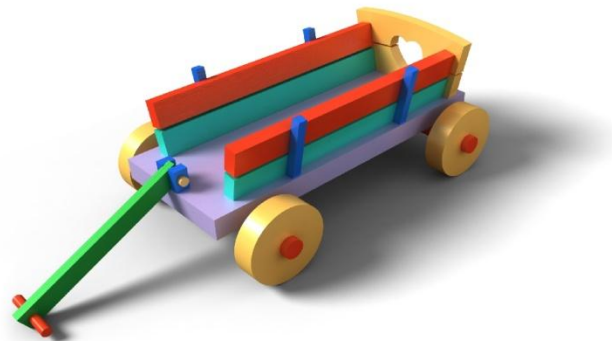
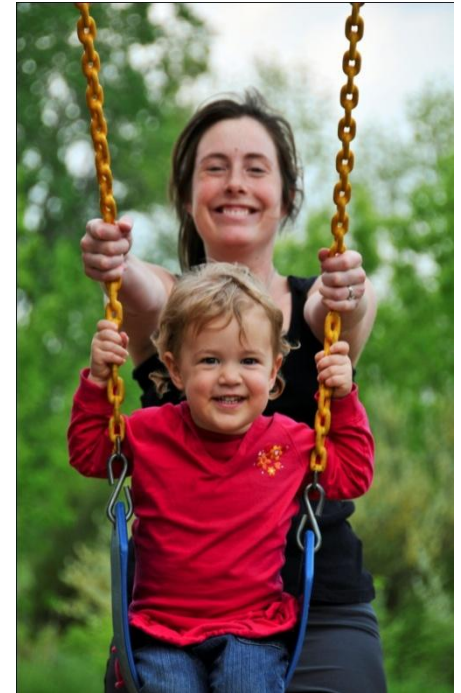
“Inclusion is the full acceptance of **all students** and leads to a **sense of belonging** within the classroom community.”

-- FSU Center for Prevention & Early Intervention Policy

Activity: *Inclusive Me*

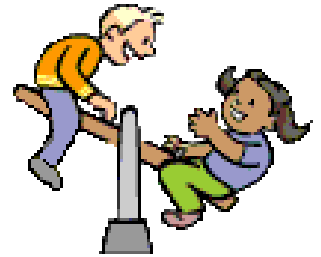


What makes us who we are, and how does it impact movement and play in our lives?



Inclusive Me: Categories

Gender: How did being a girl or boy impact your play?



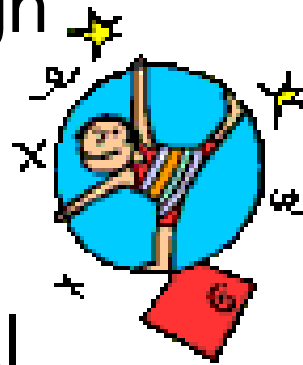
Available Role Model: Did you have an active parent or caregiver? Older sibling or coach?

Family Structure: Big family or small? Extended family part of your household? Single parent? Multiple generations?



Categories Continued

Personality Type: Introvert or extrovert? Do you like the outdoors? Group or solo activities? High energy or...?

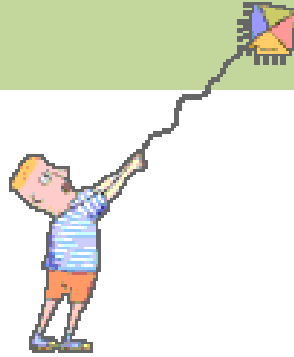


Ability Level: Were you quick to develop? Particularly athletic? Did you have any physical limitations or other potential barriers to your play?

Traditions: Did you grow up with any traditions that encouraged or discouraged play and physical activity?



Culture



Belief System: Was physical activity and play valued in your culture? If not, how did that impact your motor development and sense of play?

Ethnicity: How did your geographic region impact your play and motor development? How about the time period you grew up in?





Partner Share: Inclusive Me



Share the top two or three factors you feel influence your play and movement/physical activity style.

Group Share: Inclusive Me



1. What were the top two influencing factors?
2. Were you surprised by any of the information and how it influences your play & movement style?



Motor Skill Development

One size DOES NOT fit all:

- 1. Individual**
- 2. Multi-factorial**



What can impact development?

- ✓ Socio Economic Status
- ✓ Maturation of central nervous system
- ✓ Experiences
- ✓ Motivation & encouragement
- ✓ Communication
- ✓ Available role model
- ✓ Culture & values
- ✓ *And ...*





Strategies for Fostering Movement Development

1. Opportunity for repetition
2. Variety of scenarios
3. Purposeful and meaningful movements
4. Success oriented activities



1. Opportunities for Repetition

To form and strengthen a coordination pattern, the movement actions have to be repeated many times. Manipulative, locomotor and balance skills need many opportunities for practice.



Different scenarios:

- ✓ Enhance the use of motor skills in variety of ways
- ✓ Promote movement in a variety of settings & spaces
- ✓ Promote the use of **movement concepts**



Boosting Variety & Movement:

- ☑ Take it outside
- ☑ Move it to the gym
- ☑ Add in wheeled toys
- ☑ Increase the distance
- ☑ Move in different ways



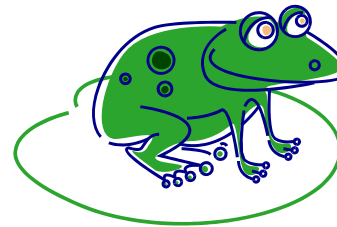
Let's Play!



Bumble Bee Bop



Leaping Lillypads



Time to put on
your *creative*
thinking caps!





Partner Share: Activity Scenarios

1. Pick a movement skill (i.e., throwing, balancing, jumping, skipping, walking backwards, etc.)
2. Identify at least three different scenarios you could design to practice the skill





Group Share: Activity Scenarios

What were our BEST ideas?!





3. Success Oriented Activities

Maintain children’s motivation & interest levels with activities appropriate for their level of skill development.

- ✓ Not too easy, or too hard
- ✓ Flexible, so kids can adjust & make choices
- ✓ ALL ability levels can feel a sense of accomplishment



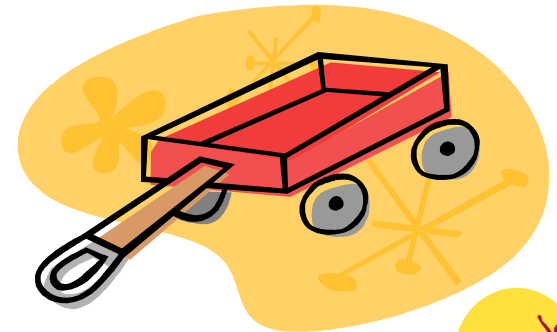


- ✓ Avoid games that typically exclude children or eliminate children from continuous active participation
- ✓ Think about ways to maintain high activity levels and FUN for **All** participants

Designing & Structuring the Environment



- Appropriate equipment
- Environment set up (safety)
- Enhance sensory information





When designing and planning activities think about what your children:

- ✓ Like
- ✓ Value
- ✓ Know
- ✓ Enjoy



Adapting & Modifying



- Provide choices
- Structure the environment with your children in mind
- Don't make assumptions
- Value effort
- Encourage
- Offer assistance
- Provide physical guidance



Teaching Success & Children with Special Needs

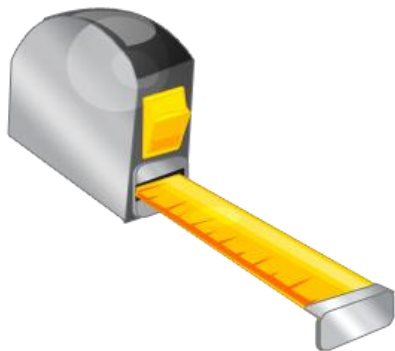
- ✓ Know your children: **LD, PD, BD, etc.**
- ✓ Ask parents about medical reports & recommendations
- ✓ Learn the best method of communication with your children
- ✓ Task adjustment





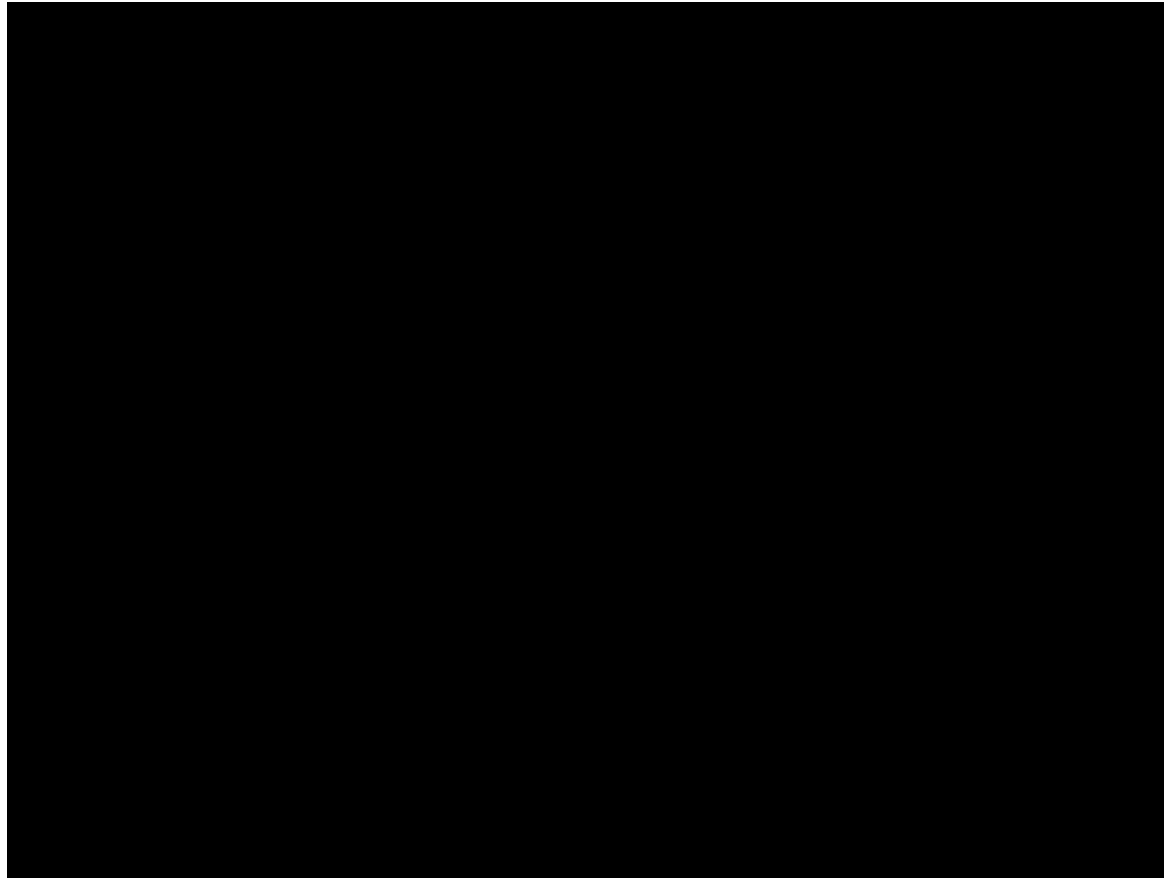
- ✓ Activity design
- ✓ Setting & environment
- ✓ Communication
- ✓ Participation *style*

Adaptations in Action





Video #1: Swat the Fly



Source: *Active Play! Fun Physical Activities for Young Children*, Cortland, NY: Active Play Books (2008) Used with permission. Music by Vincent © 1997, www.LighthouseRecords.com.

Group Share: Swat the Fly

1. How could you make it easier?
2. How could you make it more challenging?
3. How could you modify it for a child that uses a wheelchair?
4. How could you modify it for different cultures?





Video #2: Stacking Tires



Source: Videatives, Inc. www.videatives.com





Partner Share: Stacking Tires

1. How could you make the activity easier?
2. How could you make it harder?
3. How could you engage more children?



Questions & Answers





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