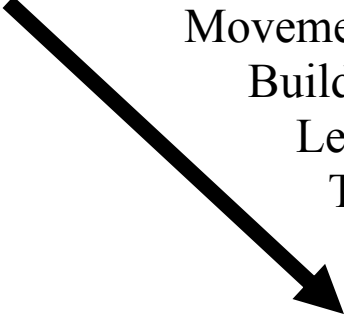


A working guide toward:
Movement Opportunities for
Building Independence and
Leisure Interests through
Training Educators and
Exceptional learners



Project MOBILITEE

HOPEWELL SPECIAL EDUCATION
REGIONAL RESOURCE CENTER
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September 1981

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Forward

Project MOBILITEE was developed and written by Adapted Physical Education Specialists. It is the result of a widely felt need in the area of physical education for the disabled. MOBILITEE contains an assessment and curriculum guide specifically designed to assist educators in developing physical education programs for students who are moderately and severely disabled. The project materials are resources to be referred to during in-service training and instruments to facilitate programming after instruction in their use.

Introduction

MOBILITEE is an Adapted Physical Education Project dealing with moderate and severe handicapping conditions:

Why was MOBILITEE developed?

- a nationally recognized need in physical education for the disabled
- to provide an accurate and efficient assessment tool
- to provide assistance in curriculum planning in physical education for the disabled
- to meet requirements of P.L. 94-142
- to provide the teacher with direction and accountability

Why is in-service an integral part of the Project?

- to establish or discuss adapted physical education concerns
- to train in the integration of physical education goals in the IEP
- to train in the use of the assessment tool
- to train in the use of the curriculum guide
- to provide in-depth training depending on identified needs

What does the Project include?

- in-service training in MOBILITEE materials
- assessment tool in adapted physical education for students who are moderately and severely disabled
- curriculum guide for moderately and severely disabled students
- activity suggestions to implement curriculum
- follow-up consultative assistance

What can MOBILITEE do for me?

- provide a fast and accurate assessment tool with training
- provide IEP components
- provide curriculum suggestions
- provide in-service to meet identified needs
- provide follow-up consultations
- provide activities to implement the curriculum
- provide accountability

What Physical Education Is

Much as been written and stated to define physical education. For convenience and agreement, the definition of physical education, in the Ohio Rules for the Education of Children with disabilities, July 1, 1982, states that “*Physical Education means General Physical Education or Adapted Physical Education.*”

There are several sources and individuals that identify the development of positive self-attitude as an outgrowth of the properly administered physical education program. By definition, physical education develops skills for participating in both individual and group games and sports. This requires the development and use of several social, cognitive and communicative skills. It also requires a level of perceptual motor efficiency as several sensory systems are utilized to obtain the desired motor response(s).

Physical educators express their personal philosophy by the type of program and emphasis they provide. Some emphasize a movement exploration (guided discovery) approach while other’s emphasis many be on the physical and motor fitness. Regardless of grade and level and how they express themselves, they all have the common goal of developing physical and motor fitness, fundamental motor skills, the skills for participating in individual and/or group games and sports, and a positive self-concept for each student.

This is clearly demonstrated in the traditional physical education program. The traditional secondary program emphasizes sports skills and may consist of football (flag) and soccer in the fall; basketball, volleyball, and gymnastics in the winter; and softball, and track and field in the spring. When analyzing the components of each of these sports, it is obvious that they all contribute to the developing physical and motor fitness, fundamental motor skills and skills for participation in games and sports.

One of the difficulties confronting all professionals is terminology. Because of differing educational programs, work experiences, and research data, similar terms may have vastly different meanings to a variety of professionals. To promote a common basis for discussion, the following definitions are being utilized to define the components and content of physical education:

Physical Fitness: “*the ability to carry out daily tasks with vigor and alertness, without undue fatigue, and with ample energy to enjoy leisure time pursuits and to meet unforeseen emergencies.*” (Clark, 1971, cited in JOPER, October 1979, p. 28).

Physical (Health Related) Fitness: Gallahue (1976) defined the following components as:

1. Muscular Strength – *the ability to perform one maximum (muscular) effort*
2. Muscular Endurance – *the ability to perform a movement task over a prolonged period of time*

3. Flexibility – *the ability to move a joint through its (full) range of motion without undue resistance or pain*
4. Cardiorespiratory endurance – *the ability of the heart, lungs, and vascular system to function efficiently at a high rate for an extended period of time (in excess of 3 ½ minutes) [p. 74].*

Motor Fitness (or Motor Ability): According to Gallahue (1976), Motor Fitness is defined as “*the motor components that are necessary to perform an activity efficiently and skillfully.*”

1. Speed – *the ability to move from one point to another over the shortest distance in the shortest possible time*
2. Agility – *the ability to quickly alter the direction and/or speed of a movement or movements*
3. Power – *the ability to exert a maximum (explosive) force in the shortest possible time*
4. Balance – *the ability to maintain (control of one’s body) against the force of gravity*
 - a. *static balance – the ability to maintain control of one’s body while in a stationary position*
 - b. *dynamic balance – the ability to maintain control of one’s body while the body is moving (p. 77)*
5. Coordination – *the ability to integrate several different kinds of movements into a single effective pattern*
(American Alliance for Health, Physical Education and Recreation, 1978, p. 21)

Fundamental Motor Skills: “*The basic movement skills and patterns that are being developed and refined during early childhood that when combined result in specific game and sports related skills. This may include, but is not limited to: a) throwing, b) catching, c) running, d) striking, e) jumping, f) hopping, and g) kicking (Gallahue, 1976, p. 76).*”

Skills for Participating in Aquatics, Dance, and Individual Group Games and Sports: *An individual who demonstrates mature, or almost mature, fundamental motor skills and adequate levels of physical and motor fitness could be said to be demonstrating a mastery or functional level of performance in those areas if he or she were utilizing those skills in a game, sport, dance, or aquatics. If an individual demonstrates those levels of performance in controlled environments, but does not participate in aquatics, dance, games, or sports, it is suggested that the problem may be related to areas other than physical performance. For these individuals the physical education program may need to be concerned with developing the social skills necessary for participating in aquatics, dance, games, and/or sports.*

Within Ohio Rules for the Education of Children with Disabilities several definitions of the terms are utilized. Among these terms is a definition of special education.

SPECIAL EDUCATION means specially designed instruction, at no cost to the parent, to meet the needs of the handicapped child, including classroom instruction, instruction in physical education, home instruction, and instruction in hospitals and institutions. The term includes speech and language services or any other related service, if the services consist of specially designed instruction, at no cost to the parent, to meet the unique needs of a handicapped child, and is considered “special education” rather than a “related service” as defined in paragraph (UU) of this rule. The term also includes vocational education if it consists of specially designed instruction, at no cost to the parent, to meet the unique needs of a handicapped child.

Two significant points need to be made at this time. First, under these rules, a child is not considered “handicapped” unless they require “special education.” The second important point to be made is that physical education is a curriculum area specifically identified in the definition area of special education. Thus, physical education should be quite obviously looked upon, not as a luxury, but as an integral part of an individual’s total education plan.

Any child identified as handicapped is entitled, and required to be afforded the opportunity to receive instruction in physical education, specially designed if necessary, and a handicapped child is defined as a child “... *evaluated in accordance with the Ohio Rules for the Education of Children with Disabilities as being Multihandicapped, Hearing Handicapped, Visually Handicapped, Orthopedically Handicapped and Other Health Handicapped, Severe Behavior Handicapped, Developmentally Handicapped, or Specific Learning Disabled.*”

Accomplishing the Goals of Physical Education

Among the popular words in today’s society are the terms “development” and “developmental sequences.” Infants and children go through a relatively predictable “developmental sequence.” In education, specific skills can be identified as being prerequisites for success at a particular task. The prerequisite skills can often be easily developed if the individual possesses the required readiness skills.

The total physical education program can be looked at as being a developmental process where the primary grades are utilized to develop pursuits (aquatics, dance, games, and/or sports) that will be presented during the secondary (9-12) grades. Based upon this philosophy, Chart I (pages 6 & 7) represents a sample guideline for a developmental approach to the total physical education program for kindergarten (K) through grade twelve (12). A wide verity of resources (see Appendix III, BIBLIOGRAPHY) are available which identify, in detail, developmental characteristics and program needs and implications for children from kindergarten through grade twelve.

DEVELOPMENTAL LEVELS

	K – 3 (5-8 yrs) Primary	4 – 6 (9-11 yrs) Intermediate	7 – 8 (12-13 yrs) Middle	9 – 12 (14-21 yrs) High School
(Limited List)	ADOLESCENT YEARS - Grade 5 – 9 (10-14 yrs)			
<p>PROGRAM IMPLICATIONS</p> <p style="text-align: center;">Physical Fitness</p>	<p>1. Short, vigorous periods of activity to aid in development of vital organs (heart, lungs).</p> <p>2. Activities to promote awareness and importance of good posture.</p>	<p>1. Period of rapid growth. Promote use of good posture and body mechanics.</p> <p>2. Activities to improve strength and endurance.</p> <p>3. Utilize fitness tests so each individual sees their progress.</p>	<p>Period of growth and body changes.</p> <p>1. Provide vigorous activities to assist continued development of vital organs.</p> <p>2. Emphasis on posture and body mechanics.</p> <p>3. Activities to maintain flexibility.</p>	<p>Final preparation for adulthood.</p> <p>1. Reinforce importance of good health, posture, and fitness habits.</p> <p>2. Reinforce activity and fitness as positive contributors to mental health, (e.g., relief from tension, of aggression) and physical health (weight control, relaxation, absence of fatigue).</p> <p>3. Provide lifetime fitness activities.</p>
Motor Fitness	<p>Provide activities to develop and improve coordination, agility, speed, balance and power in both large and small muscle groups.</p>	<p>Provide activities to improve coordination, speed, balance and agility. This may include emphasizing accuracy, distance, time, force, and/or efficiency (quality).</p>	<p>Provide sports-related activities to continue development of speed, coordination, agility, and balance. Additional attention to students having difficulties due to clumsiness/awkwardness.</p>	<p>Provide sports/recreational skill activities that utilize coordination, speed, balance, agility, and power.</p>
Fundamental Motor Skills	<p>Basic movements promote discovery of what <u>each</u> student is able to do with their body/with objects (encourage creativity). How many ways can you throw? Run? Move? Catch? Strike? How fast? Slow?</p>	<p>Utilize drills, practice and lead-up games to develop mature motor patterns that are sports specific. For example, mature overhand throw for football, for baseball, for overhand volleyball serve.</p>	<p>Utilize sports and recreational activities to promote continued skill development. Provide time to practice and refine sports skills for both personal satisfaction and social status.</p>	<p>Provide opportunity to continue development of selected sports/recreational activities for lifetime leisure pursuits.</p>

	K – 3 (5-8 yrs) Primary	4 – 6 (9-11 yrs) Intermediate	7 – 8 (12-13 yrs) Middle	9 – 12 (14-21 yrs) High School
Skills For Participation	Promote turn taking, sharing, working with partner(s), and to both win and lose gracefully.	Emphasize teamwork. Utilize individual sports to meet individual needs and continued self-concept development. Separate and coeducational activities to provide both leader and follower roles for <u>each</u> individual. Stress honesty, fair play, and success.	Utilize team games/sports to promote social aspects of group effort. Those with limited or lower performance skills will need additional help to improve self-concept and encouragement to participate. Provide both competitive and social activities.	Promote feelings of belonging through group activities. Promote respect for others and their feelings. Promote honesty, fair play, and cooperation.
	CRITICAL TIME FOR HANDICAPPED – May become actively aware of how different they are. May employ defense mechanisms of aggression, withdrawal, or inferiority feelings.			

Curriculum Embedded Physical Education Assessments

ASSESSMENT ITEMS AND SCORING:

Project MOBILITEE's Physical Education Assessment consists of four parts:

Part A – Physical/Motor Fitness

Part B – Fundamental Motor Skills

Part C – Skills for Participation

Part D – Motor Pattern Assessments for Low Functioning Students

The Project MOBILITEE Assessment and Curriculum Guide contains two sections. The first section relates to administering, scoring, and interpreting each test item. For each test item, information is provided regarding:

- a. the purpose
- b. the materials
- c. the directions for administering
- d. the scoring criteria and scores awarded for performing each test item, and
- e. guidelines for interpreting a student's performance including the curriculum guide bibliography.

The second section contains a Curriculum Guide. Each test item in the Physical/Motor Fitness, Fundamental Motor Skills, and Fundamental Motor Patterns for Low-Functioning Students areas are scored on a 4-level system. There is a Curriculum Guide page for each scoring level of each test item. Each Curriculum Guide page contains information directed toward the student's physical education performance for that particular score. Specifically, the information includes:

- a. suggested annual goal
- b. areas of possible difficulty hindering a better performance
- c. suggested Short-Term Instructional Objectives
- d. an example activity, and
- e. a reference to the Activity Section containing additional activities for improving a specific level of performance.

The first area addressed, Physical/Motor Fitness, contains a maximum of seven test items. Test Item 1 is the 20 foot Dash. This item is for the student who can walk or who can push his/her wheelchair only short distances or is very slow moving. Test Item 2 is the 30

Yard Dash. Based upon the teacher's informal assessment, a decision is made to either administer the 20-foot Dash or the 30 Yard Dash. Very basically, the distances are marked and the teacher records how long it took the student to complete the test item.

The next item is on the wheelchair assessment only. It is a Wheelchair Power Push. A starting line is marked and the front wheels of the wheelchair should be touching the line. Once the student understands the test, they are allowed three trials. The teacher measures the distance between the starting line and the final resting place of the front wheels of the wheelchair.

Push-ups are the next item. For students who can stand, a bench push-up is recommended. Students using crutches or walkers may do this item also. If poor positioning or posture is noted with students on crutches or walker, the wheelchair push-up may be substituted. The wheelchair push-up requires the students to grasp the arm rests of the wheelchair and push themselves up until their bottom is off the chair and their elbows are straight. Push-ups were selected because many handicapped students show flexed (or bent) postures. In many cases, this is due to weakness in the extensor muscles. Also, a person pushes down to use crutches or walkers. To move a wheelchair requires straightening or extending the elbows. Therefore, it was felt that push-ups or push-up type test items were more appropriate than pull-ups or bent-arm hanging. For the student who has excessive problems controlling their body or getting their body into proper position, a number of adaptations may be made. The student may start by standing 12-18 inches from a wall and then perform the push-up. A regular push-up or the so-called "girls" push-up are other variations. Again, the main purpose is to determine a student's arm strength and muscle endurance. The teacher should record the total number of push-ups completed.

The Agility Run is the next test item. This item is administered to students in wheelchairs, on crutches, and/or on walkers, as well as to students who are able to walk and run with no assistive devices. The task is to move in a zigzag pattern, passing as many cones as possible in twenty seconds. The wheelchair student may have difficulty due to the cones being only five feet apart. The crucial aspect to observe is how the student maneuvers through the Agility Run. "Can the student efficiently and effectively change their direction rapidly?" The teacher records the total number of cones the student passed during the allotted 20 seconds.

The final, required test item is the 5 Minute Walk/Run. Using a track or a gymnasium with markers equally distanced apart, the student is to walk or run for five continuous minutes. A resting pulse rate should be taken and recorded before administering the test. When completed, a post-work rate should be taken and recorded. (Pulse rates in excess of 190/200 beats per minute may be dangerous for the student). If using a gymnasium, straws or buttons may be handed out as the student(s) finish a lap. The straws or buttons may serve as a motivator while helping a teacher keep track of how many laps each student completes. If cardiorespiratory endurance is an area of concern, programming may emphasize the distance traveled, time able to walk or run continuously, or by monitoring a pulse rate during each activity session.

An optional item is the Posture Screening. Directions for administering, scoring, and interpreting the posture screening are included in the Assessment and Curriculum Guide.

Part B consists of the Fundamental Motor Skills Assessment. These will be discussed following a discussion of Part C – Skills for Participation. This assessment is intended to identify a student’s ability to participate in games and sports. It should be completed by the teacher after the student has completed the Physical/Motor Fitness and Fundamental Motor Skills test items.

Before a student can participate in a game or sport, they should be able to perform at least three fundamental motor skills with or without modifications. If a student performs one or more fundamental motor skills they must have a minimal level of physical fitness in order to be able to participate in the game or sport. If the student can perform fundamental motor skills and has a sufficient level of physical fitness, then the teacher must determine the student’s ability to follow rules and directions. Additionally, the teacher should also consider:

- a. Does the student work with others? (Teamwork)
- b. Can the student control impulsive behavior? (Impulsive Behavior)
- c. Does the student accept, seek, and/or require being a leader? (Leadership)
- d. Does the student consider the safety of others and himself/herself? (Safety)
- e. Does the student adapt to new or novel situations? (Self-Concept)

These items are scored on a 3-level scoring system. For students who rarely exhibit a particular behavior, a score of “1” is identified. This student may require a specially designed program to improve their participation skills. A score of “2” is credited to the student who demonstrates the described behavior 21-79% of the time. This student might benefit from additional opportunities to improve the identified skill. A score of “3” is awarded for demonstrating a skill 80% or more of the time. This student may be utilized as a peer model.

The skills identified are not intended to be complete and exhaustive. It is intended to provide a starting point and to serve as a guideline for improving the skills for participation in games and sports. It should also be noted that several of the skills overlap and to improve one skill may require that attention be given to one or more related areas.

Part B – Fundamental Motor Skills, was taken and modified from the Ohio State University Scale of Intra-Gross Motor Assessment (O.S.U.-S.I.G.M.A.). The SIGMA was designed to identify the components of eleven basic motor skills. Project MOBILITEE has taken and modified six of these skills in Part B – Fundamental Motor Skills. It should be noted that these skills have been modified for use with orthopedically handicapped students. This poses a problem because the orthopedically student with disabilities may not be performing one or more components of the skill due to their physical limitations. Also, the student’s physical limitations may hinder identifying the student’s level of performance.

It must be remembered also that the assessments are intended to identify a student’s physical education skills and areas of need. Based upon the student’s interests, abilities, and limitations, the assessment results provide a basis for developing a physical education program. How to develop and implement the program will be addressed when explaining use of the Curriculum Guide.

There are two additional refinements in scoring these skills using the SIGMA. The first deals with identifying the skill at a level that best describes the student's performance on 2 of 3 trials. If the student's behavior most closely resembles a particular description, but is not complete, the teacher can record that score with the subscript "I_B" indicating "Incomplete Behavior." Additionally, if a student does not meet the trials criteria (e.g., catches 2 of 3, strikes 2 of 3) the subscript "I_T" can be used to show "Incomplete Trials."

For teachers who are more comfortable with physical education addressing strength, balance, and coordination, space is provided on the bottom of the assessment score sheet to identify the problems in these areas as they relate to performing the specific fundamental motor skills. Again, this information may be utilized for developing the physical education program.

Part D – Fundamental Motor Patterns for Low-Functioning Students deals with children in the school system who are unable, due to mental, physical, emotional, or social disabilities, to fit into the "mold" of the Assessment and Curriculum Guide sections A and B. Children exhibiting severe difficulties which significantly interfere with their own education and that of their classmates, need a very specialized educational program. This program should include an initial assessment to document present level of performance, a specific curriculum to guide the student through developmental steps, and a wide assortment of suggested activities to afford the teacher numerous ways of increasing levels of performance.

TEST APPROPRIATENESS

An informal, subjective, assessment should be performed by the teacher to determine which test is most appropriate for each student.

1. As a general format, a moderately student with a disability should normally be administered the Physical/Motor Fitness Assessment, the Fundamental Motor Skill Assessment, and the Skills for Participation in Games/Sports.
2. Students functioning in the low moderate to severe handicapping range should normally be administered the Motor Pattern Assessments for Low-Functioning Students.
3. Students with severe mobility problems should be administered the Motor Pattern Assessments for Low-Functioning Students.
4. Paraplegic students may be given parts of the Fundamental Motor Skills Assessment.

INTERPRETING THE ASSESSMENT SCORES

The scoring for Part A – Physical-Motor Fitness, Part B – Fundamental Motor Skills, and Part D – Motor Pattern Assessments for Low-Functioning Students is based upon a 4-level scoring system. The first level or a score of "1" represents the least mature pattern

or a significantly low score. A score of “2” represents an immature pattern or a low score. Students who achieve scores of “1” and “2” would probably benefit from either a specially designed or supplemental physical education program.

A score of “3” on sections A and B represents a less than adequate level of fitness and a less than mature level of skill. A score of “4” represents an adequate level of fitness and a mature level of skill in sections A and B respectively.

After the test items have been administered and scored, the teacher can then identify the student’s special physical education needs and refer to the Curriculum Guide for suggestions to develop and implement the individual (physical) education program (IEP).

Part D should be used only when students fail to perform at or above Level 1 on the Physical/Motor Fitness or Fundamental Motor Skills test items, or there are significant problems with administering and/or scoring these test items. Level 1 being little or not initial attempt, Level 2 represents initial movement or a gross attempt at performing the beginning phases of the motor pattern. Level 3 is given for students exhibiting the motor pattern usually with physical assistance or much prompting, and Level 4 represents the (immature motor skill) of Part A and B. For example, in Part D Pre-Catch – Level 4 is “stops or traps rolling object.” This leads into level 1 of Catch – Part B (Fundamental Motor Skills) which is “arm stretch toward object,” in this case the object is in flight.

Instructional Approaches

When educating the handicapped and/or non-handicapped, the teachers utilize instructional approaches that represent an expression of themselves and re related to their personal philosophy and objectives. Educators’ teaching styles are expressions of their individuality in relation to the philosophies and objectives of their programs. Educators’ styles are reflected in their teaching methods, teaching procedures, class organizations and class management.

Although there are several teaching styles, two basic styles appear to be clearly evident; the teacher-centered style and the student-centered style. The teacher-centered style is defined according to the teacher’s personal views of what the goals and objectives should be for physical education. Program objectives are what the physical educator wants to accomplish and if the educator has accomplished his/her pre-test objectives, the program is considered successful. Evaluation is based upon an analysis of the effectiveness of the teaching and not on student success. A single standard for success is identified and all are expected to achieve this level of excellence.

The following represent examples of methods a teacher might use to present materials utilizing the teacher-centered style.

1. Lecture – *a large amount of cognitive information presented with little opportunity for student-teacher interaction.*
2. Verbal explanation – *specific information relating to a single topic, problem or skill, and may be initiated by the teacher or from questions or problems identified during the activity.*

3. Demonstration – *a multisensory approach that provides students a model to imitate.*
4. Practice drill – *an activity method that allows students to practice the skill(s) necessary for participating in a game or sport in a controlled situation.*

A second teaching style is the student-centered style. The physical education philosophy is stated in terms of its relationship to the total educational field. The educator is not satisfied with teaching to a common level of performance, but seeks for each student to develop to his/her potential so that they will derive success and enjoyment from participating in the activity.

The student-centered style also has a variety of teaching methods. These include:

1. Task (or individualized approach) – *an independent learning approach for individuals or small groups utilizing teacher devised activity packets designed to meet a wide range of ability levels.*
2. Reciprocal teaching (partner-small group) – *utilize small groups (partners) with one person performing and peer acting as an evaluator to suggest ways to improve performance.*
3. Guided discovery – *students are encouraged to discover for themselves the solutions to a given series of sequential problems.*
4. Problem solving – *students seek solutions to teacher designed problems that have no pre-determined answers.*
5. Contract – *student-teacher agreement identifying what the student wants and agrees to accomplish within a specified period of time.*
6. Independent study – *an elective student-directed learning situation provided in school or through the use of outside personnel. This method is most appropriate for the upper secondary levels (grades 11-12) [Bucher & Koenig, 1978, p. 238].*

Both styles and their accompanying methods have several inherent advantages and disadvantages. The information on these styles and methods has been presented in a “purified” theoretical form to help in differentiating between the styles. It must be remembered that teachers will borrow from both styles and express their own personal teaching styles. It should also be noted that personal teaching styles may be modified to fit the educational setting, and the students. Experience will also play a definite role in modifying teaching style.

Due to the wide variety of disabilities among the handicapped, a student-centered approach, although initially time consuming, will increase the student's chances for successful and active participation in the general physical education program.

This is not to say that all handicapped students can and should be participating in the general physical education program. It is quite possible that based upon individual needs, the handicapped and non-handicapped students may require different kinds of experiences or that a particular activity is not safe for a particular handicapped individual. In this situation, several options (program alternatives) appear to be available. One is the total exclusion of the student with a disability from the general physical education program. Additional alternatives may include, but not be limited to: (a) exclusion from that activity only, (b) exclusion from the activity, but participation in a parallel activity during the general physical education, (c) a separate physical education program, and/or (d) a supplementary physical education program.

How can you, the physical educator, who sees 20-45 students per class for periods of time ranging from 20-45 minutes, once or twice a week, provide instruction to both handicapped and non-handicapped students? How can you, the special educator, who must provide the entire special education program, including the physical education program for your handicapped students, meet all of your student's needs?

Several suggestions can be found in the literature which identifies various approaches to teaching both handicapped and non-handicapped students. The approach or combination of approaches a teacher uses is based on their personal philosophies and experiences, available teaching space and equipment, and/or class size. Regardless of the teaching approach being used, there are a variety of methods to help the teacher more effectively meet the needs of his/her students. These include, but are not limited to:

1. Stations Approach – *teacher designed activity stations (centers) are identified in the physical education area. Students perform the tasks at each station for a specified period of time and then move on to the next station (activity).* Project ACTIVE, a nationally validated physical education program, utilizes this approach through diagnostic prescriptive teaching.
2. Peer Teaching – *the student with a disability is paired with a student who is non-disabled to develop the desired skill.* Project PEOPEL is a nationally validated program for the secondary level that utilizes this model.
3. Volunteer Programs – *the physical educator or special educator can utilize parent volunteers or older students to act as teacher aides in the physical education program.* I CAN, a nationally validated program, utilizes task analysis learning modules to teach specific physical education skills. These modules contain games and activities designed to improve the specified skills. The physical educator can utilize these modules and games to provide a direction for their volunteers or teachers who carry out a physical education program.

These methods may be used to allow the teacher to more effectively meet the needs and interests of both handicapped and non-handicapped students. A number of questions should be asked before attempting to implement a physical education program for handicapped students. Among these might be:

1. *What is handicapped?*
2. *What is the severity or limitations of the handicapped?*
3. *How does the individual receive information (e.g., visually, auditorily, and/or tactually)?*
4. *What can the individual do?*
5. *Are there any medical limitations?*
6. *What is required for participation in the general physical education program (e.g., what activities are being utilized)?*

Once these questions have been answered, an assessment completed, and goals and objectives determined, you will be ready to implement your physical education program. To more effectively and efficiently incorporate the student with a disability into your program, you may need to consider modifying:

1. *Class organization – Utilize formations that place the handicapped individual(s) in positions that will allow them to see, hear, or be manually assisted to understand the activity or game. This may be done utilizing class formations such as small groups, squads, a circle, or peer teaching.*
2. *Multi-skill level activities – Student-centered activities or activities that can be challenging to a wide variety of skills. For example, if throwing for accuracy is the desired skill, use an activity that allows individuals to throw from distances that will insure success.*
3. *Modify rules or activities – Make adaptations in games or activities to emphasize the individual's strengths and minimize their weaknesses or limitations. They may include using a batting tee in place of a tossed ball or using a partner to propel a wheelchair around the bases.*
4. *Use appropriate cueing – Provide verbal and/or tactile assistance or guidance to insure continued successful participation.*
 - a) *utilize verbal and/or tactile reinforcement to increase the probability of continued successful participation.*
 - b) *verbal and/or tactile guidance to insure safety during participation for others and the individual.*

5. Use multi-sensory instructional procedures – *Use audio-visual aides, such as pictures, verbal explanations, demonstrations and films to assist the student with a disability to understand the game or activity.*

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SECTION I

CURRICULUM EMBEDDED ASSESSMENTS:

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A. PHYSICAL/MOTOR FITNESS ASSESSMENT

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INSTRUCTIONS FOR ADMINISTERING AND SCORING

PHYSICAL/MOTOR FITNESS ASSESSMENTS

PURPOSE: To determine an individual's present levels of physical fitness and motor fitness to identify regular areas of need.

INSTRUCTIONS: Teachers should informally assess students to determine whether the 20 foot dash or 30 yard dash is most appropriate for an individual student. Individuals who take excessive lengths of time to ambulate or propel themselves a short distance should be administered the 20 foot dash.

All wheelchair students should be administered the wheelchair push. Individuals with known cardiac or respiratory problems should obtain medical approval before the 5-minute walk/run is administered.

SCORING: An individual's performance will be based on a four level scoring system. A score of '1' or a Level 1 performance will represent a significant deficit. A score of '4' or a Level 4 performance will indicate an average score.

INTERPRETATION: Each assessment item is designed to assess a student's performance in the area of physical and/or motor fitness. The goal is to improve each student's performance in all the skills of the physical education program.

Based upon a student's level of performance, the teacher should be able to identify specific strengths, weaknesses, and areas of need. The physical/motor fitness assessments will offer possible reasons for difficulty in performing a specific task in terms of the components of physical and/or motor fitness. This is intended to provide teachers with guidelines for improving specific skills and possible suggestions for expanding their present program based upon their experience, philosophy, and skills.

TEST ITEM 1: 20 FOOT DASH

Purpose: To determine how fast a student who demonstrates walking or propelling a wheelchair is able to move in a straight line.

Materials: 4 cones or markers, stopwatch, and 20 feet of level surface.

Directions: Following an explanation and demonstration, the student assumes a ready position behind the starting line. The teacher says, "Ready, set, go!" The teacher should begin the stopwatch when the student first moves following the instruction "go." The teacher may encourage the student to go as fast as he/she can. A sound or auditory cue may be used to help a visually impaired or blind student to move in a straight line. The teacher should stop the stopwatch when the student is completely past the finish line.

If the student appears not to understand the directions for the test, one practice trail may be permitted prior to recording a score for that item.

Scoring-Criteria: See chart below.

Interpretation: To perform this task at its highest level requires combining several components of movement in an efficient and effective manner. These components may include:

Muscular Strength	Muscular Endurance
Flexibility	Coordination
Speed	Power

To improve performance:

For a score of 1, refer to Curriculum Guide page	86
For a score of 2, refer to Curriculum Guide page	88
For a score of 3, refer to Curriculum Guide page	90
For a score of 4, refer to Curriculum Guide page	92

TEST ITEM 1: 20 FOOT DASH

Score	1	2	3	4
Criteria	Student takes more than 20 seconds to walk or propel themselves 20 feet.	Independently walks or propels a wheelchair 20 feet in 20 seconds or less but in more than 14 seconds	Independently walks or propels a wheelchair 20 feet in 14 seconds or less but in more than 9 seconds.	Independently walks or propels a wheelchair 20 feet in less than 10 seconds.
Key Words	more than 20 seconds	15-20 seconds	10-14 seconds	less than 10 seconds

NOTE: If a score of '1' or '2' describes the student's behavior (performance) it is not necessary to administer Test Item 2: 30 Yard Dash. If the score '1' describes the student's behavior it is necessary to administer Test Item 5: Agility Run.

TEST ITEM 2: 30 YARD DASH

(From Washington State Elementary Physical Fitness Test)

Purpose: To determine how fast a student who demonstrates problems walking or propelling a wheelchair can move in a straight line.

Materials: 4 cones or markers; stopwatch and 30 yards of level surface

Directions: Following an explanation and demonstration, the student assumes a ready position behind the straight line. The teacher says, “Ready, set, go!” The student moves following the instruction “go.” The teacher should encourage the student to go as fast as they can. A sound or auditory cue may be used to assist the visually impaired or blind student to move in a straight line. The teacher should stop the stopwatch when the student is completely past the finish line.

If the student appears not to understand the directions for the test, one practice trial may be permitted prior to recording a score for that item.

Scoring-Criteria: See chart below.

Interpretation: To perform this task at its highest level requires combining several components of movement in an efficient and effective manner. These components may include:

Muscular Strength	Muscular Endurance
Flexibility	Coordination
Speed	Power

To improve performance:

For a score of 1, refer to Curriculum Guide page	94
For a score of 2, refer to Curriculum Guide page	96
For a score of 3, refer to Curriculum Guide page	98
For a score of 4, refer to Curriculum Guide page	100

TEST ITEM 2: 30 YARD DASH

Score	1	2	3	4
Criteria	Independently walks/runs 30 yards in more than 15 seconds.	Independently walks/runs 30 yards in more than 9 seconds but in less than 15 seconds.	Independently walks/runs 30 yards in more than 6 seconds but in less than 10 seconds.	Independently walks/runs 30 yards in 6 seconds or less.
Wheelchair	Independently propels a wheelchair 30 yards in more than 40 seconds.	Independently propels a wheelchair 30 yards in more than 30 seconds but in less than 41 seconds.	Independently propels a wheelchair 30 yards in more than 19 but less than 31 seconds.	Independently propels a wheelchair 30 yards in less than 20 seconds.
Key Words	Walking/Running <i>more than 15 seconds</i>	Walking/Running <i>10-14 seconds</i>	Walking/Running <i>7-9 seconds</i>	Walking/Running <i>less than 6 seconds</i>
Wheelchair	<i>more than 40 seconds</i>	<i>31-40 seconds</i>	<i>20-30 seconds</i>	<i>less than 20 seconds</i>

TEST ITEM 3: WHEELCHAIR (POWER) PUSH

(This item is administered for baseline data on upper body power as it relates to the motor fitness component of speed).

Purpose: To determine how far a student is able to propel their wheelchair using one explosive push (thrust).

Materials: Tape and tape measure.

Directions: Place a piece of tape on the floor, wider than the wheelchair, to act as a starting line. Following an explanation and modified demonstration, the teacher says, “Name, see how far you can move your wheelchair using only one big push.” The student should assume the position behind the starting line with their hands positioned on the wheels of the wheelchair. The student is allowed one push. One push is defined as: *“starting with the hands on the wheelchair, the student propels themselves forward using only one forward movement of the hands.”* At the point where the wheelchair stops, the teacher should note the point of contact between the front wheels and the floor and should measure the distance between starting line and where the front wheels stop. The teacher should be sure that the point of contact between the front wheels of the wheelchair and the floor are on the starting line. The student is given three trials and all distances are recorded.

If the student appears not to understand the directions for the test, one practice trial may be permitted prior to recording a score for that item.

Scoring: Record the distance traveled in inches between the starting line and the point of contact between the front wheels and the floor at the end of one push. Scores, in inches, should be recorded for both attempts.

TEST ITEM 4A: PUSH-UP

(For grades K-6, bench push-ups are recommended and will be described below. For older students, regular push-ups may be substituted).

(From Washington State Elementary Physical Fitness Test)

Purpose: To determine the muscular strength and endurance of the extensor muscles of the upper body and arm.

Materials: Bench or chair with a seat height of 14-18 inches.

Directions: Following an explanation and demonstration the student grasps the nearer corners of the bench or chair (supported against a wall) and assumes a front leaning rest position (see diagram) with the legs together and the knees straight. The feet should be firmly planted on the floor. The teacher may have to brace the student's feet. The body, from head to feet, should be in a straight line with the majority of the individual's body weight supported on their hands. The student is directed to "Do as many push-ups as you can." The student then bends their elbows and lowers his/her body until his/her chest touches the bench or chair. The student then straightens his/her elbows, pushing his/her body back up to the original starting position. When the student has returned to the starting position, one push-up has been completed. The teacher should record the total number of push-ups completed. The student is not allowed to stop for more than two seconds.

If the student appears not to understand the directions for the test, one practice trial may be permitted prior to recording a score for that item.

Scoring-Criteria: See chart below.

Interpretation: To perform this task at its highest level requires combining several components of movement in an efficient and effective manner. These components may include:

Muscular Strength	Muscular Endurance
Flexibility (range of motion)	Coordination (motor planning)

To improve performance:

For a score of 1, refer to Curriculum Guide page	104
For a score of 2, refer to Curriculum Guide page	106
For a score of 3, refer to Curriculum Guide page	108
For a score of 4, refer to Curriculum Guide page	110

TEST ITEM 4A: PUSH-UPS

Score	1	2	3	4
Criteria	Completes less than 5 push-ups.	Completes 5 or more push-ups but less than 10 push-ups.	Completes 10 or more push-ups, but less than 15 push-ups.	Completes 15 or more push-ups.
Key Words	<i>0-4 push-ups</i>	<i>5-9 push-ups</i>	<i>10-14 push-ups</i>	<i>15 or more push-ups</i>

TEST ITEM 4B: WHEELCHAIR PUSH-UPS

Purpose: To determine the muscular strength and endurance of the extensor muscles of the upper body and arm.

Materials: Wheelchair

Directions: Following an explanation and demonstration, the teacher should say, “Name. Put your hands on your arm rests and push yourself up as many times as you can.” The teacher should encourage the student and count how many times the student is able to lift his/her body off the set of the wheelchair and straighten their elbows. One complete (wheelchair) push up consists of the student straightening his/her elbows, lifting their body off the seat of the wheelchair and returning to the starting position. The teacher should not allow the student to stop for more than one second at the completion of the push up. The Test Item is completed once the student stays in the starting (or sitting) position for two seconds or more. The teacher should record the total number of push ups completed.

If the student appears not to understand the directions for the test, one practice trial may be permitted prior to recording a score for that item.

Scoring-Criteria: See chart below.

Interpretation: To perform this task at its highest level requires combining several components of movement in an efficient and effective manner. These components may include:

Muscular Strength	Muscular Endurance
Flexibility (range of motion)	Coordination (motor planning)

To improve performance:

For a score of 1, refer to Curriculum Guide page	104
For a score of 2, refer to Curriculum Guide page	106
For a score of 3, refer to Curriculum Guide page	108
For a score of 4, refer to Curriculum Guide page	110

TEST ITEM 4B: WHEELCHAIR PUSH-UPS

Score	1	2	3	4
Criteria	Completes less than 5 push-ups.	Completes 5 or more push-ups but less than 10 push-ups.	Completes 10 or more push-ups, but less than 15 push-ups.	Completes 15 or more push-ups.
Key Words	<i>0-4 push-ups</i>	<i>5-9 push-ups</i>	<i>10-14 push-ups</i>	<i>15 or more push-ups</i>

TEST ITEM 5: AGILITY RUN

(From Basic Motor Ability Test)

- Purpose:** To determine a student’s ability to change directions while moving forwards as rapidly as he/she can.
- Materials:** 4 cones or markers, stopwatch
- Directions:** The teacher positions 4 cones (or markers) 5 feet apart in a straight line. Following an explanation and demonstration, the student assumes a position to the right and slightly behind the first cone. The command, “Ready, set, go” is given and the teacher should begin the stopwatch when the student first moves forward. The student propels their wheelchair or walks (run) as fast as he/she can in a zigzag pattern around the cones. The teacher should count how many cones or markers the student passes in twenty seconds. By completing a “run” down and back a student passes 8 cones. One complete circuit up and back would be a score of 1.0 (or 8 cones passed). Thus, a Raw Score of 2.4 would represent two complete circuits and 4 additional cones passed for a total of 20 cones passed. The teacher should record the student’s Raw Score and circle the score that best describes the student’s performance according to the scoring criteria.
- Scoring-Criteria:** See chart below.
- Interpretation:** To perform this task at its highest level requires combining several components of movement in an efficient and effective manner. These components may include:

Agility	Coordination
Balance	

To improve performance:

For a score of 1, refer to Curriculum Guide page	112
For a score of 2, refer to Curriculum Guide page	114
For a score of 3, refer to Curriculum Guide page	116
For a score of 4, refer to Curriculum Guide page	118

TEST ITEM 5: AGILITY RUN

Score	1	2	3	4
Criteria	a) Completes less than 1.0 circuits or b) Passes less than 8 cones in 20 seconds.	a) Completes 1.0 or more circuits but less than 2.0 circuits in 20 seconds b) Passes 8 or more cones but less than 16.	a) Completes 2.0 or more circuits, but less than 2.7 circuits in 20 seconds. b) Passes 16 or more cones, but less than 23 cones.	a) Completes 2.7 or more circuits in 20 seconds, or b) Passes 23 or more cones.
Key Words	<i>less than 8 cones</i>	<i>8-15 cones</i>	<i>16-22 cones</i>	<i>23 cones or more</i>

CIRCUITS COMPLETED CONVERSION CHART

<u>Circuits Completed</u>	<u>Cones Passed</u>	<u>Circuits Completed</u>	<u>Cones Passed</u>
0.1	1	2.7	23
.2	2	3.0	24
.3	3	3.1	25
.4	4	3.2	26
.5	5	3.3	27
.6	6	3.4	28
.7	7	3.5	29
1.0	8	3.6	30
1.1	9	3.7	31
1.2	10	4.0	32
1.3	11	4.1	33
1.4	12	4.2	34
1.5	13	4.3	35
1.6	14	4.4	36
1.7	15	4.5	37
2.0	16	4.6	38
2.1	17	4.7	39
2.2	18	5.0	40
2.3	19	5.1	41
2.4	20	5.2	42
2.5	21	5.3	43
2.6	22	5.4	44

TEST ITEM 6: 5 MINUTE WALK/RUN
(Modified from Project ACTIVE)

Purpose: To determine if a student is able to propel a wheelchair or walk/run for a prolonged period of time and increase their heart (pulse) rate.

Materials: 8 cones or markers, stopwatch, straws

Directions: Place cones or markers 5 yards apart in an oval shape. Designate one cone as the start/finish line. Following an explanation, the student assumes a position behind the start/finish line. Resting pulse rate may be determined by placing 2 fingers over the student’s left wrist and counting the number of beats (pulses) in a 15 second period. This number is multiplied by 4 to determine pulse rate per minute. (Record this number on his/her Physical Education Assessment Sheet.) Following the commands, “Ready, set, go”, the teacher begins the stopwatch when the student first moves. The student should be encouraged to walk, jog, run, or propel his/her wheelchair for the entire 5 minutes. If the student stops, the teacher may verbally encourage the student to continue. The test item is terminated and the time and distance traveled is recorded if the student stops for more than 5 seconds. The total distance traveled (e.g., 4.3:4 laps and 3 markers passed) should be recorded. The Distance Conversion Chart (see below) may be handed a straw to help the teacher keep track of laps completed. A 15 second pulse rate should be taken, multiplied by 4 and recorded at the termination of this test to determine if the pulse rate was increased. (See Target Heart Rate Table below). If the student appears not to understand the directions for the test, one practice trial may be permitted prior to recording a score for that item.

Scoring-Criteria: See chart below.

Interpretation: To perform this task at its highest level requires combining several components of movement in an efficient and effective manner. These components may include:

- Cardiorespiratory Endurance Muscular Strength
- Muscular Endurance

To improve performance:

For a score of 1, refer to Curriculum Guide page	120
For a score of 2, refer to Curriculum Guide page	122
For a score of 3, refer to Curriculum Guide page	124
For a score of 4, refer to Curriculum Guide page	126

TEST ITEM 6: 5 MINUTE WALK/RUN

Score	1	2	3	4
Criteria	Unable to complete one lap in 5 minutes.	Independently walks/runs or propels wheelchair for less than 5 minutes and completes only one lap.	Independently walks/runs or propels wheelchair for less than 5 minutes but completes more than one lap.	Independently walks/runs or propels wheelchair for the entire 5 minutes with no rest periods.
Key Words	<i>less than 1 lap</i>	<i>1 lap in 5 minutes</i>	<i>more than 1 lap but less than 4 minutes</i>	<i>entire 5 minutes</i>

Distance Conversion Chart

<u>Laps</u> - <u>Yards</u>	<u>Laps</u> - <u>Yards</u>	<u>Laps</u> - <u>Yards</u>	<u>Laps</u> - <u>Yards</u>
0.1 5	1.1 45	2.1 85	3.1 125
0.2 10	1.2 50	2.2 90	3.2 130
0.3 15	1.3 55	2.3 95	3.3 135
0.4 20	1.4 60	2.4 100	3.4 140
0.5 25	1.5 65	2.5 105	3.5 145
0.6 30	1.6 70	2.6 110	3.6 150
0.7 35	1.7 75	2.7 115	3.7 155
1.0 40	2.0 80	3.0 120	4.0 160

The Target Heart Rate Table below shows heart rates for normal students during exercise. They are provided to emphasize the fact that the heart rate should increase during activity time. (These rates are provided solely as references, and may not apply to each individual tested in the 5 minutes walk/run).

Target Heart Rate Table

Age 6 – 12	Target Heart Rate (beats/min.)	160-190
Age 12 – 25	Target Heart Rate (beats/min.)	150-185

AAHPERD, Exercise Physiology – Basic Stuff Series 1, Copyright 1981.

TEST ITEM 7: POSTURAL SCREENING (OPTIONAL)

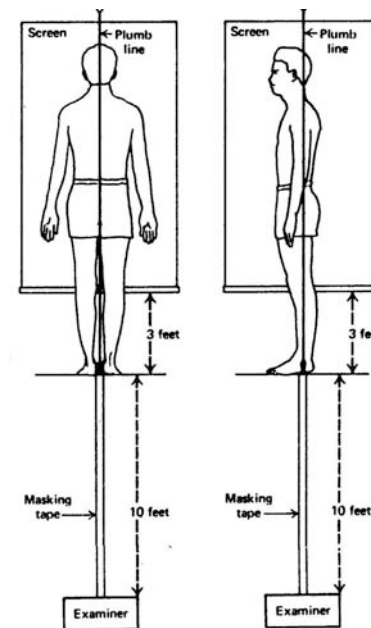
(Modified from the New York State Posture Rating Test, Project ACTIVE, and A Practical Approach to Adapted Physical Education).

Purpose: To determine a student's ability to position their body in an erect posture.

Materials: Heavy, clearly visible plumb line, a screen or solid color backdrop, and a convenient support for plumb line (see diagram below).

Directions: Following an explanation and demonstration, the student is instructed to stand on one line with his/her back toward the teacher. The teacher should provide whatever assistance is required to get the student positioned so that the plumb line bisects (goes directly down) the center of the back of his/her head, runs down the spine and passes between the legs and feet. This position is utilized for Items 1 through 6 on the posture screening to identify lateral deviations. The teacher should observe the student's posture and review the illustrations and descriptions provided on the posture screening. The teacher should then check () the score that best identifies the student's posture. Posture Screening charts are found on the following pages*. If the student scores a 1, 2, or 3, the teacher should say, "Name, stand up straight." If the student's posture improves, the teacher should circle the score that best describes the improved posture. For Item number 7 through 13, the student is instructed and/or assisted to turn to his/her left (see diagram). They should be positioned in a sideward (lateral) view so that the plumb line passes in a straight line through the center of the ear, shoulder, hip, knee, and ankle. The plumb line bob should be in alignment with the left lateral malleolus (left outside ankle bone). This position will identify anteroposterior (front/back) deviations in posture.

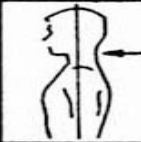



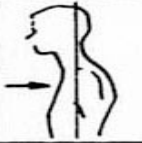

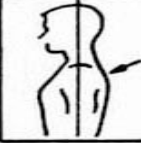



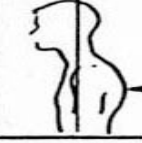




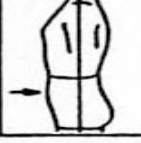
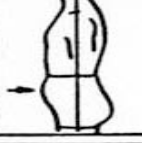
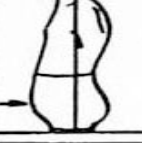
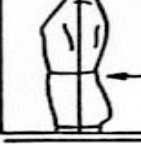


The teacher should observe the student's posture and review the illustrations and descriptions provided On the Posture Screening. The teacher should then check () the score that best identifies the student's posture. If the student scores 3, 2, or 1, the teacher should say, "Name, stand up straight." If the student's posture improves, the teacher should circle the score that best describes the improved posture.



TEST ITEM 7: POSTURE SCREENING (OPTIONAL)

Score	1	2	3	4
Criteria	Assumes position with <u>marked</u> deviation as illustrated and described in right column of Posture Rating Chart.	Assumes position with <u>slight</u> deviation as illustrated and described in middle column of Posture Rating Chart.	Assumes position illustrated and described in left column of Posture Rating Chart after being told “stand straight.”	Assumes position illustrated and described in left column of Posture Rating Chart independently with no instructions.
Interpretation	If the score ‘1’, or ‘2’ describes a student’s posture, it is recommended that a physician referral or other procedure, as determined by your school district, be obtained to determine the appropriate course of action.			

*Full size Field Test Rating Charts may be found in Appendix 1.

			4	5	6	7	8	9	10	11	12
	NECK ERECT. CHIN IN. HEAD IN BALANCE DIRECTLY ABOVE SHOULDERS		NECK SLIGHTLY FORWARD. CHIN SLIGHTLY OUT		NECK MARKEDLY FORWARD. CHIN MARKEDLY OUT						
	CHEST ELEVATED BREASTBONE FURTHEST FORWARD PART OF BODY		CHEST SLIGHTLY DEPRESSED		CHEST MARKEDLY DEPRESSED (FLAT)						
	SHOULDERS CENTERED		SHOULDERS SLIGHTLY FORWARD		SHOULDERS MARKEDLY FORWARD (SHOULDER BLADES PROTRUDING IN REAR)						
	UPPER BACK NORMALLY ROUNDED		UPPER BACK SLIGHTLY MORE ROUNDED		UPPER BACK MARKEDLY ROUNDED						
	TRUNK ERECT		TRUNK INCLINED TO REAR SLIGHTLY		TRUNK INCLINED TO REAR MARKEDLY						
	ABDOMEN FLAT		ABDOMEN PROTRUDING		ABDOMEN PROTRUDING AND SAGGING						
	LOWER BACK NORMALLY CURVED		LOWER BACK SLIGHTLY HOLLOW		LOWER BACK MARKEDLY HOLLOW						
			TOTAL RAW SCORE								

B. FUNDAMENTAL MOTOR SKILLS ASSESSMENT

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INSTRUCTIONS FOR ADMINISTERING AND SCORING **FUNDAMENTAL MOTOR SKILLS ASSESSMENTS**

- Purpose:** To determine an individual's level of maturity in performing fundamental motor skills.
- Instructions:** Teachers should review and know the scoring criteria for all test items before administering the assessment. These assessments can be administered to all students. Students in wheelchairs should be assessed according to the criteria identified for wheelchairs. For students who use crutches, they may be assessed either standing or sitting in a wheelchair.
- Scoring:** An individual's performance will be based on a four level scoring system. A score of '1' represents the least mature manner of performing the skill. A score of '4' represents a mature pattern. If a student's behavior is best described by a particular score, but all behaviors are not observed, the teacher may record the score and add to it the subscript **1_B** to indicate Incomplete Behaviors. If the student does the skill as described for a particular score, but does not achieve the performance criteria, use subscript **1_T** for Incomplete Trials.
- Interpretation:** Each item is designed to assess the student's level of development of a fundamental motor skill. The goal is for each student to be able to develop the most mature, efficient, and effective pattern. Specific movement patterns will need to be presented and reinforced in order to improve the skill. Because fundamental motor skills involve combining the components of movement (e.g., strength, flexibility, balance, coordination, and so forth) a list of possible areas of difficulty will be identified to assist teachers to develop activities to meet student needs.

TEST ITEM 8A: THROWING (STANDING)

(From Ohio State University Scale of Intra-Gross Motor Assessment)

Purpose: To identify a student’s level of maturity in performing the fundamental motor skill of throwing.

Materials: Tennis ball

Directions: Following an explanation and demonstration, the teacher should stand in front of the student. The student should be allowed to take the ball with either hand. The teacher should assume a position in front of and 15 feet away from the student. The teacher says, “Name, throw the ball as hard as you can.” The teacher should observe the student’s performance on three trials. The teacher should record the score that best identifies the student’s performance on two of three trials according to the scoring criteria.

If the student appears not to understand the directions for the test, one practice trial may be permitted prior to recording a score for that item.

Scoring-Criteria: See chart below.

Interpretation: To perform this task at its highest level requires combining several components of movement in an efficient and effective manner. These components may include:

Muscular Strength	Flexibility
Coordination	Balance

To improve performance:

For a score of 1, refer to Curriculum Guide page	128
For a score of 2, refer to Curriculum Guide page	130
For a score of 3, refer to Curriculum Guide page	132
For a score of 4, refer to Curriculum Guide page	134

TEST ITEM 8A: THROWING (STANDING)

Conditioning: The student throws the ball in the direction of the teacher and exhibits the following behaviors on two of three trials.

Score	1	2	3	4
Criteria	<p>a) Uses a two-handed push or throw with both arms in unison. b) No twisting of the upper body.</p>	<p>a) Uses a single-handed throw with the arm swinging in a side-arm (left to right, or vice versa) motion, and the direction of swing is either downward or flat. b) Twists upper body backwards to side of throwing arm during back-swing then forward to side opposite throwing arm during throw.</p>	<p>a) Uses a single-handed throw with the arm swinging in the side-arm swinging in the side-arm (left to right or vice versa) motion, and the direction of swing is downward. b) Twists upper body backwards to side of throwing arm during back-swing then forward to side opposite throwing arm during throw. c) Faces target and steps with leg on the same side as throwing arm.</p>	<p>a) Uses a single-handed throw with the arm swinging in a side-arm (left to right or vice versa) motion, and the direction of swing is downward. b) Twists upper body backwards and shifts weight to foot on side of throwing arm during back-swing. c) Steps with leg on side opposite throwing arm. d) Twists upper body forward after shifting weight to foot opposite throwing arm. e) Snaps wrist in process of releasing ball.</p>
Key Words	<i>two hand push</i>	<i>arm only, no foot movement</i>	<i>same side throw</i>	<i>opposition throw</i>

TEST ITEM 8B: (WHEELCHAIR) THROW

(Modified from Ohio State University Scale of Intra-Gross Motor Assessment)

Purpose: To identify a student's level of maturity in performing the fundamental motor skill of throwing while sitting in a wheelchair.

Materials: Tennis ball

Directions: Following an explanation and demonstration, the teacher should stand in front of the student. The student should be allowed to take the ball with either hand. The teacher should assume a position in front of and 15 feet away from the student. The teacher says, "Name, throw the ball as hard as you can." The teacher should observe the student's performance on three trials. The teacher should record the score that best identifies the student's performance on two of the three trials according to the scoring criteria.

If the student appears not to understand the directions for the test, one practice trial may be permitted prior to recording a score for that item.

Scoring-Criteria: See chart below.

Interpretation: To perform this task at its highest level requires combining several components of movement in an efficient and effective manner. These components may include:

Muscular Strength	Flexibility
Coordination	Balance

To improve performance:

For a score of 1, refer to Curriculum Guide page	128
For a score of 2, refer to Curriculum Guide page	130
For a score of 3, refer to Curriculum Guide page	132
For a score of 4, refer to Curriculum Guide page	134

TEST ITEM 8B: (WHEELCHAIR) THROW

Conditions: The student throws the ball in the direction of the teacher and exhibits the following behaviors on two of three trials:

Score	1	2	3	4
Criteria	<p>a) Drops or pushes ball</p> <p>b) No twisting of upper body</p> <p>c) No shifting of body weight</p>	<p>a) Uses one hand to throw with the arm swinging in a side-arm (left to right or vice versa) motion and the direction of the swing is either flat or downward.</p> <p>b) Leans backward with upper body and shifts body weight backward during back-swing then forward during throw.</p>	<p>a) Uses one hand to throw with the elbow above the shoulder at the time of release, with the arm (left to right or vice versa) motion and direction of the follow through is downward.</p> <p>b) Twists upper body backward and shifts body weight to side of throwing arm then</p>	<p>a) Uses one hand to throw with the elbow above the shoulder at the time of release, with the arm swinging in a side-arm (left to right, or vice versa) motion and the direction of the follow through is downward.</p> <p>b) Twists upper body backward and shifts body weight to the throwing arm side during the back - swing.</p> <p>c) Twists upper body forward after shifting body weight to side opposite throwing arm.</p> <p>d) Snaps wrist when releasing ball.</p>
Key Words	<i>pushes ball</i>	<i>arm only/body lean</i>	<i>body twists</i>	<i>opposition throw</i>

TEST ITEM 9: CATCHING

(From Ohio State University Scale of Intra-Gross Motor Assessment)

Purpose: To identify a student's level of maturity in performing the fundamental motor skill of catching.

Materials: 6 inch diameter playground ball

Directions: Following an explanation and demonstration, the teacher should stand approximately 5 feet away from the student and underhand toss the ball saying, "Name, catch the ball." To distinguish between a Level 3 and Level 4 catch, the teacher should toss the first ball at midline (the middle of the student's body) and one toss to each side (1 left, 1 right) of the student. The teacher should observe the student's performance on three trials. The teacher should record the score that best identifies the student's performance on two of three trials according to the scoring criteria.

If the student appears not to understand the directions for the test, one practice trial may be permitted prior to recording a core for that item.

Scoring-Criteria: See chart below.

Interpretation: To perform this task at its highest level requires combining several components of movement in an efficient and effective manner. These components may include:

Muscular Strength	Flexibility
Coordination	Balance

To improve performance:

For a score of 1, refer to Curriculum Guide page	136
For a score of 2, refer to Curriculum Guide page	138
For a score of 3, refer to Curriculum Guide page	140
For a score of 4, refer to Curriculum Guide page	142

TEST ITEM 9: CATCHING

Conditions: The teacher should record the score that best identifies the student’s performance on two of three trials.

Score	1	2	3	4
Criteria	a) The student attempts to catch the ball on 2 of 3 trials by reaching forward with his/her arms in a stiff manner causing the ball to bounce off the arms.	a) The student catches the ball on 2 of 3 trials using hands and arms (bent at the elbow and either scoops the ball or brings it into the body. b) Student maintains the eye contact with the ball.	The student catches the ball and on 2 of 3 trials exhibits the following behaviors: a) Holds arm bent at the elbows in front of the body. b) Uses hands in opposition to one another; e.g., a ‘clapping’ motion, and attempts to trap the ball (vice squeeze).	The student catches the ball and on 2 of 3 trials exhibits the following behaviors: a) Uses hands in a cup fashion such that: 1) on throws above the waist, the thumbs are nearly touching, and 2) on throws below the waist, the little fingers are nearly together.
Key Words	<i>arm stretch</i>	<i>scoop</i>	<i>vice squeeze</i>	<i>cup fashion</i>

TEST ITEM 10A: STANDING STRIKE

(From Ohio State University Scale of Intra-Gross Motor Assessment)

- Purpose:** To identify a student's level of maturity in performing the fundamental motor skill of striking.
- Materials:** Plastic bat, and a 20-36 inch long plastic bat with a 5 inch playground ball attached by a 3 foot string or a tall traffic cone.
- Directions:** Following an explanation and demonstration, the teacher should give the student the plastic bat. The teacher should stand in front of the student holding the bat with the ball on a string. The bat should be held so that the ball is suspended in front of the student at waist level and slightly forward of the lead foot. The teacher says, "Name, hit the ball as hard as you can." The teacher should observe the student's performance on three trials. The teacher should record the score that best describes the student's performance on two of three trials, according to the scoring criteria.

If the student appears not to understand the directions for the test, one practice trial may be permitted prior to recording a score for that item.

Scoring-Criteria: See chart below.

Interpretation: To perform this task at its highest level requires combining several components of movement in an efficient and effective manner. These components may include:

Coordination	Flexibility
Balance	

To improve performance:

For a score of 1, refer to Curriculum Guide page	144
For a score of 2, refer to Curriculum Guide page	146
For a score of 3, refer to Curriculum Guide page	148
For a score of 4, refer to Curriculum Guide page	149

TEST ITEM 10A: STANDING STRIKE

Conditions: While standing, holding a plastic bat and facing a six inch diameter ball suspended at waist level, slightly in front of his/her front foot, the student strikes the ball and exhibits the following behaviors on two of three trials.

Score	1	2	3	4
Criteria	<p>a) Use only one arm with the bat being positioned on or near the shoulder.</p> <p>b) Swings in either an overhand (chopping) motion or a side-arm motion (right to left or vice versa).</p>	<p>a) Uses both arms, with the bat being positioned on or near the shoulder.</p> <p>b) Swings bat in an over hand manner with a downward (chopping) motion.</p> <p>c) Bends forward at the waist.</p>	<p>a) Uses both arms, the bat being positioned in front of and adjacent to the shoulder.</p> <p>b) Shifts body weight in direction of swing (rocking motion: this in NOT a step)</p> <p>c) Swings in a side arm motion (right to left or vice versa), but arc of swing is flat (horizontal) or downward.</p>	<p>a) Uses both arms, the bat being positioned in front of and adjacent to the shoulder.</p> <p>b) Shifts body weight (students who can move their feet) 'step' in the direction of the swing.</p> <p>c) Twists hips and upper body during and following the shifting motion (turn).</p> <p>d) Swings in a side-arm motion (right to left or vice versa), but arc of swing is flat (horizontal) or slightly upward - 'swing'.</p> <p><i>Note: Items b, c, and d, are swiftly merging movements which can be observed as step-turn-swing.</i></p>
Key Words	<i>one hand chopping action</i>	<i>two hand chopping with waist bending</i>	<i>rocking swing</i>	<i>twisting swing</i>

TEST ITEM 10B: WHEELCHAIR STRIKE

(Modified from Ohio State University of Intra-Gross Motor Assessment)

- Purpose:** To identify a student’s level of maturity in performing the fundamental motor skill of striking.
- Materials:** Plastic bat and a 20-36 inch long plastic bat with a six inch diameter playground ball attached to a 3 foot string or tall traffic cone.
- Directions:** Following an explanation and demonstration, the teacher should give the student the plastic bat. The teacher should stand in front of the student holding the bat with the ball on a string. The bat should be held so the ball is suspended in front of the student at waist level and slightly forward of lead foot. The teacher says, “Name, hit the ball as hard as you can.” The teacher should observe the student’s performance on three trials. The teacher should record the score that best describes the student’s performance on two of three trials according to the scoring criteria.
- If the student appears not to understand the directions for the test, one practice trial may be permitted prior to recording a score for that time.
- Scoring-Criteria:** See chart below.
- Interpretation:** To perform this task at its highest level requires combining several components of movement in an efficient and effective manner. These components may include:
- | | |
|--------------|-------------|
| Coordination | Flexibility |
| Balance | |
- To improve performance:
- | | |
|--|-----|
| For a score of 1, refer to Curriculum Guide page | 144 |
| For a score of 2, refer to Curriculum Guide page | 146 |
| For a score of 3, refer to Curriculum Guide page | 148 |
| For a score of 4, refer to Curriculum Guide page | 149 |

TEST ITEM 10B: WHEELCHAIR STRIKE

Conditions: While sitting in his/her wheelchair, holding a plastic bat and facing a six inch diameter ball suspended at waist level, the student strikes the ball and exhibits the following behavior on two of three trials.

Score	1	2	3	4
Criteria	<p>a) Use only one arm with the bat positioned on or near the shoulder.</p>	<p>a) Use both arms with the bat being positioned on or near the shoulder. b) Swings bat in an overhand manner with a downward (chopping) motion or bends forward at waist.</p>	<p>a) Use both arms with the bat being positioned in front of and adjacent to the shoulder. b) Shifts body weight in direction of swing, NO twisting (rotation) of the body. c) Swings in a side-arm motion (right to left or vice versa) but arc of swing is flat (horizontal) or downward.</p>	<p>a) Use both arms, the bat being positioned in front of and adjacent to the shoulder. b) Shifts body weight in direction of swing (shift). c) Twists (rotates) body during and following the weight shift (turn). d) Swings in a side-arm motion (right to left or vice versa), but arc of swing is flat (horizontal) or slightly upward (swing).</p> <p><i>Note: For individuals in wheelchairs, items b, c, and d are swiftly merging movements which can be observed as weight shift-turn-swing.</i></p>
Key Words	<i>one hand chopping motion</i>	<i>waist bending</i>	<i>rocking swing</i>	<i>twisting swing</i>

TEST ITEM 11A: RUNNING

(From Ohio State University Scale of Intra-Gross Motor Assessment)

Purpose: To identify the student's ability to perform a mature pattern while demonstrating the fundamental motor skill of running.

Materials: Cone or marker

Directions: Following an explanation and demonstration, the student runs for a distance of approximately twenty-five feet. The teacher should observe the student's running pattern from behind. The teacher should say, "Name, run to the marker." The teacher should observe the student on three trials. The teacher should record the student's score that best identifies their performance on two of three trials, according to the scoring criteria.

If the student appears not to understand the directions for the test, one practice trial may be permitted prior to recording a score for that item.

Scoring-Criteria: See chart below.

Interpretation: To perform this task at its highest level requires combining several components of movements in an efficient and effective manner. These components may include:

Muscular Strength	Muscular Endurance
Flexibility	Coordination
Balance	

To improve performance:

For a score of 1, refer to Curriculum Guide page	151
For a score of 2, refer to Curriculum Guide page	155
For a score of 3, refer to Curriculum Guide page	159
For a score of 4, refer to Curriculum Guide page	163

TEST ITEM 11A: RUNNING

Conditions: The teacher observes the student’s running pattern for 3 trials. The teacher should record the score that best identifies the student’s performance on 2 of 3 trials.

Score	1	2	3	4
Criteria	<p>a) Walks with a rapid increased pace for at least 5 feet in 2 out of 3 trials.</p> <p>b) Characteristics of this behavior are quick up and down movement of knee.</p>	<p>On 2 of 3 trials demonstrated the following</p> <p>a) Holds arms in a slightly bent position with hands at approximately waist level and moves them back and forth partially across the front of the body.</p> <p>b) Moves arms in opposition (right arm forward when left leg is forward).</p> <p>c) Swings knee when bringing leg forward to give appearance of toeing out.</p> <p>d) Requires a broad</p>	<p>One 20 of 3 trials demonstrated the following behaviors:</p> <p>a) Holds arms in a clearly bent position with hands just below shoulder level.</p> <p>b) Moves arms in opposition to the legs.</p> <p>c) Swing knee under hip when bringing leg forward.</p> <p>d) Swing leg backwards across midline of body before moving.</p> <p><i>Note: Trunk may twist back and forth to assist crossing midline during the backward swing of leg.</i></p>	<p>On 2 of 3 trials demonstrated the following behaviors:</p> <p>a) Moves arms, held at approximately right angles, in opposition to legs (right arm forward with left leg back) with large movements forward and backwards along side of body.</p> <p>b) Swing leg forward causing the heel to pass close to the buttock; the knee is raised to approximately waist level.</p> <p>c) Swing forward leg well ahead of body before foot lands on the floor.</p> <p>d) Places foot of forward swinging leg on the floor in a straight line.</p> <p>e) Runs with total non-support - both feet off the ground.</p>
Key Words	<i>rapid walk</i>	<i>wide base-wide arms</i>	<i>egg beater</i>	<i>non-support</i>

TEST ITEM 11B: WHEELCHAIR RUN

Purpose: To identify a student’s level of maturity in performing a form of the fundamental motor skill of running while seated in a wheelchair.

Materials: 2 cones or markers, level surface

Directions: Following an explanation and demonstration, the student propels their wheelchair as fast as they can for 25 feet. The teacher should observe the individual’s wheelchair running pattern from the side. The teacher should say, “Name, go as fast as you can.” The teacher should observe the student’s behavior on three trials. The teacher should record the score that best describes the student’s behavior on two of three trials according to the scoring criteria.

If the student appears not to understand the directions for the test, one practice trial may be permitted prior to recording a score for that item.

Scoring-Criteria: See chart below.

Interpretation: To perform this task at its highest level requires combining several components of movement in an efficient and effective manner. These components may include:

Muscular Strength	Muscular Endurance
Flexibility	Coordination
Balance	

To improve performance:

For a score of 1, refer to Curriculum Guide page	153
For a score of 2, refer to Curriculum Guide page	157
For a score of 3, refer to Curriculum Guide page	161
For a score of 4, refer to Curriculum Guide page	165

TEST ITEM 11B: WHEELCHAIR RUN

Score	1	2	3	4
Criteria	a) Erect position in chair, hands grasping wheels b) Simultaneous movement with both arms. c) Limited arm movement.	a) Erect position in chair, hands grasping wheels. b) Simultaneous arm movements forward and parallel with floor. c) Demonstrates thrust and recovery with arms.	a) Erect position in chair with forward body lean as arms move wheelchair forward. b) Simultaneous arm movements forward and downward. c) Demonstrates thrust and recovery with arms and trunk to original position.	a) Forward body lean with arm thrusts. b) Simultaneous arm movements downward. c) Bilateral thrust and recovery with arms. d) Smooth coordination with trunk lean, arm thrust and arm recovery.
Key Words	<i>grasp wheels</i>	<i>arms parallel</i>	<i>slight body lean-arms forward</i>	<i>forward lean-arms downward</i>

TEST ITEM 12: JUMPING

(From Ohio State University Scale of Intra-Gross Motor Assessment)

Purpose: To determine a student’s level of maturity in performing the fundamental motor skill of jumping.

Materials: Tape measure, tape and/or 8 inch by 11 inch piece of paper.

Directions: Using an 8”x11” piece of paper or tape, the teacher designates a starting line and distances of 8 inches and 11 inches. Following an explanation and demonstration, the student assumes a starting position with his toes touching the starting line. The teacher says, “Name, jump as far as you can.” The teacher should observe the student jump for three trials. The teacher records the score that best describes the student’s behavior for two of the three trials according to the scoring criteria. The teacher should also note if the student jumps past eh 8 inch or 11 inch mark. If the student is unable to perform at Level 2, Level 1 should be tested by placing the student on an 8 inch step. The objective of Level 1 is to jump down rather than jump forward.

If the student appears not to understand the directions for the test, one practice trial may be permitted prior to recording a score for that time.

Scoring-Criteria: See chart below.

Interpretation: To perform this skill at its highest level requires combining several components of movement in an efficient and effective manner. These components may include:

- | | |
|-------------------|--------------|
| Muscular Strength | Coordination |
| Flexibility | Power |
| Balance | |

To improve performance:

- | | |
|--|-----|
| For a score of 1, refer to Curriculum Guide page | 167 |
| For a score of 2, refer to Curriculum Guide page | 169 |
| For a score of 3, refer to Curriculum Guide page | 171 |
| For a score of 4, refer to Curriculum Guide page | 173 |

TEST ITEM 12: JUMPING

Conditions: With his/her toes on the starting line, the student jumps as far as he/she can and demonstrates the following behaviors on two of three trials.

Score	1	2	3	4
Criteria	Uses simultaneous two foot take off and landing in-dependently jumping down from an 8 inch step on 2 of 3 trials.	<ul style="list-style-type: none"> a) Uses a two foot take off, but appears to jump in place. b) Maintains arms at sides in a bent manner. c) Jumps 8 inches. 	<ul style="list-style-type: none"> a) Uses a two foot take off and lands on either one foot or two feet together or spread apart. b) Swings arms either backward or sideward to approximately shoulder level. <p style="text-align: center;"><i>Note: Arms remain in this position until end of jump.</i></p> <ul style="list-style-type: none"> c) Brings arms along side or in front of body in landing to assist with balance. d) Maintains balance without hands touching floor at end of jump. e) Jumps at least 8 inches. 	<ul style="list-style-type: none"> a) Uses two foot landing and take off. b) Swings arms backwards initially then forward and overhead during push off. c) Drops arms to a position in front of body in landing to assist with balance. d) Maintains balance without touching hands to floor at end of jump. e) Jumps 11 inches or more
Key Words	<i>jumps down</i>	<i>jumps in place, no arms</i>	<i>jump, improper arm action</i>	<i>jump with arm action</i>

Note: If the student is unable to jump the designated distance, but demonstrates the identified behavior, the teacher should use the subscript **1_T** to indicate Improper Trial for that behavior.

TEST ITEM 13: KICKING

(From Ohio State University of Intra-Gross Motor Assessment)

- Purpose:** To identify a student's level of maturity in performing the fundamental motor skill of kicking.
- Materials:** 6 inch rubber playground ball
- Directions:** Following an explanation and demonstration, the teacher should place a 6 inch diameter ball at least 2 feet, but not more than 5 feet in front of where the student is standing. The teacher says, "Name, kick the ball as hard as you can." Three trials are administered. The teacher should record the score that best identifies the student's performance according to the stated criteria on two of three trials.
- Scoring-Criteria:** See chart below.
- Interpretation:** To perform this skill at its highest level requires combining several components of movement in an efficient and effective manner. These components may include:

Muscular Strength	Coordination
Flexibility	Balance

To improve performance:

For a score of 1, refer to Curriculum Guide page	175
For a score of 2, refer to Curriculum Guide page	177
For a score of 3, refer to Curriculum Guide page	179
For a score of 4, refer to Curriculum Guide page	181

TEST ITEM 13: KICKING

Conditions: Positioned 2-5 feet behind a six inch diameter ball, the student kicks the ball as hard as he/she can in the direction of the teacher. The teacher records the score that best describes the student’s performance on two of three trials.

Score	1	2	3	4
Criteria	Walks up to ball and makes contact with stiff leg and continues walk/run pattern (kick appears to be part of the walk/un pattern - no attempts to kick).	a) Walks up to ball and uses stiff leg swinging primarily from the hip with little or no bending of the knee. b) Moves the arms and trunk only slightly if at all.	a) Runs up to and kicks ball forward. b) Swings the bent kicking leg backwards and then forwards with a simultaneous straightening of the leg. b) Holds arm opposite kicking leg out to the side at approximately shoulder level. c) Returns kicking leg to a position next to the support leg after executing kick.	a) Runs up to and kicks ball forward, swinging bent kicking leg backwards and then forward with a simultaneous straightening of the leg. b) Uses both arms held out to the sides of the body to maintain balance. c) Leans slightly backward as kick is performed. d) Maintains balance on non-kicking leg during kicking action and follow through. e) Steps forward onto kicking leg only after kicking action and follow through are completed.
Key Words	<i>part of walk</i>	<i>stiff leg</i>	<i>knee action kick</i>	<i>knee action kick with follow through</i>

C. SKILLS FOR PARTICIPATING – GAMES/SPORTS ASSESSMENT

TEST ITEM 14:	FUNDAMENTAL MOTOR SKILLS	60
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INSTRUCTIONS FOR ADMINISTERING AND SCORING
SKILLS FOR PARTICIPATING IN GAMES/SPORTS ASSESSMENT

- Purpose:** To determine a student's behaviors and skills for participating in games and sports.
- Instructions:** This assessment should be administered after completing the Physical/Motor Fitness and Fundamental Motor Skills Assessments. This will allow the teacher time to observe and interact with the student. After at least four classes, the teacher should administer the skills for Participation in Games/Sports Assessment. All assessment items should be administered.
- Scoring:** The student's behaviors and skills will be based on a three level scoring system. A score of '1' behavior that is not demonstrated. A score of '2' indicates an acceptable level (or frequency) that a particular behavior is demonstrated. A score of '3' represents that the particular behavior is being observed frequently in the physical education setting.
- Interpretation:** Students who demonstrate scores of '1' may require special programming to develop these skills and behaviors to a level that is compatible with the general physical education class. Students who demonstrate scores of '2' may require and/or benefit from opportunities to develop those behaviors and/or skills through participation in the general or special physical education class. Students who demonstrate scores of '3' might be utilized as peer models for other students in the class.

TEST ITEM 14: PERFORMS FUNDAMENTAL MOTOR SKILLS

Purpose: To identify if a student is able to perform fundamental motor skills that could be utilized in a game or sport.

Directions: After administering, scoring, and reviewing the results of the motor assessments, the teacher should identify the student's ability to perform fundamental motor skills (e.g., kicking, catching, throwing, striking, running) according to the scoring criteria.

Score	1	2	3
Criteria	Student is unable to perform at least 3 different fundamental motor skills.	Student is able to perform at least 3 different fundamental motor skills if modified or adaptive equipment is provided.	Student is able to perform 3 or more fundamental motor skills.
Interpretation	<p>To participate in games and sports, a student should be able to perform a variety of fundamental motor skills. As these skills are refined and improved, an ever expanding list of games and sports become possible. A student who is unable or has difficulty performing fundamental motor skills may be:</p> <ol style="list-style-type: none"> 1) limited due to a physical disability 2) limited due to an impairment of the sensory systems, e.g., visual, auditory 3) limited exposure to movement experiences 		

To improve performance:

For a score of 1, refer to Curriculum Guide page	183
For a score of 2, refer to Curriculum Guide page	184
For a score of 3, refer to Curriculum Guide page	185

TEST ITEM 15: ADEQUATE LEVEL OF PHYSICAL FITNESS

Purpose: To identify if a student exhibits a sufficient level of physical fitness to participate in games and sports.

Directions: After administering, scoring, and reviewing the Motor Assessments and observing the student in at least 4 physical education classes, identify the student’s level of physical fitness (muscular strength and endurance, flexibility, and cardiorespiratory endurance) according to the scoring criteria.

Score	1	2	3
Criteria	Student participates in the general physical education program, with or without modifications, due to limited range of motion, muscle weakness and/or limited endurance 20% or less of the time.	Student is able to participate in physical education if rest periods are provided or activities are modified 21-79% of the time.	Student has sufficient rang of motion, strength and endurance to participate in the general physical education program with no special modifications required 80% or more of the time.
Interpretation	To participate in games and sports, a student must possess an adequate level of physical and motor fitness. A student must be able to demonstrate adequate levels of: 1) flexibility 2) muscle strength and endurance, and 3) cardiorespiratory endurance		

To improve performance:

- For a score of 1, refer to Curriculum Guide page 186
- For a score of 2, refer to Curriculum Guide page 187
- For a score of 3, refer to Curriculum Guide page 188

TEST ITEM 16: COMPLIES WITH RULES AND DIRECTIONS

Purpose: To identify if a student has been observed to comply with rules and follow instructions during the physical education class.

Directions: During the physical education class, several opportunities are provided for a student to follow rules and directions. This may consist of the class procedure for entering, initiating, or leaving the class. It may take the form of following rules to participate in an activity or game (e.g., staying in line during races). The teacher should then identify the score that best identifies the student’s behavior according to the scoring criteria.

Score	1	2	3
Criteria	Complies with rules 20% or less of time, even if rules are modified.	Complies with rules or directions 21-79% of time. Rules or directions appear to have to be continuously altered in order for individual to comply.	Complies with rules or directions, with or without modifications 80% or more of time.
Interpretation	<p>To participate in more complex games and sports requires that a student be able to follow directions and comply with rules. In order for a student to follow rules and directions requires:</p> <ul style="list-style-type: none"> 1) being able to receive the directions (e.g., a student with a hearing impairment may not be able to hear directions) 2 being able to properly interpret (process) directions and act accordingly (e.g., the student may see and hear the directions, but they are too complex for him/her to follow) 3) being able to control behavior to allow opportunity for demonstrating ability to comply (e.g., may have difficulty in large group settings) 		

To improve performance:

- For a score of 1, refer to Curriculum Guide page 190
- For a score of 2, refer to Curriculum Guide page 192
- For a score of 3, refer to Curriculum Guide page 194

TEST ITEM 17: TEAMWORK (works toward a common goal)

Purpose: To determine if student is able to work with one or more persons to achieve a common goal or to complete a task in the physical education class.

Directions: This may be observed during games, relays, or activities that involve more than one person. The teacher should observe the student in at least 4 physical education classes. The teacher should then identify the score that best identifies the student’s behavior in the physical education class according to the scoring criteria.

Note: This item may be affected by the student’s level of interest in the activities being used.

Score	1	2	3
Criteria	Student works with partner or partners to achieve a goal 20% or less of time. Student attempts to complete task alone 20% or less of time.	Reluctant to take turns or share 21-79% of the time. Requires supervision and/or guidance to continue working or participating with a partner to achieve a common goal. 21-79% of the time requires supervision and/or guidance to continue with task or their assigned part of the task without assistance.	a) Freely works with a partner or partners to achieve a common goal 80% or more of time. b) Freely works alone to complete their part of the task or goal 80% or more of time.
Interpretation	Many games and sports, when played at their highest level, strongly emphasize the importance of teamwork. The elements of teamwork may include: 1) being able to combine efforts with a partner(s) to achieve a task that could not be achieved alone 2) being able to cooperate (interact) with a partner(s) to achieve common goal 3) being able to organize (sequence) tasks to achieve the desired goal		

To improve performance:

- For a score of 1, refer to Curriculum Guide page 196
- For a score of 2, refer to Curriculum Guide page 198
- For a score of 3, refer to Curriculum Guide page 200

ITEM NO. 18: IMPULSIVE BEHAVIOR

Purpose: To determine if a student is able to control their emotions in the physical education class.

Directions: Students participating in games or activities may be observed to demonstrate a desire to win the game or to accomplish the activity. Upon completion of the game or activity, a variety of behaviors may be observed. Upon winning or accomplishing an activity, students may be expected to express satisfaction verbally and/or through their actions (a satisfaction in their achievement). Similarly, disappointment may be noted following a poor performance or an inability to accomplish the task. The teacher should observe the student in at least 4 physical education classes and identify the score that best describes the student's behavior according to the scoring criteria.

Score	1	2	3
Criteria	a) Controls behavior 20% or less of the time (consistently appears to be excessively upset if unable to control major aspects of the game or activity). b) Consistently interferes with others or disrupts equipment if not in control of the game or activity (continuously expresses dissatisfaction (verbally); wants out of game or activity if does not achieve). c) Reacts positively to game or activity 20% or less of the time. d) Does not appear to care whether participating or not.	21-79% of the time disrupts others or equipment if unable to control the major aspects of game or activity.	Student exhibits an appropriate response their performance 80% or more of the time. This may be in the form of elation for accomplishment or disappointment from not being satisfied with performance, but does not adversely affect completion of game or activity.
Interpretation	Games and sports can provide a socially acceptable means of <u>or</u> for delivering tension and aggression while the student derives satisfaction and fun from the competition. As competition increases the student must be able to demonstrate increasing control of his/her aggression and behavior. This may include: <ol style="list-style-type: none"> 1) Being able to accept losing, 2) Being able to accept winning, and 3) Being willing to continue to compete and complete a game/activity whether winning or losing. 		

To improve performance:

For a score of 1, refer to Curriculum Guide page	202
For a score of 2, refer to Curriculum Guide page	204
For a score of 3, refer to Curriculum Guide page	206

ITEM NO. 19: LEADERSHIP/TEAM MEMBER

Purpose: To determine student’s willingness to accept role of leader and/or team member.

Directions: During the physical education class, opportunities often arise that allow a student to act as a leader to act as a leader or a team member. The teacher should observe the student in at least 4 physical education classes to identify the score that best describes the individual’s behavior according to the scoring criteria.

Score	1	2	3
Criteria	a) Student participates in activities or games 20% or less of time unless designed the leader. b) Student participates in activity as leader 20% or less of time.	Accepts role of leader reluctantly or hesitantly; seeks the role of leader 21079% of time.	Readily accepts role of leader; seeks role of leader. Participates in game whether leader or team member 80% or more of time.
Interpretation	When participating in games and sports, a student may become identified as the team leader. At another time, they may accept (or assume) the role of team member. As skills improve and expand to a wider variety of games and sports, students may have to alternate between being the team leader in one game/sport and a team member in another game/sport. The characteristics of team leader and team member may include: <ol style="list-style-type: none"> 1) being willing to accept a leadership role 2) being willing to accept the role of team member 3) being able to act as a contributing team member 		

To improve performance:

- For a score of 1, refer to Curriculum Guide page 208
- For a score of 2, refer to Curriculum Guide page 210
- For a score of 3, refer to Curriculum Guide page 212

ITEM NO. 20: SAFETY

Purpose: To determine a student’s ability to judge a situation that is potentially dangerous to himself/herself or others in the physical education class.

Directions: During the physical education class, materials (such as bats, balls, and so forth) and equipment (ropes, trampoline, vaulting boxes, and so forth) are utilized that require special attention. The physical educator should observe the student in at least 4 physical education classes and identify the score that best describes the student’s behavior according to the following scoring criteria.

Score	1	2	3
Criteria	a) Student recognizes potentially dangerous situations and acts appropriately 20% or less of time. b) Student does not appear to consider the potential danger to others when using equipment (e.g., bats, wands, balls).	Student recognizes potentially dangerous situations and acts appropriately 21-79% of time.	Student recognizes potentially dangerous situations and acts appropriately 80% or more of time.
Interpretation	As students become involved in the physical education program, both large and small group games and activities are introduced utilizing apparatus. In both of these situations it is vitally important that the student be aware of the potential hazards of a particular piece of apparatus or equipment. The awareness of safety for others and/or self may consist of: <ol style="list-style-type: none"> 1) being aware of the potential hazards of a piece of apparatus (equipment) 2) demonstrating sound judgment when using a piece of apparatus (equipment) 3) demonstrating caution (constraint) when participating in group games/sports 		

To improve performance:

- For a score of 1, refer to Curriculum Guide page 214
- For a score of 2, refer to Curriculum Guide page 216
- For a score of 3, refer to Curriculum Guide page 218

ITEM NO. 21: SELF-CONCEPT

Purpose: To determine if student is willing to participate in a new or novel activity in the physical education class.

Directions: During the physical education class, activities or tasks may be presented that have not been previously attempted. The teacher should observe the student in at least 4 physical education classes and note the student’s responses to new or novel activities. The teacher should then record the score that best identifies the student’s behavior according to the scoring criteria.

Score	1	2	3
Criteria	Consistently avoids or openly resists attempting a new or novel activity or game. Resists any change in the environment from what had been previously done. Consistently seeks or requires new or novel activities 20% or less of time.	Will hesitantly attempt a new or novel activity or game if reinforcement or supervision is provided 21-79% of time.	Enjoys and seeks new or novel activities, but is also willing to repeat more familiar activities or games 80% or more of time.
Interpretation	<p>The physical education program can provide an opportunity for a student to participate in a wide variety of games and sports in many different environments (settings). For a student to participate in and/or benefit from the various games and environments presented, the student must:</p> <ol style="list-style-type: none"> 1) be willing to participate in a new game or environment 2) be able to make the required adaptations to participate in a new game or environment. 		

To improve performance:

- For a score of 1, refer to Curriculum Guide page 220
- For a score of 2, refer to Curriculum Guide page 222
- For a score of 3, refer to Curriculum Guide page 224

D. MOTOR PATTERN ASSESSMENT FOR LOW-FUNCTIONING STUDENTS

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INSTRUCTIONS FOR ADMINISTERING AND SCORING MOTOR PATTERN

ASSESSMENTS FOR LOW FUNCTIONING STUDENTS

- Purpose:** To determine an individual's level of maturity in performing fundamental motor patterns.
- Instructions:** Teachers should review and know the scoring criteria for all test items before administering the assessment. These assessments should be administered to students who score at or below Level 1 on the physical/motor fitness and/or fundamental motor skills assessments. Informal assessment should be conducted by the teacher to determine which, if any, of the Low Incidence Motor Pattern Assessments to administer. The teacher should allow the student three (3) trials. The teacher should then record the score that best describes the student's behavior on two (2) of three (3) trials.
- Scoring:** The individual's performance will be based on a four (4) level scoring system. A score of "1" represents the least mature manner of performing the skill. A score of "4" represents a mature pattern. If a student's behavior is best described by a particular score, but all the behaviors are not observed, the teacher may record the score and add to it the subscript I_B to indicate Incomplete Behaviors. If the student does the skill as described for a particular score, but does not achieve the performance criteria, use subscript I_T for Incomplete Trial.
- Interpretation:** Each item is designed to assess the student's level of development of a fundamental motor pattern. The goal is for each student to be able to develop the most mature, efficient, and effective pattern. Specific movement patterns will need to be presented and reinforced in order to improve the following patterns. Because fundamental motor patterns are low-level developmental steps toward a motor skill, components of movement (e.g., strength, flexibility, balance, and so forth) will be listed as possible areas of difficulty to assist teachers to develop activities to meet student needs.

TEST ITEM 22: ROLLING

Purpose: To determine how efficiently the student can locomote using the segmented log roll.

Materials: Individual Mats

Directions: Following an explanation and demonstration, the student is directed to “roll over” from the supine position. Physical and verbal prompting are acceptable if student appears to be confused or if no initial movement is observed. Direction of the roll is not important (e.g., if the student rolls to the left or the right). If student completes Level 3, test Level 4 by placing student prone and direct the student to roll over to his/her back. The teacher should observe the student’s performance on three trials. The teacher should record the score that best identifies the student’s performance on two of three trials according to the scoring criteria.

Scoring-Criteria: See chart below.

Interpretation: To perform this task at its highest skill level requires combining several components of movement in an efficient and effective manner. These components may include:

Muscular Strength Flexibility
Coordination

To improve performance:

For a score of 1, refer to Curriculum Guide page	226
For a score of 2, refer to Curriculum Guide page	228
For a score of 3, refer to Curriculum Guide page	230
For a score of 4, refer to Curriculum Guide page	232

TEST ITEM 22: ROLLING

Score	1	2	3	4
Criteria	Makes little or no attempt to roll: a) Fails to initiate any movement, b) Displays little or not interest.	a) Rolls from supine to side position. b) Long-like rigidity in body.	a) Rolls from supine to prone position. b) Segmental body movements begin with head.	a) Rolls from prone to supine position. b) Segmented log roll.
Key Words	<i>little or no attempt</i>	<i>supine to side</i>	<i>supine to prone</i>	<i>prone to supine</i>

TEST ITEM 23: CREEPING/CRAWLING

Purpose: To determine the student’s ability level in performing a creeping/crawling pattern.

Materials: Individual Mat

Directions: Following an explanation and demonstration, the student is directed to “crawl across the mat.” Physical and verbal cues may be used to guide the student into the starting position. Note the level of the creep/crawl the student demonstrates. The distance of the creep or crawl should be kept at a minimum (from 4-8 feet). The purpose of this assessment is to determine the level of the crawl or the creep, not the strength or speed of the skill. The teacher should observe the student’s performance on three trials. The teacher should record the score that best identifies the student’s performance on two of three trials according to scoring criteria.

Scoring-Criteria: See chart below.

Interpretation: To perform the creep/crawl at the highest skill level requires a combination of several basic motor components. These may include:

Muscular Strength	Coordination
Balance	

To improve performance:

For a score of 1, refer to Curriculum Guide page	234
For a score of 2, refer to Curriculum Guide page	236
For a score of 3, refer to Curriculum Guide page	238
For a score of 4, refer to Curriculum Guide page	240

TEST ITEM 23: CREEPING/CRAWLING

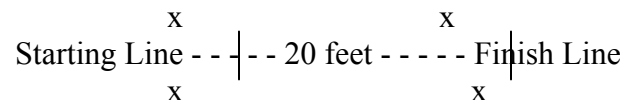
Score	1	2	3	4
Criteria	a) Makes little or no movement. b) Displays little or not interest in.	Uses arm to pull forward in a series of movements (little or no use of legs).	Elbows flexed, supporting upper body, feet/legs drawn up under body.	Movements of contralateral extremities in the same direction at the same time.
Key Words	<i>little or no movement</i>	<i>arms to pull</i>	<i>elbows flexed, legs under</i>	<i>contralateral extremities</i>

TEST ITEM 24: WALKING/WHEELCHAIR MOBILITY

Purpose: To determine how efficiently (time in seconds) a student can propel a wheelchair or walks 20 feet with or without assistive devices.

Materials: Four cones or markers, stopwatch, 20 feet of smooth, level surface

Directions: Following an explanation and demonstration, the student assumes a ready position behind the starting line (see below). The teacher says, “ready, set, go.” The teacher should begin the stopwatch when the student first moves following the instruction “go.” The teacher should encourage the student to go as fast as they can. A sound or auditory cue may be used to help visually impaired or blind students move in a straight line. The teacher should stop the stopwatch when the student is completely past the finish line. The teacher should observe the student’s performance on three trials. The teacher should record the score that best identifies the student’s performance on two of three trials.



Scoring-Criteria: See chart below.

Interpretation: To perform the task at the highest level requires combining several components of movement in an efficient and effective manner. These components may include:

Muscular Strength	Flexibility
Coordination	Speed

To improve performance:

For a score of 1, refer to Curriculum Guide page	242
For a score of 2, refer to Curriculum Guide page	244
For a score of 3, refer to Curriculum Guide page	246
For a score of 4, refer to Curriculum Guide page	247

TEST ITEM 24: WALKING/WHEELCHAIR MOBILITY

Score	1	2	3	4
Criteria	Independently propels wheelchair or walks with assistance 20 feet in 50 or more.	Independently propels wheelchair or walks with assistance 20 feet in 40-49 seconds.	Independently propels wheelchair or walks without assistance 20 feet in 30-39 seconds.	Independently propels wheelchair or walks without assistance 20 feet in 20-29 seconds.
Key Words	<i>50 or more seconds</i>	<i>40-49 seconds</i>	<i>30-39 seconds</i>	<i>20-29 seconds</i>

TEST ITEM 25: INDIVIDUAL MODE OF MOVEMENT

This test item is designed to be an observation rather than an assessment. If a child demonstrates a unique style of locomotion or one not covered by this manual (e.g., scooting), it is advisable to record the style and continue observation.

To “score” a student’s individual mode of movement, observe and record it in the movement chart below. If this is the only way a student is capable of moving (and is an acceptable method as agreed upon by the medical and related services fields) the student should be encouraged to continue to move in this way. Keeping the student mobile will, in turn, increase many of the components of fitness and motor ability needed for more efficient and effective methods of movement.

INDIVIDUAL MOVEMENT CHART

Describe the method of movement:

bipedal _____

quadrupled _____

other _____ explain _____

Level of assistance (physical):

total _____

minimal _____

none _____

assistive devices _____

Distance capable of traveling:

_____ feet without rest periods

_____ feet with intermittent rest periods

_____ unlimited distance

COMMENTS:

TEST ITEM 26: MAINTENANCE OF POSTURE

Purpose: To determine how efficiently (time in seconds) a student can maintain a sitting or standing posture with or without assistive devices.

Materials: Stopwatch, chair (if necessary)

Directions: Following an attempt at the 20-foot dash, (Test Item 1 – Physical Motor Fitness Section) and receiving a score of 1 or below, it is necessary to assess the student for maintenance of posture.

- a) If the student is ambulatory with or without assistive devices, but takes 60 seconds or more to travel 20 feet, this assessment should be made on standing posture.
- b) If the student is non-ambulatory with or without assistive devices, and takes 60 seconds to travel 20 feet, this assessment should be made on sitting posture (e.g., wheelchair).

Sitting: The teacher should first explain the activity, then demonstrate the correct posture including feet on floor, hands on knees. The student is placed in a high-back chair, no arms, and asked to balance for as long as possible. The teacher then says, “Sit up straight as long as you can.” The teacher should be near the student at all times for safety purposes.

Standing: The teacher explains and demonstrates the task by standing, feet flat, arms at sides, head straight. The student is placed in the middle of a room with nothing nearby to reach for or hold onto. The teacher then says, “Stand up straight for as long as you can.” The teacher should be near the student at all times for safety purposes.

The teacher should observe the student’s performance on three trials. The teacher should record the score that best identifies the student’s performance on two of three trials according to the scoring criteria.

Scoring-Criteria: See chart below.

Interpretation: To perform this task at its highest level requires combining several components of static strength. These might include:

Static Balance	Muscle Strength
Muscle Endurance	Flexibility

See chart on next page

TEST ITEM 26: MAINTENANCE OF POSTURE

To improve performance:

For a score of 1, refer to Curriculum Guide page	251
For a score of 2, refer to Curriculum Guide page	253
For a score of 3, refer to Curriculum Guide page	255
For a score of 4, refer to Curriculum Guide page	257

Score	1	2	3	4
Criteria	Sits/stands for 10 seconds or less without losing balance (moving out of original position).	Sits/stands for 11-30 seconds with out losing balance (moving out of original position).	Sits/stands for 31-45 seconds without losing balance (moving out of original position).	Sits/stands for 46-60 seconds (without moving out of original position).
Key Words	<i>10 seconds or less</i>	<i>11-30 seconds</i>	<i>31-45 seconds</i>	<i>46-60 seconds</i>

TEST ITEM 27: PRE-STRIKE

Purpose: To determine the level of maturity in the skill leading up to the strike.

Materials: Six inch Nerf ball, string, whiffle bat

Directions: Following a demonstration and explanation, the teacher directs the student to raise his/her arm to a point above the shoulder and strike towards the ball which is suspended just in front of the body at shoulder height. To begin this test trial, the student is placed in a sitting or standing posture (whichever is more appropriate for him/her). The teacher should give the following directions prior to the student's trial, "Name, lift your arm up and hit the ball with your hand." Physical assistance is acceptable as noted in the criteria section. The teacher should observe the score that best identifies the student's performance on two of three trials according to the scoring- criteria. The ball may be suspended from an overhead support to allow the teacher freedom to give physical assistance to the student.

Scoring-Criteria: See chart below.

Interpretation: To score at the highest level of this task requires that the student possess a combination of components necessary to perform effectively and efficiently. These components may include:

Strength	Coordination
Flexibility	

To improve performance:

For a score of 1, refer to Curriculum Guide page	259
For a score of 2, refer to Curriculum Guide page	261
For a score of 3, refer to Curriculum Guide page	263
For a score of 4, refer to Curriculum Guide page	265

TEST ITEM 27: PRE-STRIKE

Score	1	2	3	4
Criteria	Little or no movement of the arm.	Raises arm above shoulder with assistance.	Raises arm above shoulder without assistance.	One-hand chopping motion with assistance.
Key Words	<i>little or no movement</i>	<i>arm above with assistance</i>	<i>arm above without assistance</i>	<i>one-hand chopping with assistance</i>

TEST ITEM 28: PRE-CATCH

Purpose: To determine the level of maturity in the skills leading up to the catch.

Materials: Six inch Nerf ball, mat

Directions: Following a demonstration and explanation, the teacher directs the student to sit on the floor (mat) (if possible) with feet and legs out straight. The teacher tells the student, “Name, try to catch the ball.” The teacher then rolls the ball toward the student from 5-6 feet away. Emphasis should be placed on the attempt to catch, trap, or stop the ball. The teacher should observe the student’s performance on three trials. The teacher should record the score that best identifies the student’s performance on two of three trials according to the scoring criteria.

Scoring-Criteria: See chart below.

Interpretation: To score at the highest level on this task requires that the student possess basic fundamental components of movement. These may include:

Coordination	Flexibility
Balance	

To improve performance:

For a score of 1, refer to Curriculum Guide page	267
For a score of 2, refer to Curriculum Guide page	269
For a score of 3, refer to Curriculum Guide page	271
For a score of 4, refer to Curriculum Guide page	273

TEST ITEM 28: PRE-CATCH

Score	1	2	3	4
Criteria	Little or no movement.	Arm(s) extended in front of body (preparatory stage).	Eye-contact, hands/arms above toward object.	Stop or trap object.
Key Words	<i>little or no movement</i>	<i>arms in front of body</i>	<i>arms move to object</i>	<i>stop or trap object</i>

TEST ITEM 29: PRE-KICK

Purpose: To improve fundamental motor patterns.

Materials: Six inch Nerf ball

Directions: Following a demonstration and explanation, the teacher places the student in a sitting or standing position, whichever is more appropriate. The teacher gives the following command, “Name, kick the ball as hard as you can.” Assistance is acceptable to help the student in positioning or posture. For more severely impaired students, a side-lying position may also be used if balance is a problem. Please note any modifications in positioning. The teacher should observe the student’s performance on three trials. The teacher should record the score that best identifies the student’s performance on two of three trials according to the scoring criteria.

Scoring-Criteria: See chart below.

Interpretation: To score at the highest level on this task requires a combination of basic motor patterns. These components may include:

Balance	Flexibility
Coordination	

To improve performance:

For a score of 1, refer to Curriculum Guide page	275
For a score of 2, refer to Curriculum Guide page	277
For a score of 3, refer to Curriculum Guide page	279
For a score of 4, refer to Curriculum Guide page	281

TEST ITEM 29: PRE-KICK

Score	1	2	3	4
Criteria	Little or no movement, stationary position with or without assistance.	Hip/knee flexion.	Hip/knee extension, ball contact.	Hip/knee flexion extension, ball contact.
Key Words	<i>little or no movement</i>	<i>hip/knee flexion</i>	<i>hip/knee extension, contact</i>	<i>flexion, extension, ball contact</i>

Note: Wheelchair student will not demonstrate hip flexion and extension. The movement will only occur at the knee.

SECTION II

CURRICULUM GUIDE:

PART A:	PHYSICAL/MOTOR FITNESS	86
PART B:	FUNDAMENTAL MOTOR SKILL	128
PART C:	SKILLS FOR PARTICIPATING IN GAMES/SPORTS	183
PART D:	FUNDAMENTAL MOTOR PATTERNS FOR LOW-FUNCTIONING STUDENTS	226

20 FOOT DASH – LEVEL 1

Where Do You Want To Go?

Annual Goal: To improve physical and motor fitness by traveling 20 feet in less than 20 seconds.

Why Might Student Be Performing At This Level?

Student may demonstrate difficulties in the following physical and motor fitness areas:

- 1) limited muscular strength and muscle endurance
- 2) limited flexibility
- 3) limited coordination (ability to motor plan)
- 4) limited ability to generate speed and power

What Might You Do To Improve Performance?

Short-Term Instructional Objectives:

- 1) To move 10 feet in 15 seconds on 2 of 3 trials.
- 2) To move 20 feet in less than 30 seconds on 2 of 3 trials.

How Might You Do It?

Activities: To improve muscular strength, flexibility, coordination, and speed to travel 20 feet in less than 20 seconds.

EXAMPLE ACTIVITY – ELEMENTARY, JR. HIGH SCHOOL

Name	Scooter Push
Equipment	Scooter boards
Formation	Partners
Procedure	With students sitting on scooters, approximately 10 feet away from their partners, using only their legs to push, they must move the scooter to their partner. Partners then switch positions and the second student returns to starting point. First team down and back receives a point; games are played to five points. Wheelchair students may use their arms to push instead of their legs.
Variations	Teacher could vary distances between students or give students objects to carry, e.g., balls, bean bags.

For further activities, refer to ACTIVITIES TABLE OF CONTENTS under the following components:

Strength Coordination Flexibility Power Speed

20 FOOT DASH – LEVEL 2

Where Do You Want To Go?

Annual Goal

To improve physical and motor fitness by traveling 20 feet in less than 10 seconds.

Why Might The Student Be Performing At This Level?

Student may demonstrate difficulties in the following physical and motor fitness areas:

- 1) limited muscular strength and muscular endurance
- 2) limited flexibility
- 3) limited ability to motor plan (coordinate)
- 4) limited flexibility to generate speed and power

What Might You Do To Improve Performance?

Short-Term Instructional Objectives:

- 1) To move 10 feet in 10 seconds on 2 of 3 trials.
- 2) To move 20 feet in less than 20 seconds on 2 of 3 trials.

How Might You Do It?

Activities:

To improve muscular strength, flexibility, coordination, and speed for developing the ability to travel 20 feet in 10 seconds or less.

EXAMPLE ACTIVITY – ELEMENTARY, JR. HIGH SCHOOL

Name	No Swing Baseball
Equipment	Small playground ball
Formation	Teams
Procedure	Divide students into two teams and conduct a regular game of baseball without a bat or pitcher. The hitter in this game is allowed to throw the ball anywhere they wish for a hit. The teacher should encourage the hitter to throw for accuracy and distance. All students on a team will throw one time; teams will then switch positions. Each team stays at bat until all team members have had one turn to throw (bat). The total number of runs scored during each inning is recorded. Teachers may modify the distance between bases to meet student and class needs.
Variations	Teacher should vary length of bases and modes of travel (e.g., jumping, hopping) from base to base.

For further activities, refer to ACTIVITIES TABLE OF CONTENTS under the following components:

Flexibility Coordination Power Speed Strength

20 FOOT DASH – LEVEL 3

Where Do You Want To Go?

Annual Goal: To improve physical and motor fitness by traveling 20 feet in less than 10 seconds.

Why Might The Student Be Performing At This Level?

Student may demonstrate difficulties in the following physical and motor fitness areas:

- 1) limited muscular strength
- 2) limited coordination (ability to motor plan)
- 3) limited ability to generate speed and power

What Might You Do To Improve Performance?

Short-Term Instructional Objectives:

- 1) To move 10 feet in less than 10 seconds on 2 of 3 trials.
- 2) To move 20 feet in 10 seconds or less on 2 of 3 trials.

How Might You Do It?

Activities: To improve muscular strength, coordination, speed, and power for developing the skill to travel 20 feet in 10 seconds or less.

EXAMPLE ACTIVITY – ELEMENTARY

Name	Space Ship (Gallahue, 1976)
Equipment	Bean Bag
Formation	Scattered
Procedure	Students and teacher decide on an object that will represent the earth such as a tree, bean bag, circle, base, etc. Students are space ships and on the countdown. “5, 4, 3, 2, 1!” the rockets blast the space ships off the ground; they quickly pick up speed and go into orbit around the earth. After one or more orbits, and go into orbit around the earth. After one or more orbits, space ships return and “splash down.” The game may be repeated any number of times with space ships flying any number of orbits.
Variations	Activity may be conducted with longer and faster running. If the “countdown” is too difficult to comprehend, use the command “ready, set, go!” instead.

For further activities, refer to ACTIVITIES TABLE OF CONTENTS under the following components:

Strength

Speed

Power

Coordination

20 FOOT DASH – LEVEL 4

Where Do You Want To Go?

Annual Goal: To improve physical and motor fitness by traveling 20 feet in less than 10 seconds.

How Might You Improve At This Level?

Students may demonstrate difficulties in the following physical and motor fitness areas:

- 1) muscle strength
- 2) muscle endurance
- 3) coordination
- 4) speed

What Might You Do To Improve Performance?

Short-Term Instructional Objectives:

- 1) To travel 20 feet in less than 10 seconds.
- 2) To travel 20 feet moving between three obstacles in 15 seconds on 2 of 3 trials.

How Might You Do It?

Activities: To improve muscular endurance and body coordination to travel 20 feet in 10 seconds or less.

EXAMPLE ACTIVITY – ELEMENTARY, JR. HIGH, SR. HIGH SCHOOL

Name	Home Run Ball
Equipment	Bases, small playground ball
Formation	Baseball teams
Procedure	Position students as in regular softball or baseball game. There is no striking; the hitter must throw the ball for a hit. This is similar to NO SWING BASEBALL, Activity #36 with the following exception: Students must run the entire base paths and arrive back at home plate before the ball. All hitters must run all bases regardless if the ball travels out of the infield or not. There are two outs to a team to aid in more playing time.
Variations	Teacher could instruct all infielders to run the ball to home plate if they catch it, instead of throwing it. Students could play the same game with kickball or tee ball. The bases may be shortened for those students pushing their wheelchair.

For further activities, refer to ACTIVITIES TABLE OF CONTENTS under the following components:

Speed Coordination Muscle Endurance Strength

30 YARD DASH – LEVEL 1

Where Do You Want To Go?

Annual Goal: To improve physical and motor fitness by traveling 30 yards in less than 30 seconds.

Why Might The Student Be Performing At This Level?

Student may demonstrate difficulties in the following physical and motor fitness areas:

- 1) limited muscular strength and muscular endurance
- 2) limited flexibility
- 3) limited coordination (ability to motor plan)
- 4) limited ability to generate speed with power

What Might You Do To Improve Performance?

Short-Term Instructional Objectives:

- 1) To move 15 yards in 15 seconds on 2 of 3 trials.
- 2) To move 30 yards in less than 20 seconds on 2 of 3 trials.

How Might You Do It?

Activities: To improve muscular strength, flexibility, coordination, and speed to travel 30 yards in less than 20 seconds.

EXAMPLE ACTIVITY – ELEMENTARY, JR. HIGH SCHOOL

Name	Scooter Push
Equipment	Scooter Boards
Formation	Partners
Procedure	With students sitting on scooters, approximately 10 feet away from their partners, using only their legs to push, they must move the scooter to their partner. Partners then switch positions and the second student returns to starting point. First team down and back receives a point; games are played to five points. Wheelchair students may use their arms to push instead of their legs.
Variations	Teacher could vary distances between students or give students objects to carry, e.g., balls, bean bags.

For further activities, refer to ACTIVITIES TABLE OF CONTENTS under the following components:

Strength Coordination Flexibility Power Speed

30 YARD DASH – LEVEL 2

Where Do You Want To Go?

Annual Goal: To improve physical and motor fitness by traveling 30 yards in less than 15 seconds.

Why Might The Student Be Performing At This Level?

Student may demonstrate difficulties in the following physical and motor fitness areas:

- 1) limited muscular strength and muscular endurance
- 2) limited flexibility
- 3) limited coordination (ability to motor plan)
- 4) limited ability to generate speed and power

What Might You Do To Improve Performance?

Short-Term Instructional Objectives:

- 1) To move 15 yards in 10 seconds for 2 of 3 trials.
- 2) To move 30 yards in less than 15 seconds on 2 of 3 trials.

How Might You Do It?

Activities: To improve muscular strength, flexibility, coordination, and speed to travel 30 yards in 15 seconds or less.

EXAMPLE ACTIVITY – ELEMENTARY, JR. HIGH SCHOOL

Name	No Swing Baseball
Equipment	Small playground ball
Formation	Teams
Procedure	Divide students into two teams and conduct a regular game of baseball without a bat or pitcher. The hitter in this game is allowed to throw the ball anywhere they wish for a hit. The teacher should encourage the hitter to throw for accuracy and distance. All students on a team will throw one time; teams will then switch positions. Each team stays at bat until all team members have had one turn to throw (bat). The total number of runs scored during each inning is recorded. Teachers may modify the distance between bases to meet student and class needs.
Variations	Teacher should vary length of bases and modes of travel, e.g., jumping, hopping, etc. from base to base.

For further activities, refer to ACTIVITIES TABLE OF CONTENTS under the following components:

Flexibility

Coordination

Power

Speed

Strength

30 YARD DASH – LEVEL 3

Where Do You Want To Go?

Annual Goal: To improve physical and motor fitness by traveling 30 yards in 10 seconds or less.

Why Might The Student Be Performing At This Level?

Student may demonstrate difficulties in the following physical and motor fitness areas:

- 1) limited muscular strength
- 2) limited coordination (ability to motor plan)
- 3) limited ability to generate speed and power

What Might You Do To Improve Performance?

Short-Term Instructional Objectives:

- 1) To move 15 yards in less than 10 seconds on 2 of 3 trials.
- 2) To move 20 yards in 10 seconds or less on 2 of 3 trials.

How Might You Do It?

Activities: To improve muscular strength, coordination, speed, and power to travel 30 yards in 10 seconds or less.

EXAMPLE ACTIVITY – ELEMENTARY

Name	Space Ship (Gallahue, 1976)
Equipment	Bean Bag
Formation	Scattered
Procedure	Students and teacher decide on an object that will represent the earth such as a tree, bean bag, circle, base, etc. Students are space ships and on the countdown, “5, 4, 3, 2, 1!” the rockets blast the space ships off the ground; they quickly pick up speed and go into orbit around the earth. After one or more orbits, space ships return and “splash down.” The game may be repeated any number of times with space ships flying any number of orbits.
Variations	Activity may be conducted with longer and faster running. If the “countdown” is too difficult to comprehend, use the command “ready, set, go!” instead.

For further activities, refer to ACTIVITIES TABLE OF CONTENTS under the following components:

Strength,

Speed

Power

Coordination

30 YARD DASH – LEVEL 4

Where Do You Want To Go?

Annual Goal: To improve physical and motor fitness by traveling 30 yards in less than 6 seconds.

How Might You Improve At This Level?

Students may demonstrate difficulties in the following physical and motor fitness areas:

- 1) muscular strength
- 2) muscle endurance
- 3) coordination
- 4) speed

What Might You Do To Improve Performance?

Short-Term Instructional Objectives:

- 1) To travel 20 yards in less than 10 seconds on 2 of 3 trials.
- 2) To travel 30 yards moving between three obstacles in 10 seconds on 2 o 3 trials.

How Might You Do It?

Activities: To improve muscular endurance and body coordination to travel 30 yards in 6 seconds or less.

EXAMPLE ACTIVITY – ELEMENTARY, JR. HIGH, SR. HIGH SCHOOL

Name	Home Run Ball
Equipment	Bases, small playground ball
Formation	Baseball teams
Procedure	Position students as in regular softball or baseball game. There is no striking; the hitter must throw the ball for a hit. This is similar to NO SWING BASEBALL. Activity # 36 with the following exception: Students must run the entire base paths and arrive back at home plate before the ball. All hitters must run all bases regardless if the ball travels out of the infield or not. There are two outs to a team to aid in more playing time.
Variations	Teacher could instruct all infielders to run the ball to home plate if they catch it, instead of throwing it. Students could play the same game with kickball or tee ball. The bases may be shortened for those students pushing their wheelchair.

For further activities, refer to ACTIVITIES TABLE OF CONTENTS under the following components:

Speed

Coordination

Muscle Endurance

Strength

WHEELCHAIR POWER PUSH

Where Do You Want To Go?

Annual Goal: To improve physical and motor fitness by increasing distance pushed in wheelchair push by 30%.

Why Might The Student Be Performing At This Level?

Student may demonstrate difficulties in the following physical and motor fitness areas:

- 1) limited muscular strength in upper extremities
- 2) flexibility (range of motion)
- 3) coordination

What Might You Do To Improve Performance?

Short-Term Instructional Objectives:

- 1) To increase distance traveled in wheelchair push by 10%.
- 2) To increase distance traveled in wheelchair push by 25%.

How Might You Do It?

Activities: To improve muscular strength in upper extremities, flexibility, and coordination to increase distance pushed in wheelchair push by 30%.

EXAMPLE ACTIVITY – ELEMENTARY, JR. HIGH SCHOOL

Name	Muscle Wheels
Equipment	One cone/obstacle and one wheelchair per student
Formation	Individual, line facing each obstacle
Procedure	Each student is lined up on side or end of gym, facing their own obstacle across the floor. On the command “go” each student pushes their wheelchair as hard as he/she can (counting each push) around cone/obstacle and back to line. The object is to use the least amount of pushes to get from start to finish. Winner is not first one back but the student who had the least amount of pushes.
Variations	Teacher may vary length to finish line, alter course from straight to obstacle course route, etc.

For further activities, refer to ACTIVITIES TABLE OF CONTENTS under the following components:

Strength

Coordination

Flexibility

PUSH-UPS – LEVEL 1

Where Do You Want To Go?

Annual Goal: To improve physical and motor fitness by performing 5 or more complete push-ups.

Why Might The Student Be Performing At This Level?

Student may demonstrate difficulties in the following physical and motor fitness areas:

- 1) limited muscular strength and endurance
- 2) limited range of motion (flexibility)
- 3) limited coordination (ability to motor plan)

What Might You Do To Improve Performance?

Short-Term Instructional Objectives:

- 1) To support weight of body for 5 seconds.
- 2) To use arms only to lift body off floor.

How Might You Do It?

Activities: To improve muscular strength, endurance, and flexibility to perform 5 or more push-ups.

EXAMPLE ACTIVITY – ELEMENTARY, JR. HIGH SCHOOL

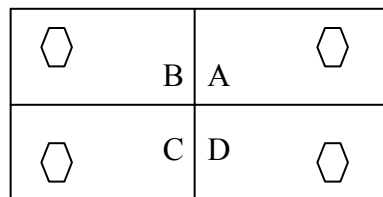
Name Four Square Push

Equipment Weighted ball (medicine ball)

Formation Four students in a square

Procedure As in four square, position one student in each square, but have the students in sitting positions. One student then pushes a weighted ball into someone else’s square. The object is to contain the ball in your square, then push it so your opponents miss the ball, causing it to leave their square. Students should rotate (move) around the squares until the student who missed the ball is in the last square (Square D).

The teacher should encourage students to use two hands to push the ball. Wheelchair students may participate by sitting on the floor, with or without assistive devices; sitting in their wheelchairs and using a bat, long stick, or shuffleboard stick to push the ball and protect their square; or by marking the four square push pattern on a table or desk top and trying to keep the “pushed” ball in their square (this can be played with students sitting and/or standing at the table or desk top).



For further activities, refer to ACTIVITIES TABLE OF CONTENTS under the following components:

Strength

Flexibility

Coordination

PUSH-UPS – LEVEL 2

Where Do You Want To Go?

Annual Goal: To improve physical and motor fitness by performing 10 or more complete push-ups.

Why Might The Student Be Performing At This Level?

Student may demonstrate difficulties in the following physical and motor fitness areas:

- 1) limited muscular strength and endurance
- 2) flexibility (limited range of motion)

What Might You Do To Improve Performance?

Short-Term Instructional Objectives:

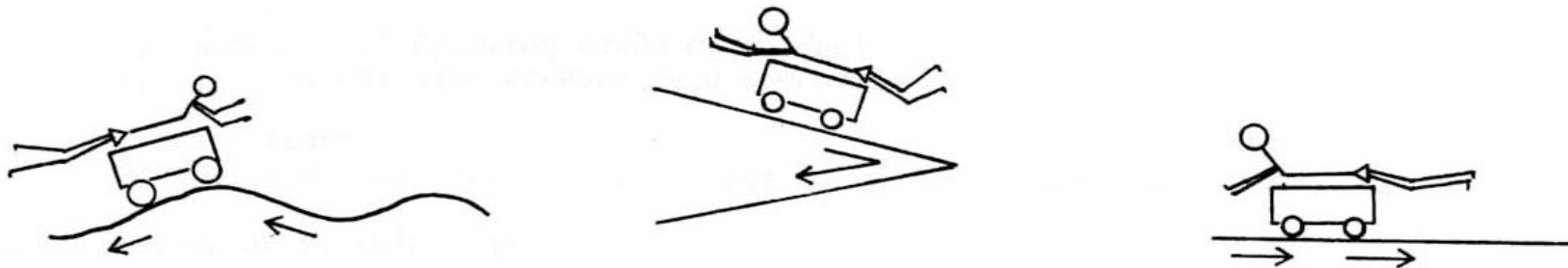
To perform 7 complete push-ups without assistance.

How Might You Do It?

Activities: To improve muscular strength, endurance, and flexibility to perform 10 or more complete push-ups.

EXAMPLE ACTIVITY – ELEMENTARY

Name	See Where You've Been
Equipment	Scooters, tape
Formation	Individual on scooters, prone position
Procedures	Arrange students in small groups around the activity area. With student prone on scooter, student must travel pathways marked with tape while moving <u>backwards</u> . Stations could be arranged according to designs of the pathways, e.g., curved lines, straight lines, angled lines. All students move simultaneously with enough distance between each to allow for safety. If wheelchair students are unable to mount a scooter board, they should be allowed to work on arm thrust with the chair. Students would attempt to travel the greatest distance with one arm thrust off the wheel.
Variations	Activity could be conducted using an obstacle course. Students would be required to move around obstacles. For students in wheelchairs, two or three scooters may be tied together to support the rest of the body.



For further activities, refer to ACTIVITIES TABLE OF CONTENTS under the following components:

Flexibility

Strength

Endurance

PUSH-UPS – LEVEL 3

Where Do You Want To Go?

Annual Goal: To improve physical and motor fitness by performing 15 or more complete push-ups.

Why Might The Student Be Performing At This Level?

Student may demonstrate difficulties in the following physical and motor fitness areas:

- 1) limited muscular strength and endurance
- 2) flexibility (limited range of motion)

What Might You Do To Improve Performance?

Short-Term Instructional Objectives:

To perform 12 complete push-ups without assistance.

How Might You Do It?

Activities: To improve muscular strength, endurance, and flexibility to perform more than 15 push-ups.

Example Activity – Elementary, Jr. High, Sr. High School

Name	Partner Stunts (Grosse, 1975)
Equipment	None
Formation	Partners
Procedure	Students will perform several balance stunts that could be incorporated into a gymnastic unit. Refer to diagrams below to show arm and shoulder strength activities. Teacher may vary any of the stunts for wheelchair students.



For further activities, refer to ACTIVITIES TABLE OF CONTENTS under the following components:

Strength

Endurance

Flexibility

PUSH-UPS – LEVEL 4

Where Do You Want To Go?

Annual Goal: To improve physical and motor fitness by participating in sports and activities.

How Might You Improve This Level?

Student may demonstrate difficulties in the following physical and motor fitness areas:

- 1) muscular strength and endurance
- 2) flexibility

What Might You Do To Improve Performance?

Short-Term Instructional Objectives:

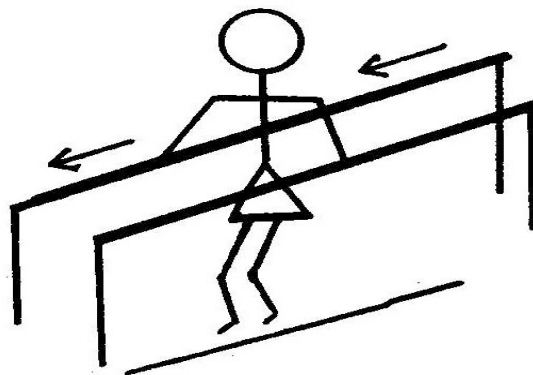
- 1) To perform 16 complete push-ups without assistance.
- 2) To perform 16 complete push-ups or more within 45 seconds.
- 3) To demonstrate functional upper body muscle strength through participation in various sports activities, such as track and field, gymnastics, and weight lifting.

How Might You Do It?

Activities: To improve muscular strength, endurance, and flexibility to perform 15 or more push-ups.

EXAMPLE ACTIVITY – JR. HIGH, SR. HIGH SCHOOL

Name	Parallel Walk
Equipment	Parallel Bars
Formation	Individual, small groups
Procedure	Students move individually down a set of parallel bars using only their arms. Students must complete at least two trips through the bars. Wheelchair students could use the bars lowered or raised to propel themselves forward.
Variations	Activity could be conducted as a relay as skill levels improve. Students could be asked to move a ball with their feet as they walked down the bars.



For further activities, refer to ACTIVITIES TABLE OF CONTENTS under the following components:

Strength

Endurance

Flexibility

AGILITY – LEVEL 1

Where Do You Want To Go?

Annual Goal: To improve physical and motor fitness by demonstrating agility skills.

How Might You Improve This Level Of Performance?

Students may demonstrate difficulties in the following motor fitness areas:

- 1) coordination (limited ability to motor plan)
- 2) limited balance

What Might You Do To Improve This Level of Performance?

Short-Term Instructional Objectives:

To demonstrate improved agility by passing more than 7 cones.

How Might You Do It?

Activities: To improve coordination (ability to motor plan) and balance to aid in developing agility skills.

EXAMPLE ACTIVITY – ELEMENTARY, JR. HIGH SCHOOL

Name	Side Step (Special Olympics Manual, 1971)
Equipment	Tape
Formation	Small groups
Procedure	<p>Place three pieces of tape parallel on the floor. Start with both feet straddling the center tape. Move the left foot over left tape and return to center. Then, move right foot in same manner; right foot over right tape and return to center. Teacher should position three students on tape at a time to move simultaneously. Teacher may instruct students to change the pace as the activity continues.</p> <p>Next, have students jump and make a quarter turn landing on an outside tape; return to starting position by jumping and return in opposite direction.</p>
Variations	Student may continue with series of quarter (half-full) turns in clockwise (or counter clockwise) direction landing on each outside or center tape.

For further activities refer to ACTIVITIES TABLE OF CONTENTS under the following components:

Coordination

Agility

Balance

AGILITY – LEVEL 2

Where Do You Want To Go?

Annual Goal: To improve physical and motor fitness by demonstrating agility skills.

How Might You Improve This Level of Performance?

Student may demonstrate difficulties in the following motor fitness areas:

- 1) coordination (limited ability to motor plan)
- 2) limited balance

What Might You Do To Improve This Level of Performance?

Short-Term Instructional Objectives:

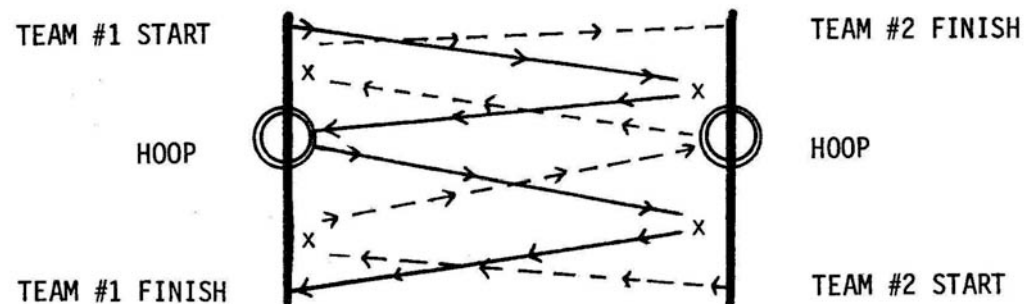
To demonstrate improved agility by passing more than 15 cones.

How Might You Do It?

Activities: To improve coordination and balance to aid in developing agility.

EXAMPLE ACTIVITY – ELEMENTARY, JR. HIGH

Name	Body Parts Shuttle
Equipment	Hoops
Formation	Teams
Procedure	Mark two lines as shown in diagram with X's taped on floor as marked. Place hoops on lines with mats under the hoops. With student behind one line, start by running back and forth around X's for designated number of laps or period of time. Each time the student passes the hoop they must touch specific body parts (in the hoop), e.g., head, elbow, knee. Set up enough stations to provide maximum participation. Wheelchair students are able to push their wheelchairs through course. When they come to a hoop, touch specified body part, continue on.
Variations	Teacher may vary the distance between lines or ask students to perform various locomotor movements, (e.g., crab walk, jump, hop, or skip).



For further activities refer to ACTIVITIES TABLE OF CONTENTS under the following components:

Coordination

Agility

AGILITY – LEVEL 3

Where Do You Want To Go?

Annual Goal: To improve physical and motor fitness by demonstrating agility skills.

How Might You Improve This Level Of Performance?

Student may demonstrate difficulties in the following motor fitness areas:

- 1) coordination (limited ability to motor plan)
- 2) limited balance

What Might You Do To Improve This Level Of Performance?

Short-Term Instructional Objectives?

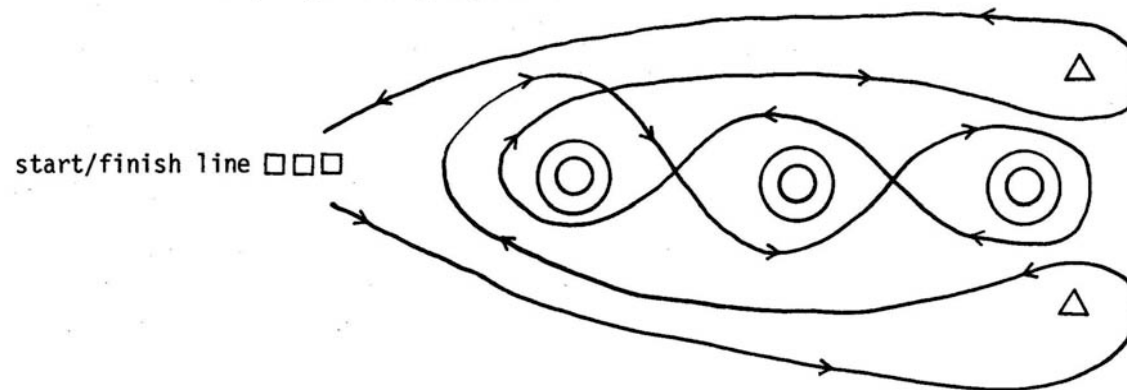
To be able to demonstrate improved agility by passing more than 22 cones.

How Might You Do It?

Activities: To improve coordination and balance skills to aid in developing agility skills.

EXAMPLE ACTIVITY – ELEMENTARY, J. HIGH

Name	Dodging Run
Equipment	Old Automobile Tires, Two Cones
Procedure	Arrange students into two teams. Set up two courses to be run simultaneously by each team. Demonstrate pathways the student must follow (see diagram). Students must pass around cones before passing through the tires. Each student completes one run then tags next teammate. The first team through the course is the winner. Wheelchair students should be encouraged to propel themselves through obstacle course opposing another wheelchair student.
Variations	Students may use other locomotor skills (e.g., hop, skip, crab walk, or they might carry objects).



For further activities refer to ACTIVITIES TABLE OF CONTENTS under the following components:

Coordination

Agility

AGILITY – LEVEL 4

Where Do You Want To Go?

Annual Goal: To improve physical motor fitness by demonstrating agility skills.

How Might You Improve This Level Of Performance?

Student may demonstrate difficulties in the motor fitness area of coordination (ability to motor plan).

What Might You Do To Improve This Level Of Performance?

Short-Term Instructional Objectives:

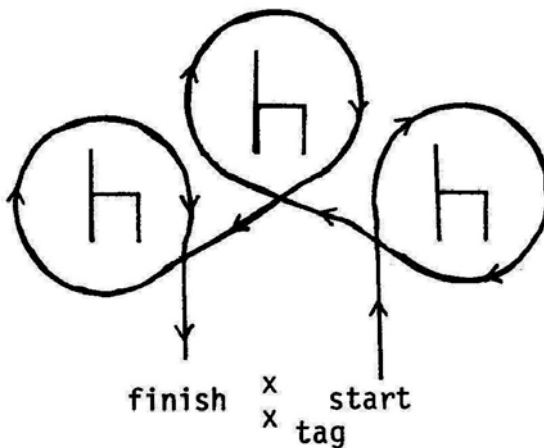
- 1) To demonstrate improved agility by passing more than 25 cones.
- 2) To demonstrate improved agility by avoiding defenders during a touch football game 90% of the time.
- 3) Demonstrate improved agility by dribbling through defenders during a soccer game 90% of the time.

How Might You Do It?

Activities: To improve the ability to produce motor fitness skills that aid in developing mature agility levels.

EXAMPLE ACTIVITY – JR. HIGH, SR. HIGH SCHOOL

Name	Boomerang (Special Olympics Manual, 1971)
Equipment	Three chairs per team
Formation	Teams
Procedure	Arrange three chairs as in diagram and number them 1, 2, and 3. Students will be divided into small teams and three chairs per team. First student of each team starts and runs clockwise around each chair in succession, 1, 2, then 3, and finally back to the start to tag the second teammate who continues through the course. Wheelchair students should be encouraged by pushing their own wheelchairs.
Variations	Teacher might add a fourth chair or make alternate figure eight patterns around 2 & 4 and 1 & 3. Students may locomote in various ways around chairs such as hop, skip, or gallop.



For further activities refer to ACTIVITIES TABLE OF CONTENTS under the following components:

Agility

5 MINUTE WALK/RUN – LEVEL 1

Where Do You Want To Go?

Annual Goal: To improve physical and motor fitness by completing a 5 minute walk/run.

How Might You Improve This Level Of Performance?

Student may demonstrate difficulties in the following physical fitness areas:

- 1) limited muscular strength and endurance
- 2) limited flexibility
- 3) limited cardiorespiratory endurance

What Might You Do To Improve Performance?

Short-Term Instructional Objectives:

To walk/run 40 yards in less than 5 minutes.

How Might You Do It?

Activities: To improve muscular strength, endurance, flexibility, and cardiorespiratory endurance.

EXAMPLE ACTIVITY – ELEMENTARY

Name	Busy Ants
Equipment	Scooters
Formation	Scattered
Procedure	Arrange students scattered throughout the activity area and sitting on scooters. On cue, students must begin moving the scooters any direction they wish without touching each other, like busy ants scurrying about. Teacher should encourage students to move as fast as possible. Objective for the students would be to reach all areas of the room while remaining on their scooters. They would have to touch all four walls then return to their original spot. Teacher must provide rest sessions. Allow three movement sessions and three rest sessions. Keep the movement sessions approximately one minute each and thirty seconds for rest. Continue this ratio for duration of activity.
Variations	Teacher might scatter objects (e.g., balloons, balls, wands) in various parts of the room and require students to retrieve them to original starting points. This activity, as well as, most other scooter games, can be played by wheelchair students as well.

For further activities refer to ACTIVITIES TABLE OF CONTENTS under the following components:

Strength Endurance Coordination Cardiorespiratory Flexibility

5 MINUTE WALK/RUN – LEVEL 2

Where Do You Want To Go?

Annual Goal: To improve physical and motor fitness by completing a 5 minute walk/run.

How Might You Improve This Level Of Performance?

Student may demonstrate difficulties in the following physical fitness areas:

- 1) limited muscular strength and endurance
- 2) limited flexibility
- 3) limited cardiorespiratory endurance

What Might You Do To Improve Performance?

Short-Term Instructional Objectives:

- 1) To walk/run 50 yards.
- 2) To walk/run for 5 continuous minutes and traveling at least 100 yards.

How Might You Do It?

Activities: To improve muscular strength, endurance, flexibility, and cardiorespiratory endurance.

EXAMPLE ACTIVITY – ELEMENTARY, JR. HIGH SCHOOL

Name	Pyramids
Equipment	Boxes, weighted objects
Formation	Teams
Procedure	Divide students into teams (six students per team) and position team in the activity area. Give each team three boxes with weighted objects inside (e.g., bean bags, ankle weights). The object of the activity is for students to carry boxes approximately 50 feet to build a pyramid, then to disassemble pyramid and return to start. Students move individually while carrying the boxes. The next student repeats, as does the third student, then once the structure is finished, the fourth team member moves down to retrieve a box as does number five and six. The first team to build and tear down their pyramid is the winner.
Variations	Teacher may vary the distance of travel. Teacher must allow for rest periods between races. Teacher should emphasize continuous movement while assembling or disassembling.

For further activities refer to ACTIVITIES TABLE OF CONTENTS under the following components:

Strength Endurance Cardiorespiratory Flexibility

5 MINUTE WALK/RUN – LEVEL 3

Where Do You Want To Go?

Annual Goal: To improve physical and motor fitness by completing a 5 minute walk/run.

How Might You Improve This Level Of Performance?

Student may demonstrate difficulties in the following physical fitness areas:

- 1) limited muscular strength and endurance
- 2) limited cardiorespiratory endurance

What Might You Do To Improve Performance?

Short-Term Instructional Objectives:

To walk/run continuously for 5 minutes and travel 200 yards.

How Might You Do It?

Activities: To improve muscular strength, endurance, and cardiorespiratory endurance.

EXAMPLE ACTIVITY – JR. HIGH, SR. HIGH SCHOOL

Name	4-Man Relay
Equipment	Wands
Formation	4-man teams
Procedure	Divide class into 4-man teams and instruct class on procedure for passing the wand. Choose a distance appropriate for the class to complete, (e.g., 400 yards), [divided by 4 students]. The first student leads off and moves 100 yards, then passes wand to number two and so on. Each team makes two trips before deciding a winner. Encourage students to move as fast as possible throughout their run.
Variations	Students could be staggered about the course and distance could be shortened but number of trips could be increased, e.g., each team makes three trips at 60 yards.

For further activities refer to ACTIVITIES TABLE OF CONTENTS under the following components:

Cardiorespiratory

5 MINUTE WALK/RUN – LEVEL 4

Where Do You Want To Go?

Annual Goal: To improve physical fitness by completing a 5 minute walk/run.

How Might You Improve This Level of Performance?

Improve cardiorespiratory endurance through participation in aerobic games (e.g., soccer, basketball, jogging).

What Might You Do To Improve Performance?

Short-Term Instructional Objectives:

- 1) Will walk/run 350 yards in 5 minutes.
- 2) Will run continuously for 5 minutes.
- 3) Will actively participate in a game of soccer for 10 minutes.
- 4) Will actively participate in a game of basketball for 10 minutes.

How Might You Improve This Level?

Activities: To improve cardiorespiratory endurance.

EXAMPLE ACTIVITY – JR. HIGH, SR. HIGH SCHOOL

Name	Endurance Walk/Run
Equipment	None
Formation	Small groups
Procedure	<p>Position students in small groups to move about the track without disturbing each other. Groups should move in the following recommended durations:</p> <ol style="list-style-type: none">1) run/walk for 2 minutes, rest for 1 minute2) run/walk for 3 minutes, rest for 1 minute3) run/walk for 3.5 minutes, rest for 1 minute
Variations	Activity may be conducted in the following manner: relays, shuttle runs, or obstacle courses.

For further activities refer to ACTIVITIES TABLE OF CONTENTS under the following components:

Cardiorespiratory

Strength

Endurance

THROWING – LEVEL 1

Where Do You Want To Go?

Annual Goal: To improve fundamental motor skills by demonstrating a mature throw.

Why Might Student Be Performing At This Level?

Student may demonstrate difficulties in the following physical and motor fitness areas:

- 1) limited muscular strength and flexibility
- 2) limited coordination (ability to motor plan)
- 3) balance (limited ability to stabilize body)

What Might You Do To Improve Performance?

Short-Term Instructional Objectives:

- 1) To use a single-handed throw with overhand arm swing on 2 of 3 trials.
- 2) To use single-handed arm swing in either a downward or flat direction on 2 of 3 trials.
- 3) To use single-handed arm swing sideways in a downward or flat direction and twist upper body.
- 4) To demonstrate upper body twist forward on release to opposite side of throw on 2 of 3 trials.

How Might You Do It?

Activities: To increase flexibility, muscular strength, and coordination for throwing.

EXAMPLE ACTIVITY – ELEMENTARY

Name	Streamer Activity (Role Play)
Equipment	Streamers
Formation	Scattered
Procedure	Role play with students, using streamers in preferred hand to demonstrate: 1) someone casting a fishing rod 2) someone running with a kite 3) someone chopping down a tree
Variations	Have students create streamer movement; perform steamer movements to music; perform streamer movements while running, jumping, hopping. Wheelchair students may be included in all activities but emphasize the specific task and level of skill.

For further activities refer to ACTIVITIES TABLE OF CONTENTS under the following components:

Flexibility

Strength

Coordination

Balance

THROWING – LEVEL 2

Where Do You Want To Go?

Annual Goal: To improve fundamental motor skills by demonstrating a mature throw.

Why Might The Student Be Performing At This Level?

- 1) limited muscular strength and flexibility
- 2) limited coordination (ability to motor plan)
- 3) limited balance (balance to stabilize body)

What Might You Do To Improve Performance?

Short-Term Instructional Objectives:

- 1) To use a single-handed throw with overhand motion and direction downward on 2 of 3 trials.
- 2) To use single-handed throw and twist upper body backwards to side of throw then forward to opposite side upon release on 2 of 3 trials.
- 3) To step with leg on the opposite side of throwing arm on 2 of 3 trials.

How Might You Do It?

Activities: To improve flexibility, strength, and coordination to aid in developing a mature throwing pattern.

EXAMPLE ACTIVITY – ELEMENTARY

Name	Lion Trainer
Equipment	Streamers and hoops
Formation	Scattered hoops
Procedure	Scatter hoops on the floor and divide the students into two groups, Lion Trainers and Lions. Allow both groups to move around the room any way they wish. The Lion Trainers use the streamers as whips and when they call, “The Lions are loose,” the “Lion Trainers must step one foot inside the hoop and strike at a Lion. As they strike, the Lions continue to move between the hoops to avoid being touched by a whip (streamer). The instructor should emphasize foot movement on opposite side of arm movements.

For further activities refer to ACTIVITIES TABLE OF CONTENTS under the following components:

Flexibility Strength Coordination Balance

THROWING – LEVEL 3

Where Do You Want To Go?

Annual Goal: To improve fundamental motor skills by demonstrating a mature throw.

Why Might The Student Be Performing At This Level?

- 1) limited coordination (ability to motor plan)
- 2) limited balance (ability to stabilize body)

What Might You Do To Improve Performance?

Short-Term Instructional Objectives:

- 1) Will use a single-handed throw with overhand motion and direction downward on 2 of 3 trials.
- 2) Will twist upper body and shift weight to throwing side during backswing on 2 of 3 trials.
- 3) Will step with leg on opposite side of throwing arm on 2 of 3 trials.
- 4) Will twist upper body forward after shifting weight.
- 5) Will snap wrist in process of releasing ball on 2 of 3 trials.

How Might You Do It?

Activities: To increase coordination and balance to aid in developing a mature throwing pattern.

EXAMPLE ACTIVITY – ELEMENTARY

Name	Tether Tennis
Equipment	Long rope, string, one dozen small yarn balls, hoops
Formation	Small stations
Procedure	Suspend a long rope across an activity area and secure several individual yarn balls on strings from rope. Allow enough distance between yarn balls for safety precautions. Position students in pairs, opposite the yarn balls. Place hoops on floor directly in front of each student on opposite side of striking arm. Given cue, allow students to strike at suspended yarn balls with hands to see who can wrap it around the rope first. Students must step with opposite foot into hoop as they strike to promote weight shift.
Variations	This activity may be conducted using various rackets (e.g., tennis and badminton).

For further activities refer to ACTIVITIES TABLE OF CONTENTS under the following components:

Coordination

Balance

THROWING – LEVEL 4

Where Do You Want To Go?

Annual Goal: To improve fundamental motor skills by demonstrating a mature throw.

How Might You Improve A Mature Throw?

Improve coordination (ability to motor plan).

What Might You Do To Improve Performance?

Short-Term Instructional Objectives:

- 1) To demonstrate a mature throwing pattern for distance _____ feet.
(suggested standards in feet)

<u>Age</u>	<u>8-9</u>	<u>10-12</u>	<u>13-15</u>	
girls	46	71	84	
boys	73	114	159	(I CAN, 1976)

- 2) To demonstrate a mature throwing pattern for accuracy (suggested: 2 of 3 trials at 8 feet square target, one foot off the ground, a distance of 50 feet) [I CAN, 1976]

How Might You Do It?

Activities: To increase coordination to aid in developing a mature throwing pattern.

EXAMPLE ACTIVITY – ELEMENTARY, JR. HIGH SCHOOL

Name	Box Relay
Equipment	Cardboard boxes, small balls
Formation	Small groups
Procedure	Position students in small groups, six per group. Place a cardboard box ten feet in front of a group on the floor. The objective of the game is to move the box across a designated line by throwing balls at the box. The team that moves their box over the line first is given a point. Games are played to five points. The teacher should emphasize throwing as hard as possible. Each student should have their own ball to throw and students continue to throw until the box is completely past the line.
Variations	Teacher may use bean bags, volleyballs, or Nerf balls to throw. Teacher may also vary the distance of the line.

CATCHING – LEVEL 1

Where Do You Want To Go?

Annual Goal: To improve fundamental motor skills by demonstrating a mature catch.

Why Might The Student Be Performing At This Level?

Student may demonstrate difficulties in the following physical and motor fitness areas:

- 1) limited muscular strength and flexibility
- 2) limited coordination (ability to motor plan)
- 3) limited balance (ability to stabilize body)

What Might You Do To Improve Performance?

Short-Term Instructional Objectives:

- 1) To bend out-stretched arms at elbows when attempting to catch on 2 of 3 trials.
- 2) To scoop ball into body by bending arms at elbows on 2 of 3 trials.

How Might You Do It?

Activities: To improve flexibility and coordination for developing a mature catch.

EXAMPLE ACTIVITY – ELEMENTARY

Name	Tether Ball
Equipment	Long rope, string, yarn balls
Formation	Partners
Procedure	This activity is conducted much like TETHER TENNIS from Throwing Level III (p. 8.3). Suspend a long rope (e.g., tug of war rope) across the activity area with several additional yarn balls suspended on string. Position students along the rope opposite their partner. Cue students to swing (push) the suspended yarn ball across to their partner. Receiving student must reach up and catch the ball using both hands. Students should work to catch five consecutive tosses then reverse roles.
Variations	This activity may be conducted using balloons or Nerf balls on strings. Music can be added and implemented. Teacher may vary the height of the rope and position of the students such as kneeling, sitting, or lying down.

For further activities refer to ACTIVITIES TABLE OF CONTENTS under the following components:

Coordination

Balance

CATCHING – LEVEL 2

Where Do You Want To Go?

Annual Goal: To improve fundamental motor skills by demonstrating a mature catch.

Why Might The Student Be Performing At This Level?

Student may demonstrate difficulties in the following physical and motor fitness areas:

- 1) limited coordination (ability to motor plan)
- 2) limited balance (ability to stabilize body)

What Might You Do To Improve Performance?

Short-Term Instructional Objectives:

- 1) To hold arms extended and bent at elbows in front of body on 2 of 3 trials.
- 2) To use hands in opposition (e.g., clapping motion) in attempts to catch ball on 2 of 3 trials.

How Might You Do It?

Activities: To improve coordination and balance for developing a mature catching pattern.

EXAMPLE ACTIVITY – ELEMENTARY

Name	Gathering
Equipment	Balloons
Formation	Small groups
Procedure	Arrange students into small circle groups with one student designated as the “tossler”. The “tossler” positions himself in the middle of the group with a bag filled with balloons. On the cue, “gather,” he begins tossing the balloons in the air. Students move about to catch the floating balloons. Students must be instructed to use two hands to catch and they must pull the balloons into their bodies. Supply enough balloons so that each student has two balloons to catch.
Variations	The activity may be conducted by using bubbles, yarn balls, or small Nerf balls. Teacher could change the formation.

For further activities refer to ACTIVITIES TABLE OF CONTENTS under the following components:

Flexibility

Strength

Coordination

Balance

CATCHING – LEVEL 3

Where Do You Want To Go?

Annual Goal: To improve fundamental motor skills by demonstrating a mature catch.

Why Might The Student Be Performing At This Level?

Student may demonstrate difficulties in the physical and motor fitness area of limited coordination (ability to motor plan).

What Might You Do To Improve Performance?

Short-Term Instructional Objectives?

- 1) Will hold arms bent at elbows and held at sides of body on 2 of 3 trials.
- 2) Will use hands in a cupped fashion to catch:
 - a. throws above the waist with thumbs nearly touching,
 - b. throws below the waist with little fingers nearly touching.

How Might You Do It?

Activities: To improve coordination for developing a mature catching pattern.

EXAMPLE ACTIVITY – ELEMENTARY

Name	Spud
Equipment	Playground ball
Formation	Small circles
Procedures	Student leader stands in the center of the circle and tosses the ball into the air and calls another student's name. This student becomes "it." "It" runs to the center of the circle and tries to catch the ball, at the same time the other players scatter. "It" catches the ball and says "spud" as soon as he gains control of it. The fleeing players freeze and "it" is permitted to take three giant steps in any direction and throw the ball at one of the students. If hit, that student becomes "it." If the throw misses, the original student remains "it" and begins a new game. Students must rotate from "it" position after two throwing attempts.
Variations	Activity may be conducted using various size balls (e.g., Nerf balls, beach balls, bean bags). Wheelchair students may be allowed one 'wheel" in any direction after the catch.

For further activities refer to ACTIVITIES TABLE OF CONTENTS under the following components:

Coordination

CATCHING – LEVEL 4

Where Do You Want To Go?

Annual Goal: To improve fundamental motor skills by demonstrating a mature catch.

How Might You Improve A Mature Catch?

Improve coordination (ability to motor plan)

What Might You Do To Improve Performance?

Short-Term Instructional Objectives:

- 1) To demonstrate a mature catch when bounced a ball from a distance of _____ feet on 2 of 3 trials.
- 2) To demonstrate a mature catch when thrown a ball from a distance of _____ feet on 2 of 3 trials.

How Might You Do It?

Activities: To increase body coordination to aid in developing a mature catching pattern.

EXAMPLE ACTIVITY – ELEMENTARY, JR. HIGH SCHOOL

Name	Over-Under
Equipment	6” Nerf balls
Formation	In line – one behind another
Procedure	The first student in line has six inch ball and passes it over his head to the student behind. The second student passes the ball between his/her legs to the student behind. The next student passes the ball over his/her head, etc. to the end of the line. The last student runs to the front of the line and begins passing the ball again.
Variations	Use various size balls. Stress to the student to pass the ball using two hands opposed to overhand.

For further activities refer to ACTIVITIES TABLE OF CONTENTS under the following components:

Coordination

STRIKING – LEVEL 1

Where Do You Want To Go?

Annual Goals: To improve fundamental motor skills by demonstrating a mature strike.

How Might You Improve This Level Of Performance?

Student may demonstrate difficulties in the following areas:

- 1) limited flexibility (range of motion)
- 2) limited coordination (ability to motor plan)
- 3) limited balance (ability to stabilize body)

What Might You Do To Improve Performance?

Short-Term Instructional Objectives?

- 1) To use both arms when swinging with the bat on or near shoulder on 2 of 3 trials.
- 2) To swing in horizontal or flat motion on 2 of 3 trials.
- 3) To show a shift of weight while swinging on 2 of 3 trials.

How Might You Do It?

Activities: To improve flexibility, coordination, and balance to aid in developing a mature strike.

EXAMPLE ACTIVITY – ELEMENTARY

Name	Wrap It Up
Equipment	Plastic bats, balls suspended on strings, long rope
Formation	3-man teams
Procedure	Suspend several plastic baseballs approximately waist high along a rope above the activity area. Arrange students in 3-man teams positioned at suspended balls. Give demonstration on proper striking pattern. Students bat one at a time while remaining teammates count score. Each student has one minute to see how many times he can strike the suspended ball. After each student has taken a turn, totals re taken and the team with the highest score is the winner. Teacher should place a hoop in front of the lead leg to promote stepping and weight transfer. Cue student to place foot inside hoop each time he/she steps.
Variations	Teacher may vary the duration of striking sessions. Teacher may change the striking object (e.g., paddles or tennis rackets). Teacher may use tape or chalk instead of hoops to promote stepping. If the time limit hinders the striking skill levels, discontinue the limit of time and pressure.

For further activities refer to ACTIVITIES TABLE OF CONTENTS under the following components:

Coordination Balance Flexibility

STRIKING – LEVEL 2

Where Do You Want To Go?

Annual Goals: To improve fundamental motor skills by demonstrating a mature strike.

How Might You Improve This Level Of Performance?

Student may demonstrate difficulties in the following areas:

- 1) limited flexibility (range of motion)
- 2) limited coordination (ability to motor plan)

What Might You Do To Improve Performance?

Short-Term Instructional Objectives:

- 1) To use both arms to hold and swing bat on 2 of 3 trials.
- 2) To shift weight during swing on 2 of 3 trials.
- 3) To demonstrate a horizontal or flat swing on 2 of 3 trials.

How Might You Do It?

Activities: To improve coordination and flexibility to aid in developing a mature striking pattern.

EXAMPLE ACTIVITY – ELEMENTARY, JR. HIGH SCHOOL

Name	Tether Strike
Equipment	Tetherball, hoop
Formation	Partners
Procedure	Suspend several tetherballs on small ropes around the activity area. One student acts as the pitcher, the other is a hitter. Using a plastic bat and a hoop for a batter's box, the hitter must make contact to stay in the batter's box. One miss and the students change roles. The pitcher's job is to slowly release the ball to provide a horizontal or straight pathway for the ball. Emphasis is on flat swing and stepping into the hoop (for weight transfer). After five trials, the roles change.
Variations	Teacher may begin the activity with instructions to use only hands clapped together (without a bat).

For further activities refer to ACTIVITIES TABLE OF CONTENTS under the following components:

Coordination

Flexibility

EXAMPLE ACTIVITY – JR. HIGH SCHOOL

Name	Tennis Everyone
Equipment	Tennis rackets, playground ball
Formation	Teams
Procedure	Arrange students in small teams on specific areas of the court and give each a tennis racket. Position teams on opposite sides of a net that has been lowered to waist height. Teams should consist of about four to six students per team. The object of the game is to play “tennis everyone” with “everyone” involved. The ball must either bounce or be struck while in flight to the opponent’s court. All players are eligible to strike the ball. Cue students to use both hands when holding the racket to strike. Points are only scored by the serving team. Games are played to five points. The boundary rules from tennis may be used.
Variations	Teacher might vary the types of balls used in the game (e.g., Nerf balls, soccer balls, yarn balls, ping pong balls).

For further activities refer to ACTIVITIES TABLE OF CONTENTS under the following components:

Coordination

Flexibility

STRIKING – LEVEL 4

Where Do You Want To Go?

Annual Goals: To improve fundamental motor skills by demonstrating a mature strike.

How Might You Improve A Mature Strike?

Improve coordination (ability to motor plan).

What Might You Do To Improve Performance?

Short-Term Instructional Objectives:

- 1) To demonstrate proper grip when swinging on 2 of 3 trials.
- 2) To demonstrate side orientation to plate with bat held behind shoulder prior to strike on 2 of 3 trials.
- 3) To demonstrate hip and spine rotation during swing on 2 of 3 trials.
- 4) To demonstrate weight transfer and follow through on 2 of 3 trials.
- 5) To demonstrate a smooth step-turn-swing when striking on 2 of 3 trials.

How Might You Do It?

Activities: To improve coordination to aid in developing a mature striking pattern.

EXAMPLE ACTIVITY – ELEMENTARY, JR. HIGH SCHOOL

Name	Tee Ball Baseball
Equipment	Batting tee, plastic ball and bat
Formation	Teams
Procedure	Divide students into two teams. The game is played as regular baseball. Modifications are specific to class abilities and concentration should be made when students are striking. To emphasize foot work the batter must step into a hoop as he strikes and turns his body. The skill of throwing is similar to striking and more instruction can occur while the student is hitting. Although throwing will occur during the game, batting from a tee will aid the student to step in opposition.
Variations	This activity may be conducted using various size balls and long or short bats.

For further activities refer to ACTIVITIES TABLE OF CONTENTS under the following components:

Coordination

RUN – LEVEL 1

Where Do You Want To Go?

Annual Goals: To improve fundamental motor skills by demonstrating a mature run.

How Might You Improve This Level Of Performance?

Student may demonstrate difficulties in the following areas:

- 1) limited flexibility (range of motion)
- 2) limited balance (ability to stabilize body)
- 3) limited coordination (ability to motor plan)

What Might You Do To Improve Performance?

Short-Term Instructional Objectives:

Will utilize arm opposition and knee action when running on 2 of 3 trials.

How Might You Do It?

Activities: To improve coordination, balance, and flexibility to aid in developing a mature run.

EXAMPLE ACTIVITY – ELEMENTARY

Name	Marching Band
Equipment	Streamers, record player, marching record
Formation	Scattered
Procedure	<p>Play a marching record with various marching beats. Give each student a streamer for each hand and demonstrate how to march. Tell students to march like a</p> <ol style="list-style-type: none">1. high-stelling General2. quick moving Army3. short Sargent4. slow moving Parade <p>Teacher should emphasize the arm actions with the streamers. Cue students to pick their legs up when moving. Wheelchair students may “march” using arms or body movements.</p>
Variations	As the student’s abilities increase, vary the tempo or formations used. Have students march around things, e.g., bolsters, mats, each other.

For further activities refer to ACTIVITIES TABLE OF CONTENTS under the following components:

Coordination Balance Flexibility

WHEELCHAIR RUN – LEVEL 1

Where Do You Want To Go?

Annual Goal: To improve fundamental motor skills by demonstrating a mature skill (ability) level in wheelchair run.

How Might You Improve This Level Of Performance?

Students may demonstrate difficulties in the following areas:

- 1) flexibility (range of motion)
- 2) coordination (ability to motor plan)
- 3) limited muscular strength and endurance
- 4) balance

What Might You Do To Improve Performance?

Short-Term Instructional Objectives:

- 1) Will utilize bilateral arm thrust for 15 feet (ability to travel in a straight line).
- 2) Will utilize erect position in a chair, hands grasping wheel.
- 3) To maintain a balanced posture in chair for 20 feet.

How Might You Do It?

Activities: To improve flexibility, coordination, balance, muscular strength, and endurance to aid in developing a mature ability level in the wheelchair run.

EXAMPLE ACTIVITY – ELEMENTARY, JR. HIGH SCHOOL

Name	Sling Shot
Equipment	Five foot rope
Formation	Partners
Procedure	Pair off ambulatory and wheelchair student. Ambulatory student pulls (sling shots) wheelchair student. Once moving, wheelchair student gets one push by himself/herself. Measure furthest distance traveled by team. Teacher should emphasize good pull but accuracy and safety should be stressed to ambulatory student.

For further activities refer to ACTIVITIES TABLE OF CONTENTS under the following components:

Coordination

Balance

Strength

RUN – LEVEL 2

Where Do You Want To Go?

Annual Goal: To improve fundamental motor skills by demonstrating a mature run.

How Might You Improve This Level Of Performance?

Students may demonstrate difficulties in the following areas:

- 1) limited flexibility (range of motion)
- 2) limited coordination (ability to motor plan)
- 3) limited balance

What Might You Do To Improve Performance?

Short-Term Instructional Objectives:

- 1) To utilize arm opposition while running on 2 of 3 trials.
- 2) To run using a narrow base with feet facing forward on 2 of 3 trials.

How Might You Do It?

Activities: To improve flexibility, coordination, and balance to aid in developing a mature run.

EXAMPLE ACTIVITY – ELEMENTARY

Name	Up The Creek
Equipment	Ropes
Formation	Small groups
Procedure	Position ropes on the floor in parallel patterns. Arrange a wide gap at one end and gradually narrow the gap at the opposite end. Student moves forward through each “creek” (rope course), beginning at the widest end (e.g., 5 feet, 4 feet, 2 feet). Students initially walk through each course trying not to step outside the “creek.” Once this has been achieved, the student should be encouraged to walk faster. The teacher should encourage the student to run “up the creek” emphasizing running with a narrow base of support. Keep distance wide enough for wheelchair students.
Variations	Teacher may vary the width of the creek as the students’ legs begin to move directly under their body thus narrowing their base of support. Students may carry or balance bean bags or balls as they run “up the creek.”

For further activities refer to ACTIVITIES TABLE OF CONTENTS under the following components:

Coordination

Balance

Flexibility

WHEELCHAIR RUN – LEVEL 2

Where Do You Want To Go?

Annual Goals: To improve fundamental motor skills by demonstrating a mature skill (ability) level in the wheelchair run.

How Might You Improve This Level Of Performance?

Student may demonstrate difficulties in the following areas:

- 1) flexibility
- 2) coordination
- 3) muscular strength and endurance

What Might You Do To Improve Performance?

Short-Term Instructional Objectives:

- 1) To utilize bilateral arm thrusts for 15 feet.
- 2) Demonstrate strength and endurance to travel 20 feet without stopping.

How Might You Do It?

Activities: To improve flexibility, coordination, muscular strength, and endurance to aid in developing a mature ability level in the wheelchair run.

EXAMPLE ACTIVITY – ELEMENTARY, JR. HIGH, SR.-HIGH SCHOOL

Name	Wheels Relay
Equipment	Two chairs/cones
Formation	Two teams in line formation
Procedure	This activity is conducted like other relay races. The students wheel themselves to the cones or chair, around and back to line. The student tags the next teammate and returns to the end of the line.
Variations	Teacher may vary distance depending upon student's level of fitness. Variations may also include specific tasks at the turn around point, etc.

For further activities refer to ACTIVITIES TABLE OF CONTENTS under the following components:

Endurance Speed Agility

RUN – LEVEL 3

Where Do You Want To Go?

Annual Goal: To improve fundamental motor skills by demonstrating a mature run.

How Might You Improve This Level Of Performance?

Students may demonstrate difficulties in the following areas:

- 1) limited coordination (ability to motor plan)
- 2) limited balance

What Might You Do To Improve Performance?

Short-Term Instructional Objectives:

- 1) To move the arms in opposition through a vertical movement while running on 2 of 3 trials.
- 2) To maintain foot alignment while running on 2 of 3 trials.
- 3) To demonstrate a flight phase during running on 2 of 3 trials.

How Might You Do It?

Activities: To improve coordination and balance to aid in developing a mature running pattern.

EXAMPLE ACTIVITY – ELEMENTARY

Name	Island Search
Equipment	Hoops, record player
Formation	Scattered
Procedure	Scatter hoops around the activity area and position students in a hoop. Teacher should play music and cue the students to move from hoop to hoop using running and leaping. Students will be allowed to move between hoops at any time. If the music stops, the students not in a hoop are eliminated. If eliminated, they must perform a trick for the class. It is important for the teacher to emphasize the “leap” onto the “islands.”
Variations	Teacher could eliminate an “island” after every portion of music. This might encourage the students to move about faster and leap quicker to find a new island.

For further activities refer to ACTIVITIES TABLE OF CONTENTS under the following components:

Coordination

Balance

WHEELCHAIR RUN – LEVEL 3

Where Do You Want To Go?

Annual Goal:

To improve fundamental motor skills by demonstrating a mature skill (ability) level in the wheelchair run.

How Might You Improve This Level Of Performance?

Students may demonstrate difficulties in the following areas:

- 1) strength and endurance
- 2) coordination
- 3) flexibility

What Might You Do To Improve Performance?

Short-Term Instructional Objectives:

- 1) To maintain balance with forward body lean as arms move forward.
- 2) To utilize bilateral arm movement.
- 3) Demonstrate strength and endurance by traveling 25 feet without stopping.

How Might You Do It?

Activities:

To improve strength, endurance, coordination, and flexibility to aid in developing a mature ability level in the wheelchair run.

EXAMPLE ACTIVITY – ELEMENTARY, JR. HIGH, SR. HIGH SCHOOL

Name	Expressway
Equipment	Cones, chairs or other obstacles
Formation	Individual
Procedure	Students in wheelchairs manipulate wheelchairs as quickly as possible through the Expressway without causing an accident (knocking over obstacles or hitting other wheelchairs). Teacher should emphasize proper wheelchair run skills throughout activity.
Variations	Wheelchairs can run individually and in small groups through obstacles.

For further activities refer to ACTIVITIES TABLE OF CONTENTS under the following components:

Coordination Agility Speed Balance

RUN – LEVEL 4

Where Do You Want To Go?

Annual Goal: To improve fundamental motor skills by demonstrating a mature run.

What Might You Do To Improve Performance?

Improve coordination.*

What Might You Do To Improve Performance?

Short-Term Instructional Objectives:

- 1) To utilize knee action while running on 2 of 3 trials.
- 2) To move with arms in opposition to legs on 2 of 3 trials.
- 3) To change speeds while running on 2 of 3 trials.
- 4) To change direction while running on 2 of 3 trials.

How Might You Do It?

Activities: To improve coordination to aid in developing a mature running pattern.

*For a student demonstrating a mature run, the teacher might be interested in how the student uses his/her running pattern. Thus, any and all games and/or sports that utilize running may be used to improve speed, agility, endurance, and so forth.

EXAMPLE ACTIVITY – ELEMENTARY

Name	Stop and Go (Gallahue, 1976)
Equipment	None
Formation	Single line facing the teacher
Procedure	Students stand side-by-side facing a line fifty to sixty feet away. The teacher blows a whistle and the students start to run toward the line. The whistle is blown again and the players must run in opposite directions. The teacher continues this procedure (e.g., blowing the whistle at irregular intervals) until someone reaches the goal line. Wheelchair students may propel themselves forward or backward.
Variations	Teacher may increase or decrease this distance to the line or vary the number of whistle blows.

For further activities refer to ACTIVITIES TABLE OF CONTENTS under the following components:

Coordination

WHEELCHAIR RUN – LEVEL 4

Where Do You Want To Go?

Annual Goal:

To improve fundamental motor skills by demonstrating a mature ability level in the wheelchair run.

How Might You Improve This Level Of Performance?

Student may demonstrate difficulties in the following areas:

- 1) coordination
- 2) strength and endurance

What Might You Do To Improve Performance?

Short-Term Instructional Objectives:

- 1) Utilize bilateral arm movement.
- 2) Demonstrate strength and endurance to travel 25 feet without stopping.

How Might You Do It?

Activities:

To improve coordination, strength, and endurance to aid in developing a mature ability level in the wheelchair run.

EXAMPLE ACTIVITY – ELEMENTARY, JR. HIGH, SR. HIGH SCHOOL

Name	Stop and Go
Equipment	None
Formation	Single line facing the teacher
Procedure	Students line up side-by-side in wheelchairs, twenty to thirty feet from teacher. Teacher blows whistle and students begin to run toward teacher. Teacher blows whistle again and students run in reverse, back to starting line. The game continues until one student reaches goal line.
Variations	Teacher may vary goal line distance or vary number of whistle blows.

For further activities refer to ACTIVITIES TABLE OF CONTENTS under the following components:

Endurance

Strength

Speed

JUMPING – LEVEL 1

Where Do You Want To Go?

Annual Goal: To improve fundamental motor skills by developing a mature jump.

How Might You Improve This Level Of Performance?

Student may demonstrate difficulties in the following physical and motor fitness areas:

- 1) limited muscular strength and flexibility
- 2) limited power and balance
- 3) limited coordination (ability to motor plan)

What Might You Do To Improve This Level Of Performance?

Short-Term Instructional Objectives:

- 1) To use a two-foot take off when jumping on 2 of 3 trials.
- 2) To maintain arm control during jumping on 2 of 3 trials.
- 3) To use a two-foot landing when jumping on 2 of 3 trials.

How Might You Do It?

Activities: To improve strength, flexibility, and power to aid in developing a mature jumping pattern.

EXAMPLE ACTIVITY – ELEMENTARY

Name	Picking Cherries
Equipment	String, yarn balls
Formation	Scattered
Procedure	Suspend several strings of yarn balls (cherries) about the activity area approximately two inches above the student's average reach. Suspended balls may hang from basketball hoops, backboards, ropes, pulleys, lights, panels, or any support structures that seem secure and safe. Demonstrate the appropriate pattern of "jumping and reaching," then cue students to start on the signal to jump and "pick" as many cherries as possible within thirty seconds. "Cherrie" should be taped loose enough to detach from suspended string to allow students to complete activity. Taping "cherries" to suspended strings will allow for reuse almost immediately.
Variations	Students could be arranged in teams and the activity could be conducted as a race to see which team picks the most cherries.

For further activities refer to ACTIVITIES TABLE OF CONTENTS under the following components:

Coordination

Power

Flexibility

Balance

JUMPING – LEVEL 2

Where Do You Want To Go?

Annual Goals: To improve fundamental motor skills by demonstrating a mature jump.

How Might You Improve This Level Of Performance?

Student may demonstrate difficulties in the following physical and motor fitness areas:

- 1) limited muscular strength and flexibility
- 2) limited power and balance
- 3) limited coordination (ability to motor plan)

What Might You Do To Improve This Level Of Performance?

Short-Term Instructional Objectives:

- 1) To swing arms forward along side of body to aid in landing on 2 of 3 trials.
- 2) To use a two-foot take off and landing when jumping on 2 of 3 trials.
- 3) To swing arms forward along side of body to aid in landing on 2 of 3 trials.
- 4) To maintain balance on landing without using hands for support after jumping on 2 of 3 trials.

How Might You Do It?

Activities: To improve power, balance, and coordination to aid in developing a mature jumping pattern.

Example Activity – Elementary

Name	Crossing the Brook (Gallahue, 1976)
Equipment	Two long ropes or stretch loops
Formation	File
Procedure	Arrange students along one side of the rope and cue them that this is a “brook” and they must cross it without getting wet. Select a distance that is successful for initial size of brook. The width of the brook should vary from narrow to wide in order that all students find a degree of success. Those that attempt to cross but “fall in” should begin again.
Variations	Place an object in the brook to be jumped on as a stepping stone.

For further activities refer to ACTIVITIES TABLE OF CONTENTS under the following components:

Strength Flexibility Power Coordination Balance

JUMPING – LEVEL 3

Where Do You Want To Go?

Annual Goals: To improve fundamental motor skills by demonstrating a mature jump.

How Might You Improve This Level Of Performance?

Student may demonstrate difficulties in the following physical and motor fitness areas:

- 1) limited coordination (ability to motor plan)
- 2) limited power

What Might You Do To Improve This Level Of Performance?

Short-Term Instructional Objectives:

- 1) To use a two-foot take off and landing when jumping on 2 of 3 trials.
- 2) To swing arms backwards in preparation, then forward and overhead during push-off 2 of 3 trials.
- 3) To drop arms in front of body for balance during landing, when jumping on 2 of 3 trials.
- 4) Will jump and maintain balance on landing without using hands on 2 of 3 trials.

How Might You Do It?

Activities: To improve coordination and power to aid in developing mature jumping pattern.

EXAMPLE ACTIVITY – ELEMENTARY

Name	Jack Be Nimble (Gallahue, 1976)
Equipment	Indian clubs
Formation	Small groups
Procedure	Arrange students in small lines of six to eight per group. Recite the rhyme, “Jack be nimble, Jack be quick, Jack jump over the candlesticks.” As the rhyme is repeated, the first student in line jumps over the candlestick (Indian club) and is followed by the next person in line. The students continue jumping and saying the rhyme until all have participated. Anyone knocking down the candle must set it up again. Caution students to allow enough space between each other for safety reasons.
Variations	Several clubs (candlesticks) could be placed in a row to provide consecutive jumping.

For further activities refer to ACTIVITIES TABLE OF CONTENTS under the following components:

Coordination Power

JUMPING – LEVEL 4

Where Do You Want To Go?

Annual Goals: To improve fundamental motor skills by demonstrating a mature jump.

How Might You Improve A Mature Jump?

Improve coordination and power.

What Might You Do To Improve Performance?

Short-Term Instructional Objectives:

- 1) To flex both knees and swing arms back in preparation to jump on 2 of 3 trials.
- 2) To thrust arms forward and up and extend legs on take-off on 2 of 3 trials.
- 3) To jump _____ feet/inches forward.

How Might You Do It?

Activities: To improve coordination to aid in developing a mature jumping pattern.

EXAMPLE ACTIVITY – JR. HIGH, SR. HIGH SCHOOL

Name	Rebound Ball
Equipment	Basketball
Formation	Teams
Procedure	Position students in front of basketball backboard in single file. Instructor tosses two balls that intentionally miss the basket and result in a “rebound ball.” The first student in the line must jump as high as possible to rebound the ball then move with it to the opposite end of the activity area. It is not necessary to dribble the ball, running is accepted. The student returns the ball to the instructor who continues to toss for the next teammate. The first team to complete two trips is the winner.
Variations	More teams may be added and the teacher may select a student “tossler”. Teacher might use other locomotor skills to move the ball from one end of the area and back (e.g., jumping, leaping, or hopping).

For further activities refer to ACTIVITIES TABLE OF CONTENTS under the following components:

Coordination

KICKING – LEVEL 1

Where Do You Want To Go?

Annual Goal: To improve fundamental motor skills by developing a mature kick.

Why Might The Student Be Performing At This Level?

Student may demonstrate difficulties in the following physical and motor fitness areas:

- 1) limited muscular strength and flexibility
- 2) limited coordination (ability to motor plan)
- 3) limited balance

What Might You Do To Improve Performance?

Short-Term Instructional Objectives:

- 1) To use stiff swinging leg to kick a ball on 2 of 3 trials.
- 2) To use bent knee to kick a ball on 2 of 3 trials.

How Might You Do It?

Activities: To improve muscular strength, flexibility, and coordination for developing a mature kicking pattern.

EXAMPLE ACTIVITY – ELEMENTARY

Name	Chair Soccer
Equipment	Chairs, playground ball
Formation	Teams of four to eight
Procedure	Students are divided into two teams and seated on chairs facing each other in a circle. They must remain seated and kick a ball past their opponents. When kicking or blocking, only the feet and legs may be used. A goal is scored if the ball is kicked under or between the chairs. No goal is scored for balls kicked over a seated student's waist. Games are played to five points before rotating teams.
Variations	Activity may be conducted using balloons, Nerf balls, or tennis balls.

For further activities refer to ACTIVITIES TABLE OF CONTENTS under the following components:

Strength Coordination Flexibility Balance

KICKING – LEVEL 2

Where Do You Want To Go?

Annual Goal: To improve fundamental motor skills by demonstrating a mature kick.

Why Might The Student Be Performing At This Level?

Student may demonstrate difficulties in the following physical and motor fitness areas:

- 1) limited muscular strength and flexibility
- 2) limited coordination (ability to motor plan)
- 3) limited balance

What Might You Do To Improve Performance?

Short-Term Instructional Objectives:

- 1) To swing kicking leg backwards with a bent knee on 2 of 3 trials.
- 2) To straighten bent kicking leg following contact with a ball on 2 of 3 trials.
- 3) To swing kicking leg forward for support after kicking on 2 of 3 trials.

How Might You Do It?

Activities: To improve strength, flexibility, and coordination for developing a mature kicking pattern.

EXAMPLE ACTIVITY – ELEMENTARY

Name	Crushing Grapes
Equipment	Balloons
Formation	Scattered
Procedure	Arrange students around activity area. Cue students that they must “crush” all the balloons in the room. Teacher should scatter balloons in the area and cue students to begin. Students should be able to record the number of balloons they break in a given period of time.
Variations	Students may be divided into small teams and given an equal number of balloons per team. The first team to break all their balloons is the winner. Students who are wheelchair users with minimal use of lower extremities might have balloons placed on an elevated surface such as bench top or table top.

For further activities refer to ACTIVITIES TABLE OF CONTENTS under the following components:

Strength Coordination Flexibility Balance

KICKING – LEVEL 3

Where Do You Want To Go?

Annual Goal: To improve fundamental motor skills by demonstrating a mature kick.

Why Might The Student Be Performing At This Level?

Student may demonstrate difficulties in the following physical and motor fitness areas:

- 1) limited flexibility
- 2) limited coordination (ability to motor plan)
- 3) limited balance

What Might You Do To Improve Performance?

Short-Term Instructional Objectives:

- 1) To swing kicking leg backwards with bent knee, then straightening knee on impact on 2 of 3 trials.
- 2) Uses both arms to maintain balance while kicking on 2 of 3 trials.
- 3) When kicking, leans slightly backward and maintains balance during kicking, leans slightly backward and maintains balance during kicking and follow through on 2 of 3 trials.
- 4) To shift weight after contact to kicking leg as part of follow through on 2 of 3 trials.

How Might You Do It?

Activities: To improve flexibility, coordination, and balance in developing a mature kicking pattern.

EXAMPLE ACTIVITY – JR. HIGH SCHOOL

Name	Soccer Dodgeball
Equipment	Playground balls
Formation	Small groups
Procedure	Arrange students into small groups and place one student inside each group. This activity is conducted the same as regular dodgeball except that the students use their feet to kick (not throw) to get the person out of the middle. Students should be able to play with two balls per circle. If too much time is being used to eliminate the student in the center, the instructor may stop the game and select a new person.
Variations	Teacher might vary the size of the circle to promote more forceful kicks.

For further activities refer to ACTIVITIES TABLE OF CONTENTS under the following components:

Coordination

Flexibility

Balance

KICKING – LEVEL 4

Where Do You Want To Go?

Annual Goal: To improve fundamental motor skills by demonstrating a mature kick.

How Might You Improve A Mature Kick?

Improve coordination and/or power (ability to motor plan).

What Might You Do To Improve Performance?

Short-Term Instructional Objectives:

- 1) When kicking, demonstrates a step forward with non-kicking leg with foot landing next to the ball:
 - a. extends hip and shows knee flexion during preliminary kicking motion
 - b. contacts ball with toes or instep and swings arms in opposition
 - c. follow through of kicking foot in an upward motion
- 2) Demonstrates a mature kick when kicking a ball _____ feet.
- 3) Demonstrates a mature kick when kicking a ball to a target _____ feet wide, _____ feet high and _____ feet away.

How Might You Do It?

Activities: To increase body coordination to develop a mature kick.

EXAMPLE ACTIVITY – ELEMENTARY, JR. HIGH, SR. HIGH SCHOOL

Name	Kickball
Equipment	Playground balls, bases
Formation	Teams
Procedure	Position students at the various baseball positions to play a game of kickball. Extra players may play in the outfield or several games may be played simultaneously. Teams conduct the game of kickball using only one out per team to provide more action for the students. Teacher may be positioned at home plate to promote instruction.
Variations	Activity may be conducted using various size balls (e.g., cage ball or tennis ball). Teacher may want to vary locomotor patterns to travel the base paths.

For further activities refer to ACTIVITIES TABLE OF CONTENTS under the following components:

Coordination

LEVEL 1
TEST ITEM 14: PERFORMANCE OF MOTOR SKILLS

Where Do You Want To Go?

Annual Goal: To participate in games and sports demonstrating fundamental motor skills.

Why Might Student Be Performing At This Level?

Student may demonstrate difficulties in the following areas:

- 1) limitations due to physical disabilities
- 2) limitations due to impairments of sensory systems (e.g., visual, auditory)

What Might You Do To Improve Performance?

Short-Term Instructional Objectives:

- 1) Will demonstrate a modified throw, catch, and/or strike a ball while participating in a modified game or sport.
- 2) Will demonstrate a modified catch, kick, and run while participating in a modified game.

How Might You Do It?

Teaching Suggestions:

- 1) For visually impaired students utilize:
 - a. audio-balls and/or sound sources to assist catching and striking while participating in games such as SWEEP IT UP, or
 - b. utilize ropes, sighted guides, and sound sources to assist participation in running games such as SHUTTLE RUN.
- 2) Use modified or large bats, rackets, and/or balls to improve success of orthopedically or physically handicapped students.
- 3) Use peer teachers to assist or team with handicapped students to catch, strike, and/or run while participating in modified games and sports.

Activities: Determine low fundamental motor skills and utilize appropriate Curriculum Guide suggestions and Activities to improve those skills.

LEVEL 2
TEST ITEM 14: PERFORMANCE OF MOTOR SKILLS

Where Do You Want To Go?

Annual Goal: To participate in games and sports demonstrating fundamental motor skills.

Why Might Student Be Performing At This Level?

Student may demonstrate difficulties in the following areas:

- 1) limitations due to physical disabilities
- 2) limitations due to impairments of sensory systems (e.g., visual, auditory)

What Might You Do To Improve Performance?

Short-Term Instructional Objectives:

- 1) Will use adapted devices to demonstrate modified throwing, catching, and/or striking while participating in modified games or sports.
- 2) Will demonstrate a modified throw, kick, and run while participating in modified games or sports.

How Might You Do It?

Teaching Suggestions:

- 1) For students who are visually impaired utilize:
 - a. audio-balls and/or sound sources to assist catching and striking while participating in games such as SWEEP IT UP, or
 - b. utilize ropes, sighted guides, and sound sources to assist participation in running games such as SHUTTLE RUN.
- 2) Use modified or large bats, rackets, and/or balls to improve success of orthopedically or physically handicapped students.
- 3) Use peer tutors to assist or team with handicapped students to catch, strike, and/or run while participating in modified games and sports.

Activities:

Determine low fundamental motor skills and utilize appropriate Curriculum Guide suggestions and Activities to improve those skills.

LEVEL 3
TEST ITEM 14: PERFORMANCE OF MOTOR SKILLS

Where Do You Want To Go?

Annual Goals: To participate in games and sports demonstrating fundamental motor skills.

How Might You Improve This Level?

Improve the student's ability to efficiently use fundamental motor skills to participate in a game and/or sport situation.

What Might You Do To Improve Performance?

Short-Term Instructional Objectives:

- 1) Will throw, catch, and/or kick (with or without modifications) for accuracy, distance, and/or power while participating in games or sports.
- 2) Will perform a modified run, throw, or strike for speed, accuracy, power, and/or distance while participating in games or sports.

How Might You Do It?

- Teaching Suggestions:**
- 1) Have students act as peer teachers to assist student having difficulty.
 - 2) Utilize games that emphasize a skill that allows the student good success and a second skill the student needs to improve.
 - 3) During periods of inactivity or while not participating, have practice stations available for improving fundamental motor skills (e.g., throwing for accuracy station while waiting to bat in a softball game).

Activities: To Determine low fundamental motor skills and utilize appropriate Curriculum Guide suggestions and Activities to improve those skills.

LEVEL 1
TEST ITEM 15: FITNESS

Where Do You Want To Go?

Annual Goals: To improve physical/motor fitness for participating in games and sports.

Why Might The Student Not Be Demonstrating Adequate Levels Of Physical/Motor Fitness?

Student may demonstrate difficulties in the following areas:

- 1) limited flexibility (range of motion)
- 2) limited muscular strength and endurance
- 3) limited cardiorespiratory endurance

What Might You Do To Improve Performance?

Short-Term Instructional Objectives:

- 1) Will actively participate in a game or sport for 10 minutes with 2 rest periods.
- 2) Will actively participate in a game or sport for 10 continuous minutes.

How Might You Do It?

- Teaching Suggestions:**
- 1) Alternate vigorous activities with quiet activities or several short periods of intense work, followed by mild work. For example, students would participate in jumping rope 1 minute then act as a rope turner for 3 minutes, repeat.
 - 2) Allow the low fitness student to swing a plastic bat instead of a regulation aluminum or wooden bat when participating in game/or sport situations.
 - 3) Have student participate in the specified game or sport in a smaller area or within a designated zone.
 - 4) Provide a supplemental program that emphasizes improvement of physical and/or motor fitness.

Activities: Determine low fundamental motor skills and utilize appropriate Curriculum Guide suggestions and Activities to improve those skills.

LEVEL 2

TEST ITEM 15: FITNESS

Where Do You Want To Go?

Annual Goals: To improve physical fitness for participating in games and sports.

Why Might The Student Not Be Demonstrating Adequate Levels Of Physical/Motor Fitness?

Student may demonstrate difficulties in the following areas:

- 1) limited flexibility (range of motion)
- 2) limited muscular strength
- 3) limited cardiorespiratory endurance

What Might You Do To Improve Performance?

Short-Term Instructional Objectives:

- 1) Will actively participate in a modified game or sport with or without modified equipment for 15 minutes with only 2 thirty second rest periods.
- 2) Will actively participate in a modified game or sport with or without modified equipment for 15 minutes.

How Might You Do It?

- Teaching Suggestions:**
- 1) Use increased periods of active participation with decreased periods of rest or less active participation. For example, 5 minutes of activity, then 1 minute of rest followed by 6 minutes of activity and 45 seconds of rest.
 - 2) Begin activity in a small play area or zone and gradually increase the size of the play area or zone.
 - 3) Use different weighted balls, bats, or rackets to compensate for different levels of strength or power.
 - 4) Provide a supplemental program that emphasizes improvement of physical and/or motor fitness.

Activities: Determine low fundamental motor skills and utilize appropriate Curriculum Guide suggestions and Activities to improve those skills.

LEVEL 3
TEST ITEM 15: FITNESS

Where Do You Want To Go?

Annual Goals: To improve physical/motor fitness for participation in games and/or sports.

How Might You Improve This Level?

Improve student's level of physical/motor fitness for activities outside of the general physical education program.

What Might You Do To Improve Performance?

Short-Term Instructional Objectives:

- 1) Will actively participate in a game or sport for 20 minutes continuously with only three 30 second rest periods.
- 2) Will actively participate in a game or sport for 20 minutes with no specified rest periods.

How Might You Do It?

Teaching Suggestions:

- 1) Fitness stations within the general physical education class might be used to further promote physical/motor fitness levels.
- 2) Supplemental weight training programs might be established in conjunction with the general physical education program based upon student/teacher interests.
- 3) Student may be utilized as a peer teacher to assist other students with lower levels of physical/motor fitness in either the general physical education or a special (supplemental) physical education class.

Activities: Determine low fundamental motor skills and utilize appropriate Curriculum Guide suggestions and Activities to improve those skills.

MATCH IT

The example activity suggested in Part C – Skills for Participation is “Match It.” The “Match-It” game is identified for every test item and every behavior level in Part C.

“Match It” was chosen to demonstrate to physical education teachers and special education teachers the possibilities of using just one activity and modifying goals and objectives to meet all levels of skill as well as behaviors and attitudes.

Throughout Part C, short-term objectives are identified for each Skill for Participation and each level within the skill.

TEST ITEM 16: FOLLOWS RULES/DIRECTIONS

Where Do You Want To Go?

Annual Goals: To improve compliance with rules and directions to aid in development of skills for participating in games/sports.

Why Might Student Not Be Complying With Rules And/Or Directions?

Students may demonstrate difficulties in:

- 1) controlling impulsive behavior (e.g., standing in line during relay races)
- 2) safety (e.g., does not handle manipulative objectives (bats, rackets) in appropriate manner)
- 3) teamwork (e.g., unable to perform in small/large group situations)

What Might You Do To Improve Performance?

Short-Term Instructional Objectives:

- 1) Will comply with rules and follow directions 21-50% of the time.
- 2) Will stand in line during relay races without disturbing others for 21-50% of the time.

How Might You Do It?

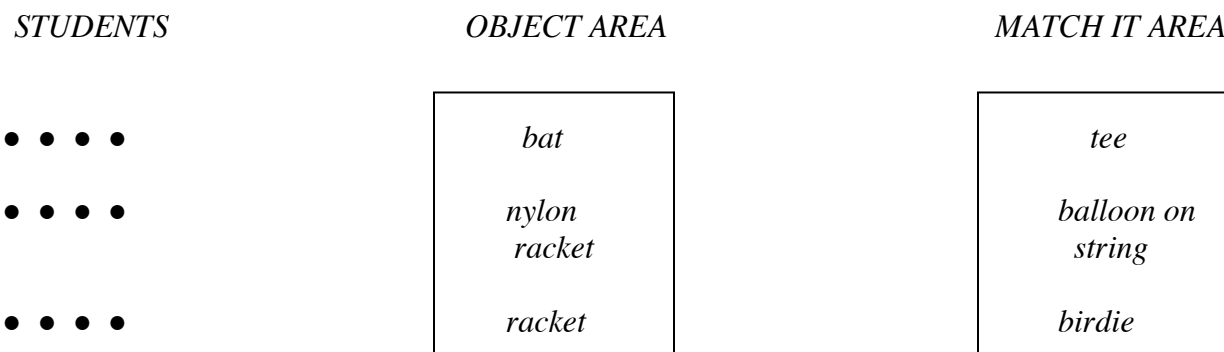
Teaching Suggestions:

- 1) For students with auditory receptive language problems, provide visual cues to convey rules or directions (e.g., teacher might prepare large cue cards to demonstrate desired activity).
- 2) For behavior problems, decrease student/teacher ration (e.g., divide large group into several small groups, each performing the same activity).

Note: Teacher should emphasize compliance with rules/directions.

EXAMPLE ACTIVITY – LEVEL 1

Name	Match It
Equipment	Matched items (whiffle bat and ball, badminton racket and birdie, nylon hanger racket and balloons)
Formation	Divide available space into two areas, the object area and Match It area (see diagram below). Divide students into as many teams as necessary to allow maximum participation. All teams participate simultaneously. One student from each team moves forward and secures their team's striking object, carries it to the Match It area and performs the required task. The student then returns the object to its original location and continues back to the next teammate. The Match It area items never change their location with reference to each team. The position of the object items in the object area is changed after each team completes their turn.



To emphasize following rules and directions the teacher should award one point to each student for:

- 1) staying in line during relay race,
- 2) returning manipulative object to original location,
- 3) sitting down upon completion of their turn.

TEST ITEM 16: FOLLOW RULES/DIRECTIONS

Where Do You Want To Go?

Annual Goals:

To improve compliance with rules and directions to aid in development for participation in games/sports.

Why Might Student Be Performing At This Level?

Students may demonstrate difficulties in:

- 1) leadership (e.g., unable to act as leader when placed in that role)
- 2) controlling impulsive behavior (e.g., reacts with aggressive behavior if placed in losing situation)
- 3) teamwork (e.g., unable to perform in large group)

What Might You Do To Improve Performance?

Short-Term Instructional Objectives:

- 1) will comply with rules and directions for 51-79% of the time.
- 2) will accept change in routine without emotional outbursts when reasons are explained for 51-79% of the time.

How Might You Do It?

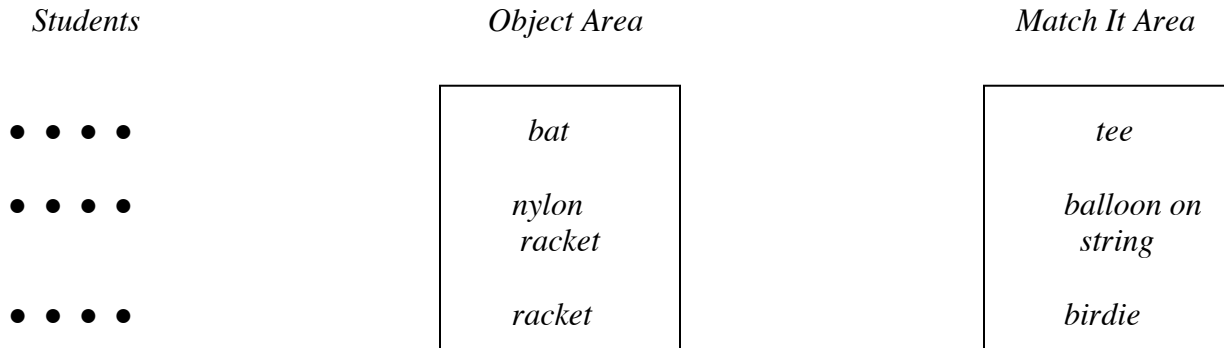
Teaching Suggestions:

- 1) Students displaying visual problems with corrective lenses may be positioned in the front of the class during instruction time or be paired with a partner throughout activity to give constant auditory cues.
- 2) Students with teamwork difficulties may function successfully through a station approach to physical education class (e.g., with basketball units, stations that emphasize dribbling, passing, shooting, or rebounding).
- 3) Students with processing problems may need cueing prior to activity sessions (e.g., one word cue cards that highlight the emphasis of the activity, that is, for football units, "THROWING").

Note: Teacher should emphasize compliance with rules/directions.

EXAMPLE ACTIVITY – LEVEL 2

Name	Match It
Equipment	Matched items (whiffle bat and ball, badminton racket and birdie, nylon hanger racket and balloons)
Formation	Relay teams
Procedure	Divide available space into two areas, the object area and Match It area (see diagram below). Divide students into as many teams as necessary to allow maximum participation. All teams participate simultaneously. One student from each team moves forward and secures their team's striking object, carries it to the Match It area and performs the required task. The student then returns the object to its original location and continues back to the next teammate. The Match It area items never change its location with reference to each team. The position of the object items in the object area is changed after each team completes their turn.



To emphasize following rules and directions the teacher should award one point to each student for:

- 1) staying in line during relay race,
- 2) using manipulative object appropriately,
- 3) remembering to tag teammate.

LEVEL 3

TEST ITEM 16: FOLLOWS RULES/DIRECTIONS

Where Do You Want To Go?

Annual Goals:

To improve/maintain compliance with rules and directions to aid in development of skills for participation in games/sports.

How Might You Improve This Level?

Provide student with activities to promote:

- 1) leadership (e.g., lead calisthenics)
- 2) control of impulsive behavior (e.g., referee games)
- 3) teamwork (e.g., captain of team)

What Might You Do To Improve Performance?

Short-Term Instructional Objectives:

- 1) Maintains self-control when faced with failure, problems, disappointments while in an activity class for 80% or more of the time.
- 2) Will play difficult games requiring skills, scoring, and knowledge of rules, based on teacher observation 80% or more of the time.

How Might You Do It?

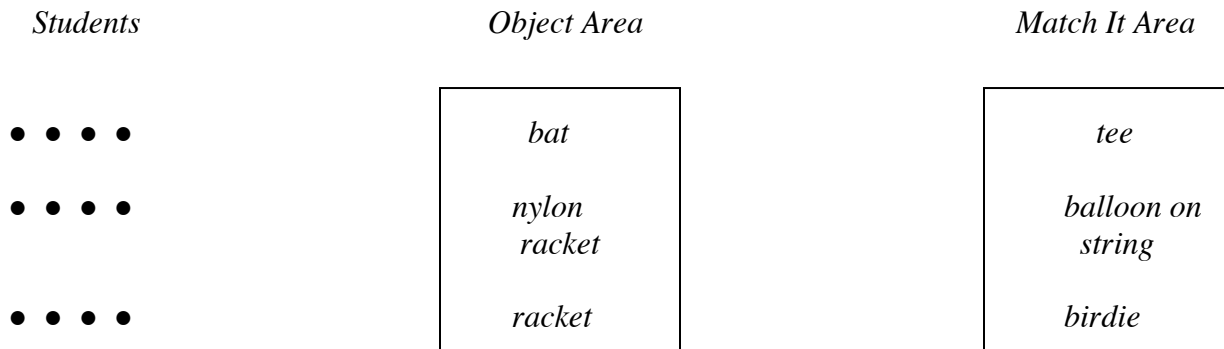
Teaching Suggestions:

- 1) Provide student with opportunities to work with interscholastic teams as statistician, clock operator.
- 2) Provide opportunities for student to develop and demonstrate an original game or activity.

Note: Teacher should emphasize compliance with rules/directions.

EXAMPLE ACTIVITY – LEVEL 3

Name	Match It
Equipment	Matched items (whiffle bat and ball, badminton racket and birdie, nylon hanger racket and balloons)
Formation	Relay teams
Procedure	<p>Divide available space into two areas, the object area and Match It area (see diagram below). Divide students into as many teams as necessary to allow maximum participation. All teams participate simultaneously. One student from each team moves forward and secures their team’s striking object, carries it to the Match It area and performs the required task. The student then returns the object to its original location and continues back to the next teammate. The Match It area items never change its location with reference to each team. The position of the object items in the object area is changed after each team completes their turn.</p>



To emphasize following rules and directions the teacher should award one point to each student for:

- 1) using manipulative object appropriately,
- 2) completing tasks without assistance,
- 3) sitting down upon completion of his/her turn.

LEVEL 1
TEST ITEM 17: TEAMWORK

Where Do You Want To Go?

Annual Goals: To improve performance in teamwork to aid in development of skills for participation in games/sports.

Why Might Student Be Performing At This Level?

Student(s) may demonstrate difficulties in:

- 1) self-concept (e.g., frequent exposure to failure situations, always making an out in baseball, finishing last in a relay race)
- 2) fundamental motor skills (e.g., extremely slow runner, unable to catch or throw to, peer group standards)
- 3) complying with rules/directions (e.g., short attention span)

What Might You Do To Improve Performance?

- 1) Will complete assigned task with a partner under supervision for 21-50% of the time while involved in an activity.
- 2) Will demonstrate skills for sharing and taking turns 21-50% of the time while working with a partner in an activity.

How Might You Do It?

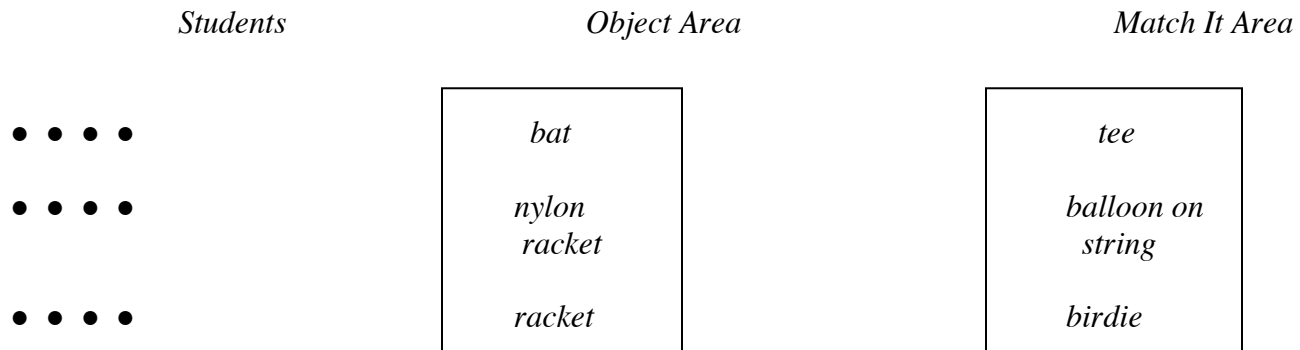
Teaching Suggestions:

- 1) Structure activities to emphasize participation and not winning or losing (e.g., play softball or kickball without using outs. Allow one team to bat one time through then teams switch positions. Totals would be taken from number of runs scored from one complete rotation of the batting order.
- 2) Use activities that emphasize communication (e.g., games that require students to recite rhymes such as “Red Rover, Red Rover.”)
- 3) Utilize stations approach with students completing their own program cards as 2-man teams.

Note: Teacher should emphasize teamwork.

EXAMPLE ACTIVITY – LEVEL 1

Name	Match It
Equipment	Matched items (whiffle bat and ball, badminton racket and birdie, nylon hanger racket and balloons)
Formation	Relay teams
Procedure	Divide available space into two areas, the object area and Match It area (see diagram below). Divide students into as many teams as necessary to allow maximum participation. All teams participate simultaneously. One student from each team moves forward and secures his/her team's striking object, carries it to the Match It area and performs the required task. The student then returns the object to its original location and continues back to the next teammate. The Match It area items never change its location with reference to each team. The position of the object items in the object area is changed after each team completes its turn.



To emphasize teamwork the teacher should award one point to each student for:

- 1) remembering to tag teammate,
- 2) completing all desired tasks without assistance.

LEVEL 2

TEST ITEM 17: TEAMWORK

Where Do You Want To Go?

Annual Goals: To improve performance in teamwork to aid in development of skills for participation in games/sports.

Why Might The Student Be Performing At This Level?

Student(s) may demonstrate difficulties in:

- 1) self-concept (e.g., problems with initiating participation in new games)
- 2) impulsive behavior (e.g., fails to run the entire obstacle course to gain an advantage for finishing first, has difficulty starting a race behind the starting line)
- 3) complying with rules/directions (e.g., difficulty working in large group situation)

What Might You Do To Improve Performance?

Short-Term Instructional Objectives:

- 1) Will freely work with a partner(s) 51-79% of the time or better to achieve a common goal.
- 2) Will freely work alone 51-79% of the time or better to complete their individual part or task.

How Might You Do It?

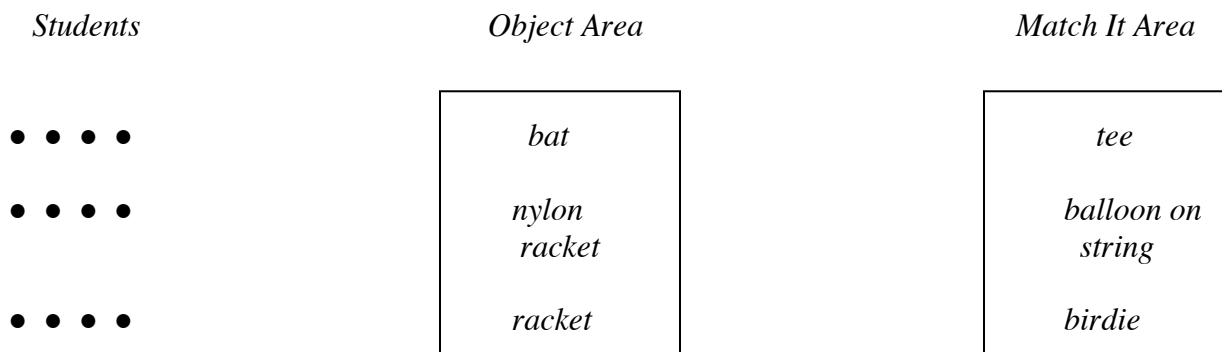
Teaching Suggestions:

- 1) Teacher requires students to make up their own game using specific equipment (e.g., balloons and hoops, bean bags and tires, etc).
- 2) Utilize progress charts as an incentive to reinforce teamwork (e.g., in soccer, the chart will show number of times student passed the ball to allow teammate to score a goal).

Note: Teacher should emphasize teamwork.

EXAMPLE ACTIVITY – LEVEL 2

Name	Match It
Equipment	Matched items (whiffle bat and ball, badminton racket and birdie, nylon hanger racket and balloons)
Formation	Relay teams
Procedure	Divide available space into two areas, the object area and Match It area (see diagram below). Divide students into as many teams as necessary to allow maximum participation. All teams participate simultaneously. One student from each team moves forward and secures his/her team's striking object, carries it to the Match It area and performs the required task. The student then returns the object to its original location and continues back to the next teammate. The Match It area items never change its location with reference to each team. The position of the object items in the object area is changed after each team completes its turn.



To emphasize teamwork the teacher should award one point to each student for:

- 1) completing all desired tasks without assistance,
- 2) returning manipulative object to original location.

LEVEL 3
TEST ITEM 17: TEAMWORK

Where Do You Want To Go?

Annual Goal: To maintain/improve performance in teamwork to aid in development of skills for participation in games/sports.

How Might You Improve This Level?

Provide student with activities to promote further development of teamwork skills with:
1) leadership (e.g., function as the team captain)
2) self-concept (e.g., demonstrate a new activity to the class)
3) control of impulsive behavior (e.g., referee various games)

What Might You Do To Improve This Performance?

Short-Term Instructional Objectives:

- 1) Will work with a partner(s) towards a common goal for 80% or more of the time.
- 2) Will work alone unsupervised toward a common goal for 80% or more of the time.

How Might You Do It?

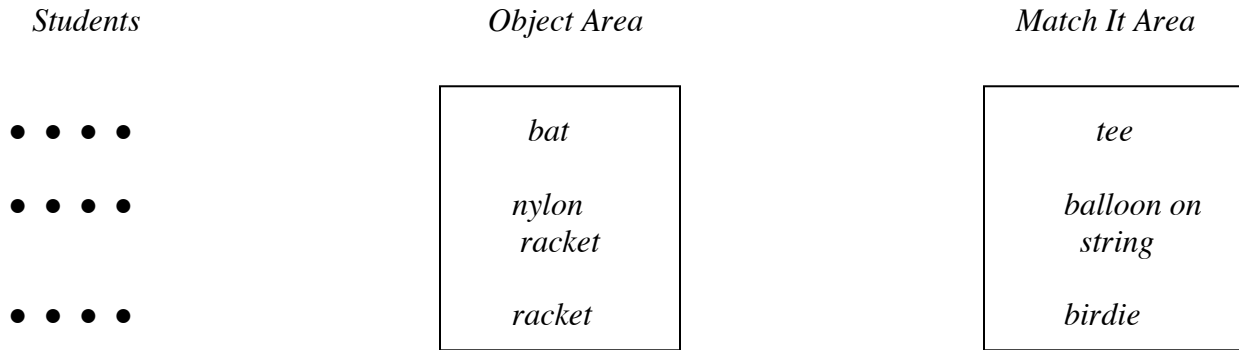
Teaching Suggestions:

Students might be responsible for writing activity cards to explain a new activity (e.g., student might think of an original dance).

Note: Teacher should emphasize teamwork.

EXAMPLE ACTIVITY – LEVEL 3

Name	Match It
Equipment	Matched items (whiffle bat and ball, badminton racket and birdie, nylon hanger racket and balloons)
Formation	Relay teams
Procedure	Divide available space into two areas, the object area and Match It area (see diagram below). Divide students into as many teams as necessary to allow maximum participation. All teams participate simultaneously. One student from each team moves forward and secures his/her team's striking object, carries it to the Match It area and performs the required task. The student then returns the object to its original location and continues back to the next teammate. The Match It area items never change its location with reference to each team. The position of the object items in the object area is changed after each team completes its turn.



To emphasize teamwork the teacher should award one point to each student for:

- 1) not interfering with others during race,
- 2) completing all desired tasks without assistance.

LEVEL 1
TEST ITEM 18: IMPULSIVE BEHAVIOR

Where Do You Want To Go?

Annual Goal: To improve control of impulsive behavior to aid in the development of skills for participation in games/sports.

Why Might Student Be Performing At This Level?

Student may demonstrate difficulties in:

- 1) safety (e.g., inappropriate attention-seeking behaviors when working with equipment)
- 2) self-concept (e.g., student may have been exposed to failure too often)
- 3) complying with rules/directions (e.g., student throws the bat after striking in baseball, intentionally runs the wrong way on the base path to cause delay in game)

What Might You Do?

Short-Term Instructional Objectives:

- 1) Will control impulsive behavior 21-50% of the time when taking turns in an activity
- 2) Will control impulsive behavior while changing activities without emotional outbursts when change is announced for 21-50% of the time.

How Might You Do It?

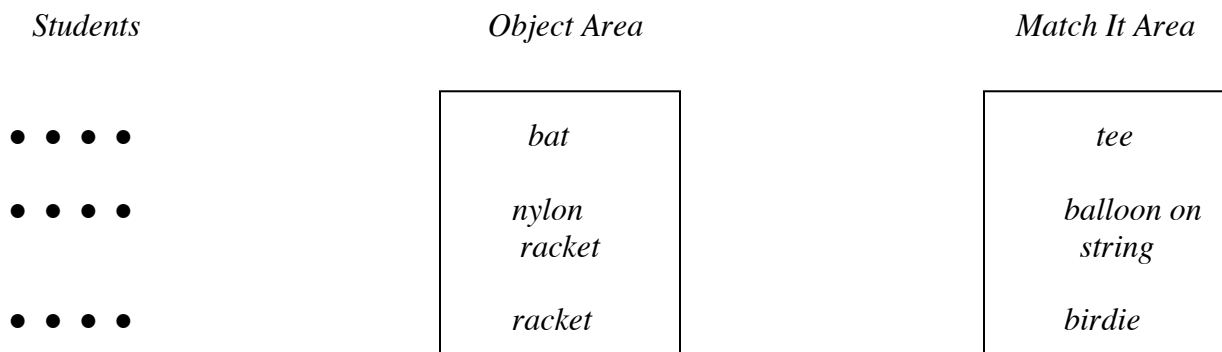
Teaching Suggestions:

- 1) Teacher may utilize activity sessions with shorter time frames or consider using smaller groups for participation.
- 2) Teacher may select ability groupings as a means of providing success. Teacher may want to over emphasize “good play” exhibited by the student with appropriate verbal cues (e.g., nice job, out-of-sight, great games).

Note: Teacher should emphasize controlling behavior.

EXAMPLE ACTIVITY – LEVEL 1

Name	Match It
Equipment	Matched items (whiffle bat and ball, badminton racket and birdie, nylon hanger racket and balloons)
Formation	Relay teams
Procedure	Divide available space into two areas, the object area and Match It area (see diagram below). Divide students into as many teams as necessary to allow maximum participation. All teams participate simultaneously. One student from each team moves forward and secures his/her team's striking object, carries it to the Match It area and performs the required task. The student then returns the object to its original location and continues back to the next teammate. The Match It area items never change its location with reference to each team. The position of the object items in the object area is changed after each team completes its turn.



To emphasize controlling impulsive behavior the teacher should award one point to each student for:

- 1) staying in line during relay race,
- 2) carrying manipulative object without interfering with others,
- 3) using manipulative object on task without interfering with others.

LEVEL 2
TEST ITEM 18: IMPULSIVE BEHAVIOR

Where Do You Want To Go?

Annual Goal: To improve control of impulsive behavior to aid in the development of skills for participation in games/sports.

Why Might Student Be Performing At This Level?

Student may demonstrate difficulties in:

- 1) complying with rules/directions (e.g., student may have limitations in processing instructions related to the task)
- 2) leadership (e.g., student may be frustrated by fulfilling such role as “captain” and have his/her team lose)
- 3) fundamental motor skills (e.g., student might recognize his/her motor skill level and disrupt the activity to avoid participation)

What Might You Do?

Short-Term Instructional Objectives:

- 1) Will control impulsive behavior 51-79% of the time while involved in an activity
- 2) Will accept friendly teasing (smiles or laughs) while involved in an activity for 51-79% of the time.

How Might You Do It?

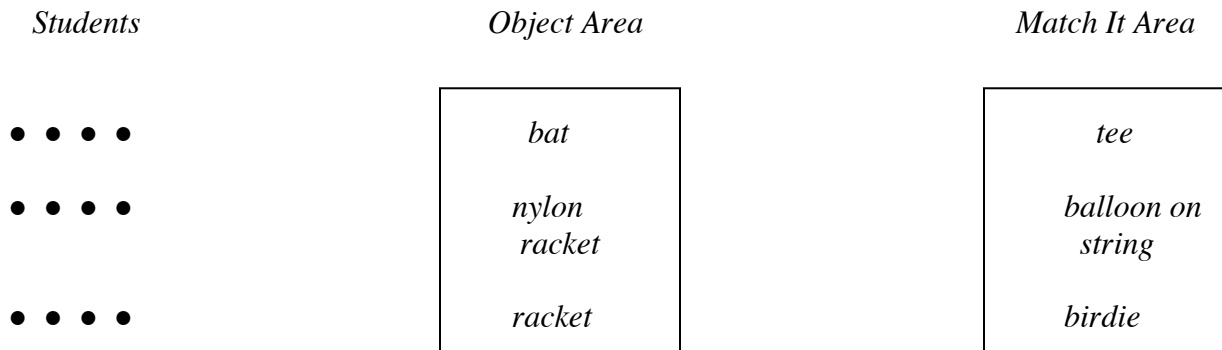
Teaching Suggestions:

- 1) Teacher may contract with student for appropriate behavior. Teacher must establish criteria for point values (e.g., 50 pts. = 5 min, of free time with scooters).
- 2) It is important for a student to understand what is expected of him regarding an activity or skill. Teacher should explain their expectation level for the student’s performance for the activity (e.g., teacher might say, “At the end of this session, you will complete three consecutive forward rolls before moving on to the next stunt”)
- 3) Teacher might speak to the class to explain their best contribution would be not to laugh when Bob acts silly, or, the teacher might discipline the entire class if they reinforce the student’s negative behavior.

Note: Teacher should emphasize controlling behavior.

EXAMPLE ACTIVITY – LEVEL 2

Name	Match It
Equipment	Matched items (whiffle bat and ball, badminton racket and birdie, nylon hanger racket and balloons)
Formation	Relay teams
Procedure	Divide available space into two areas, the object area and Match It area (see diagram below). Divide students into as many teams as necessary to allow maximum participation. All teams participate simultaneously. One student from each team moves forward and secures his/her team's striking object, carries it to the Match It area and performs the required task. The student then returns the object to its original location and continues back to the next teammate. The Match It area items never change its location with reference to each team. The position of the object items in the object area is changed after each team completes its turn.



To emphasize controlling impulsive behavior the teacher should award one point to each student for:

- 1) carrying manipulative object without interfering with others,
- 2) completing desired task without interfering with others,
- 3) returning manipulative object to original location without interfering with others.

LEVEL 3
TEST ITEM 18: IMPULSIVE BEHAVIOR

Where Do You Want To Go?

Annual Goal: To maintain/improve control of impulsive behavior to aid in the development of skills for participation in games/sports.

How Might You Improve This Performance?

Provide student with activities to further develop control of behavior by emphasizing:

- 1) leadership (e.g., fulfill the role of judge or referee for an activity)
- 2) physical fitness (e.g., have student complete in various self-testing stations that involve fitness components such as muscular strength or flexibility)
- 3) teamwork (e.g., team games played without modification)

What Might You Do To Improve Performance?

Short-Term Instructional Objectives:

- 1) Will control behavior while in a game/sport situation for 80% or more of the time.
- 2) Will play and work without interfering with or disrupting work of others for 80% or more of the time.

How Might You Do It?

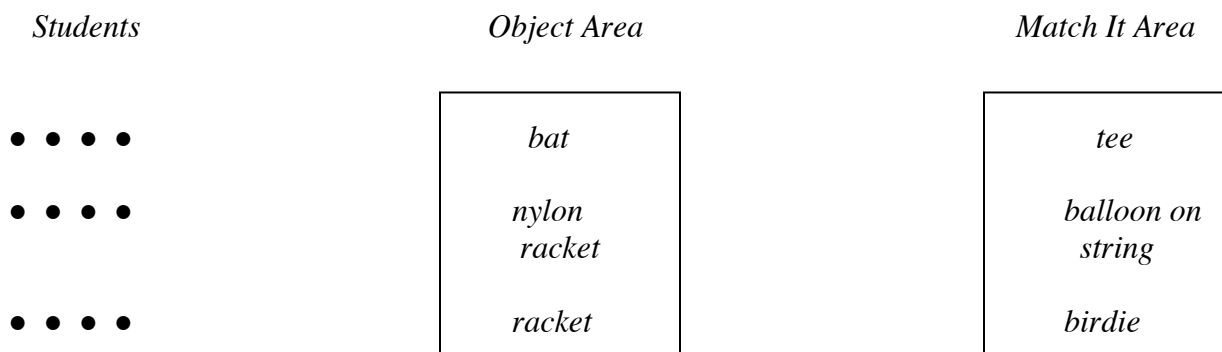
Teaching Suggestions:

- 1) Provide student with the opportunity to act as a basketball referee.
- 2) Allow student to organize the start and judge the finishes during a 440-yard relay event in a physical education class on track and field.

Note: Teacher should emphasize controlling behavior.

EXAMPLE ACTIVITY – LEVEL 3

Name	Match It
Equipment	Matched items (whiffle bat and ball, badminton racket and birdie, nylon hanger racket and balloons)
Formation	Relay teams
Procedure	Divide available space into two areas, the object area and Match It area (see diagram below). Divide students into as many teams as necessary to allow maximum participation. All teams participate simultaneously. One student from each team moves forward and secures his/her team's striking object, carries it to the Match It area and performs the required task. The student then returns the object to its original location and continues back to the next teammate. The Match It area items never change its location with reference to each team. The position of the object items in the object area is changed after each team completes its turn.



To emphasize controlling impulsive behavior the teacher should award one point to each student for completing all tasks within the race without interfering with others:

- 1) carrying striking object,
- 2) using striking object,
- 3) returning striking object,
- 4) tagging teammate,
- 5) sitting down upon completion of turn.

LEVEL 1
TEST ITEM 19: LEADERSHIP

Where Do You Want To Go?

Annual Goal: To improve leadership roles to aid in development of skills for participation in games/sports.

Why Might Student Be Performing At This Level?

Student may demonstrate difficulties in:

- 1) self-concept (e.g., student may have problems with interaction skills with peers)
- 2) complying with rules/directions (e.g., student may have difficulty processing instructions and not have the ability to lead his/her team correctly)
- 3) fundamental motor skills (e.g., student might be aware of his/her low level of performance and refuse to participate)

What Might You Do To Improve Performance?

Short-Term Instructional Objectives:

- 1) Will accept leadership roles without hesitation for 21-50% of the time.
- 2) Will lead peer group in various play and work activities 21-50% of the time.

How Might You Do It?

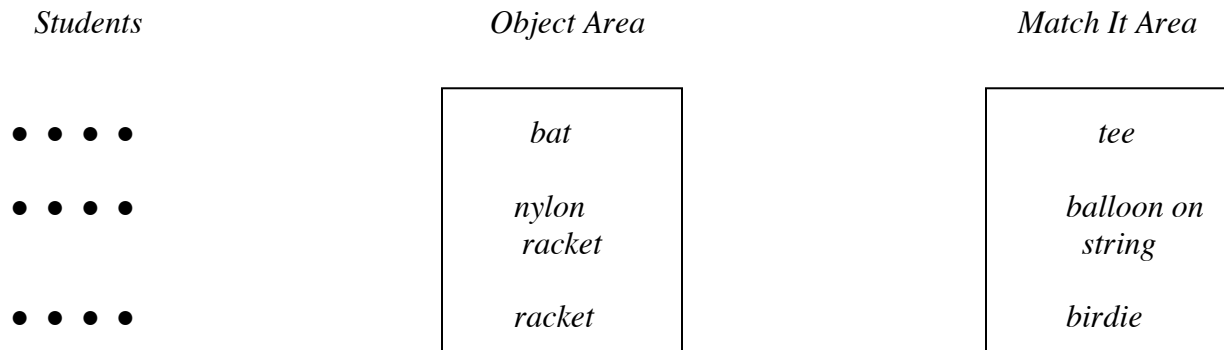
Teaching Suggestions:

- 1) Teacher may refer to games or activities that promote communication (e.g., Follow the Leader, Red Rover Red Rover, or student might lead the class in one exercise prior to activities)
- 2) Student might recognize his/her own limited motor skills. Teacher might set up special times to work on fundamental motor skills to aid in development of student's coordination (e.g., while class is exercising or warming up, this student could be working on his own fundamental motor skills).

Note: Teacher should emphasize leadership.

EXAMPLE ACTIVITY – LEVEL 1

Name	Match It
Equipment	Matched items (whiffle bat and ball, badminton racket and birdie, nylon hanger racket and balloons)
Formation	Relay teams
Procedure	Divide available space into two areas, the object area and Match It area (see diagram below). Divide students into as many teams as necessary to allow maximum participation. All teams participate simultaneously. One student from each team moves forward and secures his/her team's striking object, carries it to the Match It area and performs the required task. The student then returns the object to its original location and continues back to the next teammate. The Match It area item never changes its location with reference to each team. The position of the object items in the object area is changed after each team completes its turn.



To emphasize leadership the teacher should award one point to each student for:

- 1) tagging teammate upon completion of turn,
- 2) carrying manipulative object without interfering with others.

LEVEL 2
TEST ITEM 19: LEADERSHIP

Where Do You Want To Go?

Annual Goal: To improve leadership roles to aid in development of skills for participation in games/sports.

Why Might Student Be Performing At This Level?

Student may demonstrate difficulties in:

- 1) self-concept (e.g., instructor might increase frequency of reinforcement for a job well done)
- 2) impulsive behavior (e.g., student attempts to provide leadership but concentrates on winning and not following rules)
- 3) teamwork (e.g., student is unable to work in a large group situation)

What Might You Do To Improve Performance?

Short-Term Instructional Objectives:

- 1) Will seek leadership roles and perform as leader for 51-79% of the time.
- 2) Will suggest teacher or group to change activity in an appropriate manner based on teacher observation.

How Might You Do It?

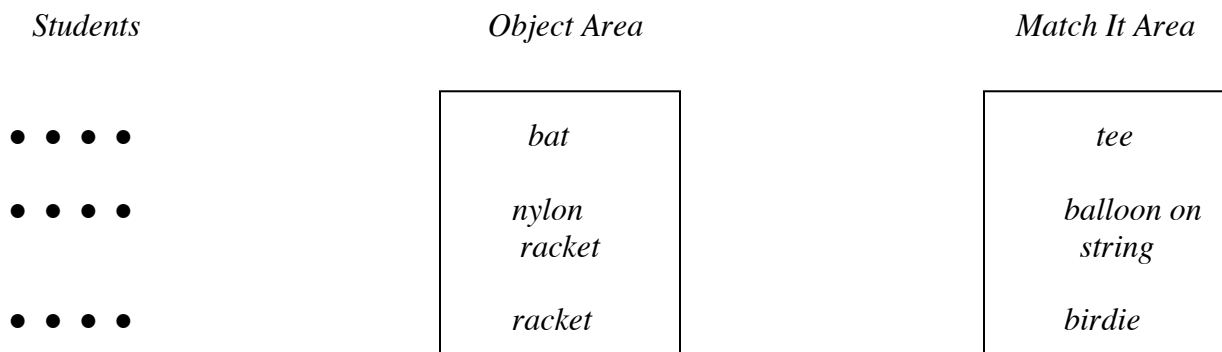
Teaching Suggestions:

- 1) Teacher might contract with student or provide incentives every time he/she volunteers to be a leader (e.g., student might receive extra activity time for every 5 times he/she functions appropriately as leader).
- 2) Teacher might speak to class to cue them to give verbal support to Billy while he is serving as captain, and also to congratulate him after the activity is over.

Note: Teacher should emphasize leadership.

EXAMPLE ACTIVITY – LEVEL 2

Name	Match It
Equipment	Matched items (whiffle bat and ball, badminton racket and birdie, nylon hanger racket and balloons)
Formation	Relay teams
Procedure	Divide available space into two areas, the object area and Match It area (see diagram below). Divide students into as many teams as necessary to allow maximum participation. All teams participate simultaneously. One student from each team moves forward and secures his/her team's striking object, carries it to the Match It area and performs the required task. The student then returns the object to its original location and continues back to the next teammate. The Match It area items never change its location with reference to each team. The position of the object items in the object area is changed after each team completes its turn.



To emphasize leadership the teacher should award one point to each student for:

- 1) verbalizing correct team score when asked by teacher,
- 2) carrying object without interfering with others,
- 3) using manipulative object on task without interfering with others.

Level 3
Test Item 19: Leadership

Where Do You Want To Go?

Annual Goal: To improve/maintain leadership roles to aid in development of skills for participation in games/sports.

How Might You Improve This Performance?

Provide student with activities to further develop leadership by emphasizing:

- 1) physical fitness (e.g., have student participate in an extensive fitness exam, suggest to student possible participation in intramurals or interscholastic sports)
- 2) safety (e.g., allow student to organize and direct classmates through an obstacle course of his/her design)

What Might You Do To Improve Performance?

Short-Term Instructional Objectives:

Will improve performance as a leader for more than 80% of the time.

How Might You Do It?

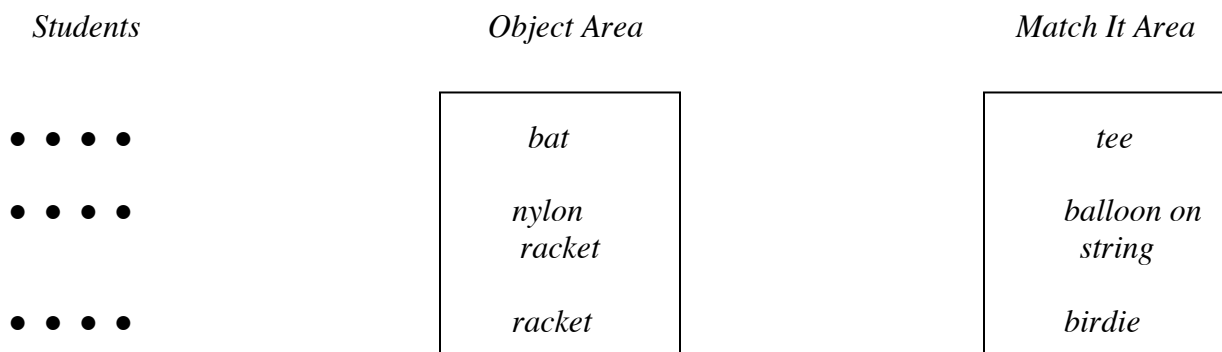
Teaching Suggestions:

- 1) Provide student with opportunity to help other students in a constructive way (e.g., helping perform balance stunt in gymnastics)
- 2) Allow student to develop personal motor fitness program based on results of fitness exams (e.g., Project ACTIVE)

Note: Teacher should emphasize leadership.

EXAMPLE ACTIVITY – LEVEL 3

Name	Match It
Equipment	Matched items (whiffle bat and ball, badminton racket and birdie, nylon hanger racket and balloons)
Formation	Relay teams
Procedure	Divide available space into two areas, the object area and Match It area (see diagram below). Divide students into as many teams as necessary to allow maximum participation. All teams participate simultaneously. One student from each team moves forward and secures his/her team's striking object, carries it to the Match It area and performs the required task. The student then returns the object to its original location and continues back to the next teammate. The Match It area items never change its location with reference to each team. The position of the object items in the object area is changed after each team completes its turn.



To emphasize leadership the teacher should award one point to each student for completing all desired tasks without interfering with others:

- 1) carrying striking object,
- 2) using striking object,
- 3) returning striking object,
- 4) tagging teammate,
- 5) sitting down upon completion of turn.

LEVEL 1
TEST ITEM 20: SAFETY IN ACTIVITIES

Where Do You Want To Go?

Annual Goals: To improve levels of safety to aid in development of skills for participation in games/sports.

Why Might Student Be Performing At This Level?

Student may demonstrate difficulties in:

- 1) impulsive behavior (e.g., student is unable to control behavior when working with manipulative objects such as bats, jump ropes, rackets)
- 2) self-concept (e.g., student may have problems with confidence using various types of equipment due to lack of exposure to equipment)
- 3) complying with rules/directions (e.g., student may have short attention span or processing limitations with verbal instructions)

What Might You Do To Improve Performance?

Short-Term Instructional Objectives:

- 1) impulsive behavior (e.g., student is unable to control behavior when working with manipulative objects such as bats, jump ropes, rackets)
- 2) self-concept (e.g., student may have problems with confidence using various types of equipment due to lack of exposure to equipment)
- 3) complying with rules/directions (e.g., student may have short attention span or processing limitations with verbal instructions)

How Might You Do It?

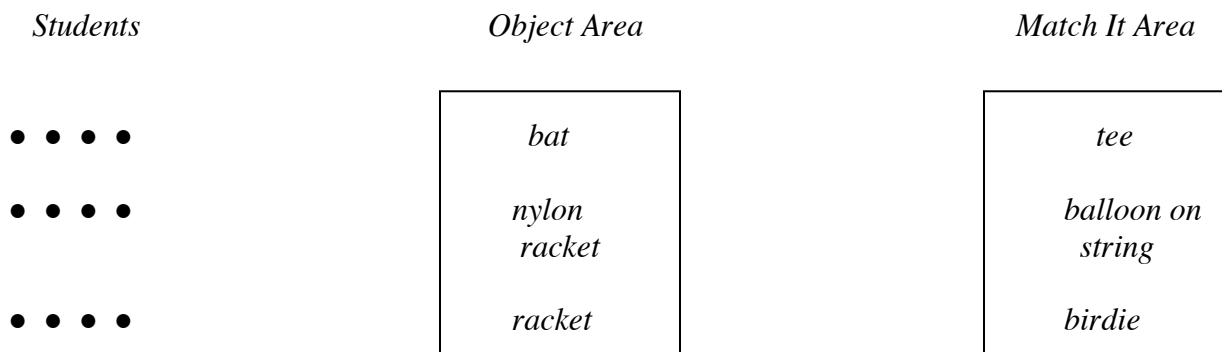
Teaching Suggestions:

Teacher might involve student in a variety of experiences in using bats, wands, or poles to demonstrate appropriate and inappropriate use (e.g., stations, small group).

Note: Teacher should emphasize safety.

EXAMPLE ACTIVITY – LEVEL 1

Name	Match It
Equipment	Matched items (whiffle bat and ball, badminton racket and birdie, nylon hanger racket and balloons)
Formation	Relay teams
Procedure	Divide available space into two areas, the object area and Match It area (see diagram below). Divide students into as many teams as necessary to allow maximum participation. All teams participate simultaneously. One student from each team moves forward and secures his/her team's striking object, carries it to the Match It area and performs the required task. The student then returns the object to its original location and continues back to the next teammate. The Match It area items never change its location with reference to each team. The position of the object items in the object area is changed after each team completes its turn.



To emphasize safety the teacher should award one point to each student for:

- 1) carrying manipulative object without interfering with others,
- 2) returning manipulative object without interfering with others.

LEVEL 2
TEST ITEM 20: SAFETY IN ACTIVITIES

Where Do You Want To Go?

Annual Goals: To improve levels of safety to aid in development of skills for participation in games/sports.

Why Might Student Be Performing At This Level?

Student may demonstrate difficulties in:

- 1) self-concept (e.g., student may only attempt the use of equipment one time and refuse additional attempts; lack of confidence)
- 2) physical fitness (e.g., student might recognize skill limitations due to weight problems, strength, or cardiorespiratory endurance problems)

What Might You Do To Improve Performance?

Short-Term Instructional Objectives:

- 1) Will recognize potentially dangerous situations in activities and participate safely 80% of the time.
- 2) Will freely and willingly participate in physical education activities that involve some form of calculated risk 80% of the time.
- 3) Will maintain self-control when faced with failure, problems or disappointments based on teacher observation.

How Might You Do It?

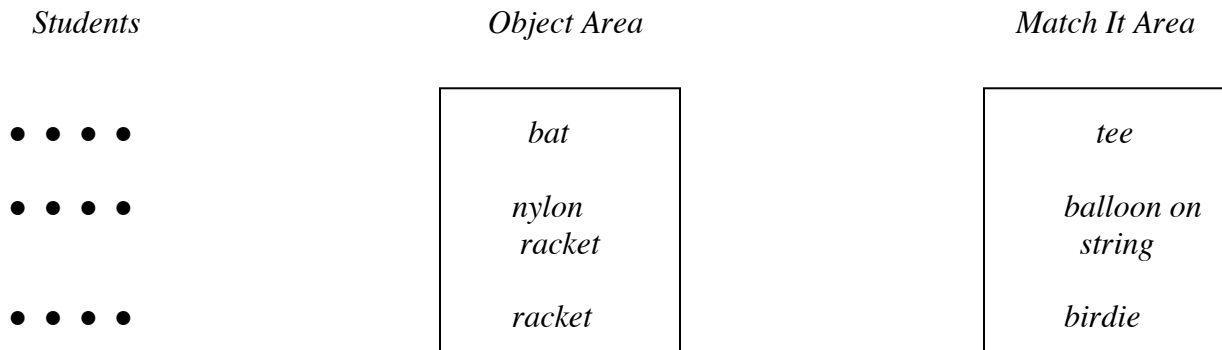
Teaching Suggestions:

Provide student with small group experiences for physical education activities that involve use of special equipment (e.g., teacher may vary expectation levels with regards to equipment, for example, the student might only be required to “mount” parallel bars and not perform a specific stunt).

Note: Teacher should emphasize safety.

EXAMPLE ACTIVITY – LEVEL 2

Name	Match It
Equipment	Matched items (whiffle bat and ball, badminton racket and birdie, nylon hanger racket and balloons)
Formation	Relay teams
Procedure	Divide available space into two areas, the object area and Match It area (see diagram below). Divide students into as many teams as necessary to allow maximum participation. All teams participate simultaneously. One student from each team moves forward and secures his/her team's striking object, carries it to the Match It area and performs the required task. The student then returns the object to its original location and continues back to the next teammate. The Match It area items never change its location with reference to each team. The position of the object items in the object area is changed after each team completes its turn.



To emphasize safety the teacher should award one point to each student for:

- 1) carrying manipulative object without interfering with others
- 2) using manipulative object on task without interfering with others
- 3) returning manipulative object without interfering with others

LEVEL 3
TEST ITEM 20: SAFETY IN ACTIVITIES

Where Do You Want To Go?

Annual Goal: To improve/maintain levels of safety to aid in development of skills for participation in games/sports.

How Might You Improve Performance?

Provide student with activities to further develop safety by emphasizing:

- 1) leadership (e.g., allow student to practice and demonstrate appropriate use of equipment)
- 2) self-concept (e.g., allow student to work on self-testing stunts for a possible demonstration for the class)
- 3) controlling impulsive behavior (e.g., provide student with competitive team situations (relays) utilizing various pieces of apparatus such as balance beams, gym mats, jump ropes)

What Might You Do To Improve Performance?

Short-Term Instructional Objectives:

- 1) Will recognize potentially dangerous situations in activities and participate safely for more than 80% of the time.
- 2) Will exchange items of play (bats, ropes) with teammates safely during activities based on teacher observation.

How Might You Do It?

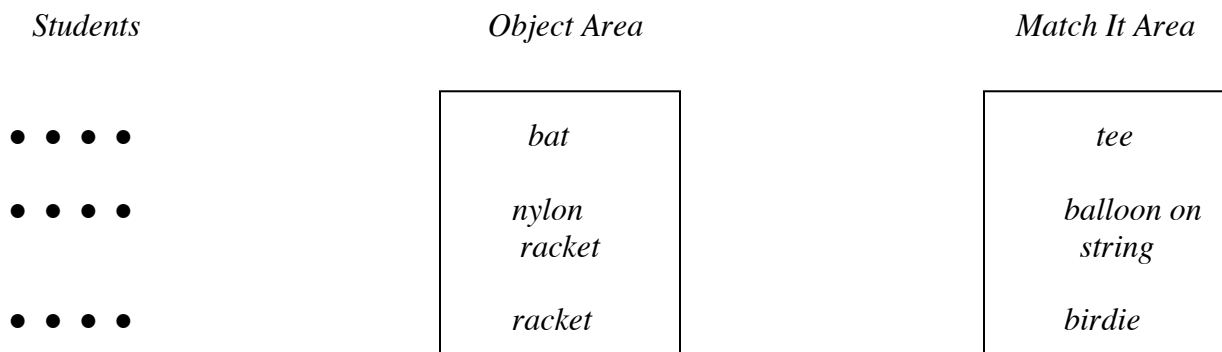
Teaching Suggestions:

- 1) If equipment is available, student may demonstrate/discuss how to perform a “side vault” using a side horse.
- 2) Student might demonstrate a “safe” forward roll with emphasis on tucking the head.

Note: Teacher should emphasize safety.

EXAMPLE ACTIVITY – LEVEL 3

Name	Match It
Equipment	Matched items (whiffle bat and ball, badminton racket and birdie, nylon hanger racket and balloons)
Formation	Relay teams
Procedure	Divide available space into two areas, the object area and Match It area (see diagram below). Divide students into as many teams as necessary to allow maximum participation. All teams participate simultaneously. One student from each team moves forward and secures his/her team's striking object, carries it to the Match It area and performs the required task. The student then returns the object to its original location and continues back to the next teammate. The Match It area items never change its location with reference to each team. The position of the object items in the object area is changed after each team completes its turn.



To emphasize safety the teacher should award one point to each student for:

- 1) staying in line without interfering with other teammates,
- 2) using manipulative object on task without interfering with others,
- 3) tagging teammate upon completion of turn,
- 4) sitting down without interfering with others upon completion of turn.

LEVEL 1
TEST ITEM 21: SELF-CONCEPT

Where Do You Want To Go?

Annual Goals: To improve levels of self-concept to aid in development of skills for participation.

Why Might Student Be Performing At This Level?

Student may demonstrate difficulties in:

- 1) fundamental motor skills (e.g., student might recognize low skill levels in motor skills such as throwing, catching, running)
- 2) physical fitness (e.g., student might recognize limitations in muscular strength, endurance, flexibility, etc. when performing in large/small group situations)
- 3) complying with rules/directions (e.g., student might have limitations in processing instructions, thus, affecting performance)
- 4) controlling impulsive behavior (e.g., student might have limitations moving from new situation within the physical education class)

What Might You Do To Improve Performance?

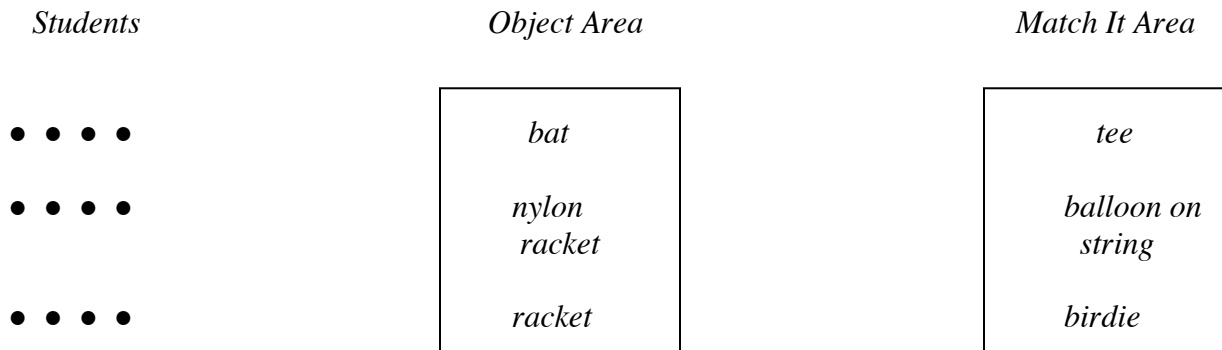
Short-Term Instructional Objectives;

- 1) Teacher might seek activities that promote verbalization or other forms of communication such as Partner Tag, Spud, Red Rover, Red Rover.
- 2) Teacher might try playing games without the winning or losing emphasis.
- 3) For those students who become easily bored or lose interest, the teacher might try to provide a station approach that involves self-testing stunts (Coffee Grinder from gymnastics), or the teacher might provide students with a variety of short activities using the same equipment (e.g., perform a stunt on the parallel bars then use the bars in an obstacle course).

Note: Teacher should emphasize self-concept.

EXAMPLE ACTIVITY – LEVEL 1

Name	Match It
Equipment	Matched items (whiffle bat and ball, badminton racket and birdie, nylon hanger racket and balloons)
Formation	Relay teams
Procedure	Divide available space into two areas, the object area and Match It area (see diagram below). Divide students into as many teams as necessary to allow maximum participation. All teams participate simultaneously. One student from each team moves forward and secures his/her team's striking object, carries it to the Match It area and performs the required task. The student then returns the object to its original location and continues back to the next teammate. The Match It area items never change its location with reference to each team. The position of the object items in the object area is changed after each team completes its turn.



To emphasize self-concept the teacher should award one point to each student for:

- 1) using manipulative object on task without interfering with others,
- 2) tagging teammate upon completion of turn.

LEVEL 2
TEST ITEM 21: SELF-CONCEPT

Where Do You Want To Go?

Annual Goals: To improve levels of self-concept to aid in development of skills for participation.

Why Might Student Be Performing At This Level?

Student may demonstrate difficulties in:

- 1) fundamental motor skills (e.g., student may recognize strength/weakness areas in all fundamental motor skills and may only participate when his/her strength area is emphasized; throwing, accuracy)
- 2) physical fitness (e.g., student may recognize high/low level performance areas and choose only to participate in high level activities; weight lifting versus endurance running)
- 3) teamwork (e.g., student may experience difficulty when working in large group situations)

What Might You Do To Improve Performance?

Short-Term Instructional Objectives:

- 1) Student will locomote six different ways from one end of the gym to the other.
- 2) Student will improve score by one mark in each of the three physical fitness self-test (e.g., push-ups, sit-ups, 1-mile run).

How Might You Do It?

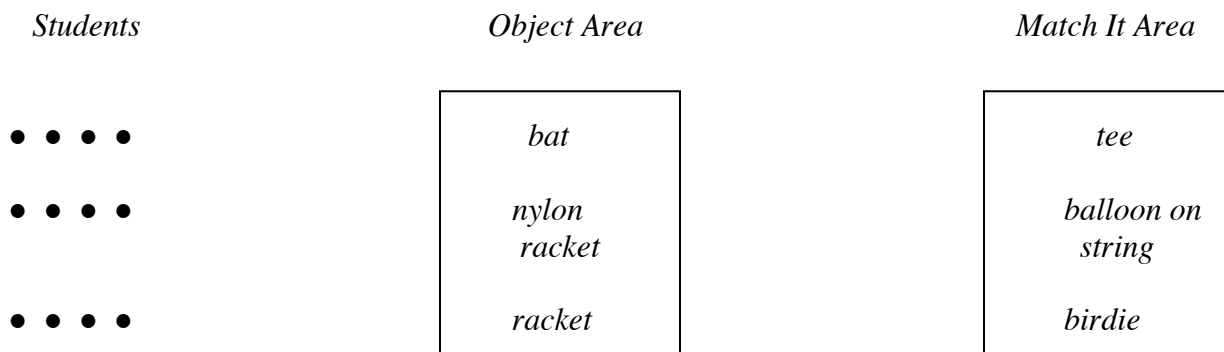
Teaching Suggestions:

Teacher might structure activities to provide student with success (e.g., provide student with exposure to higher skilled teammates), however, teacher should not ignore exposure to lower skilled teammates. Emphasis in either situation would be on how to congratulate winners and losers, by shaking hands, pats on the back).

Note: Teacher should emphasize self-concept.

EXAMPLE ACTIVITY – LEVEL 2

Name	Match It
Equipment	Matched items (whiffle bat and ball, badminton racket and birdie, nylon hanger racket and balloons)
Formation	Relay teams
Procedure	Divide available space into two areas, the object area and Match It area (see diagram below). Divide students into as many teams as necessary to allow maximum participation. All teams participate simultaneously. One student from each team moves forward and secures his/her team's striking object, carries it to the Match It area and performs the required task. The student then returns the object to its original location and continues back to the next teammate. The Match It area items never change its location with reference to each team. The position of the object items in the object area is changed after each team completes its turn.



To emphasize self-concept the teacher should award one point to each student for:

- 1) using manipulative object on task without interfering with others,
- 2) stating team score when asked by teacher.

LEVEL 3
TEST ITEM 21: SELF-CONCEPT

Where Do You Want To Go?

Annual Goal: To improve/maintain levels of self-concept to aid in development of skills for participation.

How Might You Improve This Performance?

Provide student with activities to further develop self-concept by emphasizing:

- 1) fundamental motor skills (e.g., teacher might promote use of movement education to expand creativity levels)
- 2) physical fitness (e.g., allow student to explore various ways to move through obstacle course while being timed)
- 3) teamwork (e.g., participate in games/sports without modifications)

What Might You Do To Improve Performance?

Short-Term Instructional Objectives:

- 1) Will move a ball five different ways over 10 feet.
- 2) Will strike a ball three different ways from a batting tee.
- 3) Will initiate a compromise to resolve conflict(s) with peer(s) based on teacher observation.

How Might You Do It?

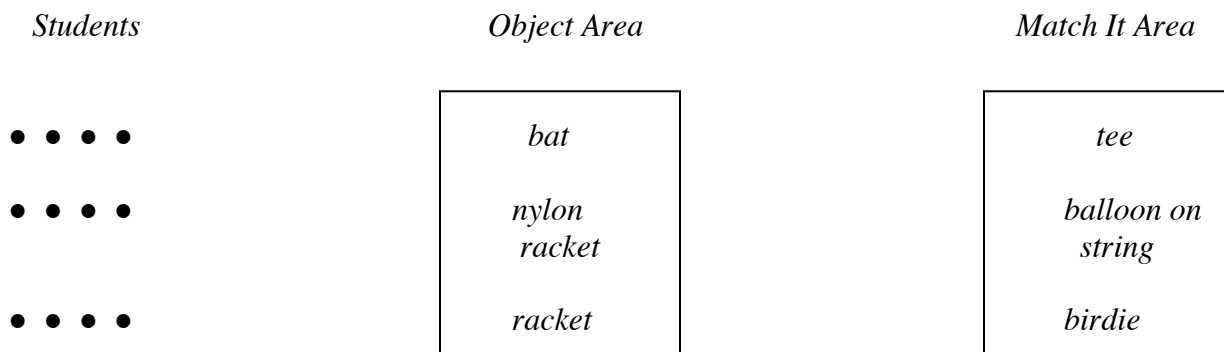
Teaching Suggestions:

Teacher might incorporate a progressive movement in physical education, (e.g., using wands, hoops, bean bags, scooters). Teacher could utilize sports (e.g., soccer, basketball, baseball) using movement education theme. For example, when playing basketball, students may only shoot if they have one foot in a hoop. Or, the teacher might ask the class to use the hoops as many different ways as they can think of.

Note: Teacher could emphasize self-concept.

EXAMPLE ACTIVITY – LEVEL 3

Name	Match It
Equipment	Matched items (whiffle bat and ball, badminton racket and birdie, nylon hanger racket and balloons)
Formation	Relay teams
Procedure	Divide available space into two areas, the object area and Match It area (see diagram below). Divide students into as many teams as necessary to allow maximum participation. All teams participate simultaneously. One student from each team moves forward and secures his/her team's striking object, carries it to the Match It area and performs the required task. The student then returns the object to its original location and continues back to the next teammate. The Match It area items never change its location with reference to each team. The position of the object items in the object area is changed after each team completes its turn.



To emphasize self-concept the teacher should award one point to each student for using manipulative object on task without interfering with others despite being changed from team to team.

ROLLING – LEVEL 1

Where Do You Want To Go?

Annual Goal: To improve fundamental mobility skills.

Why Might The Student Be Performing At This Level?

A student may be having difficulties due to:

- 1) limited flexibility (range of motion) of the arms and/or legs. (Note: this may be due to abnormal muscle tone)
- 2) limited muscular strength
- 3) limited coordination skills (e.g., basic primitive reflexes present which possibly include the need for therapeutic consultation)

What Might You Do To Improve Performance?

Short-Term Instructional Objectives:

- 1) Student will roll from supine to side position with maximum assistance.
- 2) Student will roll from supine to side position with minimum assistance.

How Might You Do It?

Activities: To improve flexibility, coordination, and strength to be able to execute the beginning stages of the roll.

EXAMPLE ACTIVITY – ELEMENTARY

Name	Roller Coaster
Equipment	Gymnastic mats, incline mat, or padded ramp
Formation	Individual
Procedure	Student lies in supine position, arms at sides, at the top of an incline mat. The teacher begins rolling the student down the “ramp” supporting his/her head and hips. As student becomes more comfortable going through this motion, the teacher may offer less and less physical assistance to give the student more “freedom” during the roll.
Variations	Teacher may continue rolling student along flat mat at bottom of “ramp.” Teacher may attempt to roll student back up the ramp.

For further activities, refer to ACTIVITY CARDS TABLE OF CONTENTS under the following components:

Flexibility Strength Coordination

ROLLING – LEVEL 2

Where Do You Want To Go?

Annual Goal: To improve fundamental mobility skills by demonstrating a mature roll

Why Might The Student Be Performing At This Level?

A student may be having difficulties due to:

- 1) limited flexibility
- 2) limited muscular strength
- 3) limited coordination

What Might You Do To Improve Performance?

Short-Term Instructional Objectives:

- 1) Student will roll from supine to prone with maximum assistance.
- 2) Student will roll from supine to prone with minimum assistance.

How Might You Do It?

Activities: To improve flexibility, coordination, and strength to be able to execute the beginning stages of the roll.

EXAMPLE ACTIVITY – ELEMENTARY

Name	Rockin’ the Boat
Equipment	Gymnastic mats
Formation	Individual
Procedure	The teacher instructs/assists students to lie supine, arms at side on mats. This activity is a story play. The teacher begins the story by describing a ship on the sea and a storm coming in. The waves are getting rough and the boat is beginning to sway and rock. At this point, the teacher should direct the students to “rock back and forth”. The teacher should give assistance to individuals having trouble with the roll. The story can be continued using various body movements describing a boat on the ocean. The objective is to improve performance in the log roll.
Variations	The teacher may place the students on an air mattress, a hammock, or a trampoline to assist in the log roll position.

For further activities, refer to ACTIVITY CARDS TABLE OF CONTENTS under the following components:

Flexibility

Coordination

Strength

ROLLING – LEVEL 3

Where Do You Want To Go?

Annual Goal: To improve fundamental mobility skills by demonstrating a mature roll

Why Might The Student Be Performing At This Level?

A student may be having difficulties due to:
1) limited coordination (ability to motor plan)
2) limited muscular strength
3) limited flexibility

What Might You Do To Improve Performance?

Short-Term Instructional Objectives:

- 1) Student will roll from supine to prone without assistance.
- 2) Student will roll from prone to supine with minimum assistance.

What Might You Do To Improve Performance?

Short-Term Instructional Objectives:

- 1) Student will roll from supine to prone without assistance.
- 2) Student will roll from prone to supine with minimum assistance.

How Might You Do It?

Activities: To improve flexibility, ability to motor plan, and muscular strength to be able to execute a mature roll.

EXAMPLE ACTIVITY – ELEMENTARY, JR. HIGH SCHOOL

Name	Rolling Rocks
Equipment	Gymnastic mats, individual mats, incline mat, or padded ramp
Formation	Individual
Procedure	<p>Students are placed at the top of the ramp in a supine position with arms at the sides. On the command “go”, the student should begin rolling down the ramp with mild assistance from the teacher. Goal is to count how many successful rolls the student completes. The student may need assistance progressing from the prone position to the supine position.</p> <p>After the height of the ramp for various abilities of students. A hammock or trampoline offer excellent opportunities to continue a roll once it has begun. If available, rolling in the water is also accomplished very easily.</p>

For further activities, refer to ACTIVITY CARDS TABLE OF CONTENTS under the following components:

Flexibility Coordination Strength

ROLLING – LEVEL 4

Where Do You Want To Go?

Annual Goal: To improve fundamental mobility skills by demonstrating a mature segmented roll.

Why Might The Student Be Performing At This Level?

A student may be having difficulties due to:

- 1) limited coordination of large muscle groups
- 2) limited muscular strength
- 3) limited flexibility

What Might You Do To Improve Performance?

Short-Term Instructional Objectives:

- 1) Student will roll from supine to prone.
- 2) Student will roll from prone to supine.
- 3) Student will execute consecutive rolls.

How Might You Do It?

Activities: To improve flexibility, coordination, and strength to execute a mature roll.

EXAMPLE ACTIVITY – ELEMENTARY

Name	Simon Says (modified for the log roll)
Equipment	Individual or gymnastic mats
Formation	Individual
Procedure	The teacher is “Simon”. The teacher directs/assists the students to lie in a prone position, arms at the sides. The teacher says “Simon says, roll to the left.” The teacher also points to the student’s left side. The students then roll toward their left, stopping when the teacher says “stop”. If the teacher doesn’t say “Simon says” the students should not roll. The students should not be taken out of the game for missing the rules.
Variations	Students may be assigned as “Simon”. The teacher may also combine this game with other movements. Teacher may have Simon ask the students to roll as fast, slow, straight, crooked, etc. as possible.

For further activities, refer to ACTIVITY CARDS TABLE OF CONTENTS under the following components:

Flexibility

Coordination

Strength

CREEPING/CRAWLING – LEVEL 1

Where Do You Want To Go?

Annual Goal: To improve fundamental mobility skills by demonstrating a mature creeping/crawling pattern.

Why Might The Student Be Performing At This Level?

A student may be having difficulties due to:

- 1) limited muscular strength
- 2) limited balance
- 3) limited coordination of large muscle groups (Note: this may be due to neurological deficits and therapeutic consultation may be indicated)

What Might You Do To Improve Performance?

Short-Term Instructional Objectives:

- 1) Student will initiate creeping/crawling movements without assistance.
- 2) Student will crawl using arms only with minimum of physical assistance.

How Might You Do It?

Activities: To improve balance, coordination, and strength to execute the beginning phases of the crawl.

EXAMPLE ACTIVITY – ELEMENTARY

Name	Angels in the Snow
Equipment	Floor Mats
Formation	Individual
Procedure	Student lies in the supine position, arms at side. The teacher stands in the room where all the students can see him/her. If the teacher raises the right arm, students do the same. The teacher goes through all of the combinations of arm and leg movements and has the students imitate the patterns. The objective is to encourage the student to move his/her limbs in reciprocal (left arm, right leg) pattern. The teacher might have to give physical assistance to more severely affected students.
Variations	Students may be placed in a prone position and directed to swim across the ocean, etc. The students may be paired off and the activity done in groups.

For further activities, refer to ACTIVITY CARDS TABLE OF CONTENTS under the following components:

Coordination

Strength

CREEPING/CRAWLING – LEVEL 2

Where Do You Want To Go?

Annual Goal: To improve fundamental mobility skills by demonstrating a mature creeping/crawling pattern.

Why Might The Student Be Performing At This Level?

A student may be having difficulties due to:

- 1) limited muscular strength
- 2) limited balance
- 3) limited coordination of large muscle groups (primarily the extensors of the arms)

What Might You Do To Improve Performance?

Short-Term Instructional Objectives:

- 1) Student will support weight on elbows with assistance.
- 2) Student will support weight on elbows without assistance.

How Might You Do It?

Activities: To improve balance, coordination, and strength to execute the beginning phases of the crawl.

EXAMPLE ACTIVITY – ELEMENTARY, JR. HIGH SCHOOL

Name	The Snake
Equipment	Floor mats, jump ropes (5-6')
Formation	Individual, group activity
Procedure	The teacher demonstrates the crawling pattern using only the arms to pull either with elbows flexed, supporting the weight, or with arms extended pulling the body. Choose a “leader.” Students lie prone in a line behind the leader who is also in the prone position. Jumping ropes are tied to the belt loop of each student. When the “leader” begins to crawl, all the others have to follow. Students should be encouraged to move in a snake-like pattern.
Variations	Vary the distances traveled, vary the course, alternate student leaders. For students having extreme difficulty in creeping or crawling, a scooter may be used to relieve the problem of pulling the body weight.

For further activities, refer to ACTIVITY CARDS TABLE OF CONTENTS under the following components:

Balance

Coordination

Strength

CREEPING/CRAWLING – LEVEL 3

Where Do You Want To Go?

Annual Goal: To improve fundamental mobility skills by demonstrating a mature creeping/crawling pattern.

Why Might The Student Be Performing At This Level?

A student may be having difficulties due to:

- 1) limited upper arm strength
- 2) limited balance
- 3) limited coordination of upper and lower extremities

What Might You Do To Improve Performance?

Short-Term Instructional Objectives:

- 1) Student will demonstrate 4-point stance.
- 2) Student will demonstrate movement of contralateral extremities in creeping pattern with assistance.

How Might You Do It?

Activities: To improve muscular strength, balance, and coordination to execute the beginning phases of the crawl.

EXAMPLE ACTIVITY – ELEMENTARY

Name	Animals
Equipment	Gymnastic mats
Formation	Individual
Procedure	<p>Students assume quadruped position (hands and knees). Teacher directs students to act like various four-legged animals (e.g., horse, dog, cow, elephant). Maybe have short races between different animals.</p> <p>Students demonstrating problems maintaining the 4-point stand may move in “frog pattern” (arms out front, legs drawn up, move bilateral extremities at the same time: right leg-right arm, left leg-left arm).</p>
Variations	The teacher may also play this game like “Simon Says”, choose a student as Simon. If extreme difficulties arise in a student maintaining his position, a scooter may be used as an alternative to the 4-point stance.

For further activities, refer to ACTIVITY CARDS TABLE OF CONTENTS under the following components:

Balance

Coordination

Strength

CREEPING/CRAWLING – LEVEL 4

Where Do You Want To Go?

Annual Goal: To improve fundamental mobility skills by demonstrating a mature creeping/crawling pattern.

Why Might The Student Be Performing At This Level?

A student may be having difficulties due to:

- 1) limited coordination of contralateral extremities
- 2) limited muscular strength to support 4-point stance
- 3) limited balance

What Might You Do To Improve Performance?

Short-Term Instructional Objectives:

- 1) Student will demonstrate movement of contralateral extremities in crawling pattern.
- 2) Student will crawl distance of 4-8 feet without assistance.

How Might You Do It?

Activities: To improve coordination, balance, and strength to execute a mature crawling pattern.

EXAMPLE ACTIVITY – ELEMENTARY, JR. HIGH, SR. HIGH SCHOOL

Name	Relay Races
Equipment	Gymnastic Mats
Formation	2 lines
Procedure	Students are in two lines with a cone placed 10 yards away from each line. On the command “go” the students crawl to the cone, around it and back, then tag their next teammate.
Variations	<p>The teacher may provide a task to perform at each cone (e.g., fill a bucket with blocks; pull themselves to a standing position)</p> <p>The teacher may give directions to crawl forward, backward, sideways, etc.</p>

For further activities, refer to ACTIVITY CARDS TABLE OF CONTENTS under the following components:

Coordination

Balance

Strength

WALKING/WHEELCHAIR MOBILITY – LEVEL 1

Where Do You Want To Go?

Annual Goal: To improve fundamental mobility skills by demonstrating independent walking or wheelchair mobility.

Why Might The Student Be Performing At This Level?

A student may be having difficulty due to:

- 1) limited flexibility (range of motion) of the arms and/or legs (Note: this may be due to abnormal muscle tone, thus possibly indicating therapeutic consultation)
- 2) limited strength, muscular endurance, and/or muscular power
- 3) limited dynamic balance skills
- 4) limited coordination skills (e.g., inefficient use of the large muscles of the body)

What Might You Do To Improve Performance?

Short-Term Instructional Objectives:

Will independently propel wheelchair or walk with assistance 20 feet in 40-50 seconds.

How Might You Do It?

Activities: To improve flexibility, strength, endurance, power, dynamic balance, and coordination to be able to propel a wheelchair or locomote 20 feet in less than 60 seconds.

EXAMPLE ACTIVITY – ELEMENTARY

Name	Red Light/Green Light
Equipment	None
Formation	Lined up behind end line. Individual
Procedure	Students line up behind an end line facing opposite end of gymnasium. Teacher stands at far end of gymnasium. Teacher says “Green Light” and turns around, facing wall. The students move as quickly as possible toward the teacher. The teacher then faces the students and says “Stop Light.” The students must stop as quickly as possible before the teacher notices them moving. The first student to reach the teacher is the new “Traffic Director.”
Variations	Extend period of Green Light, extend/shorten distances between teacher and students.

For further activities, refer to ACTIVITY CARDS TABLE OF CONTENTS under the following components:

Flexibility Strength Endurance Power Dynamic Balance Coordination

EXAMPLE ACTIVITY – ELEMENTARY, JR. HIGH, SR. HIGH SCHOOL

Name	Modified Tag
Equipment	None
Formation	Individual, scattered
Procedure	This is modified game of tag. It can be “Freeze Tag,” “Stoop Tag,” “Freedom,” “Jail Brea,” etc. In a class of “normal” students where one student is mainstreamed, and has extreme problems in basic locomotion, variations are relatively easy. Modifications include having the class <u>walk</u> when the disabled student is “it,” or have all the students hop on one foot. By having the students in the class locomote at the same speed or in the same manner, it equalizes the skills and hopefully gives insight to the students on the individual’s disability.

For further activities, refer to ACTIVITY CARDS TABLE OF CONTENTS under the following components:

Flexibility Strength Endurance Power Dynamic Balance Coordination

WALKING/WHEELCHAIR MOBILITY – LEVEL 3

Where Do You Want To Go?

Annual Goal: To improve fundamental mobility skills by demonstrating independent walking or wheelchair mobility.

Why Might The Student Be Performing At This Level?

A student may be having difficulties due to:

- 1) limited flexibility
- 2) limited dynamic balance
- 3) limited coordination
- 4) limited muscular strength

What Might You Do To Improve Performance?

Short-Term Instructional Objectives:

- 1) Student will propel wheelchair or walk without assistance 20 feet in 20-30 seconds.
- 2) Student will propel 20 feet in 20 seconds without assistance.

How Might You Do It?

Activities: To improve strength, flexibility, coordination, and balance to execute independent mobility for 20 feet in 60 seconds or less.

EXAMPLE ACTIVITY – ELEMENTARY, JR. HIGH, SR. HIGH SCHOOL

Name	Back Skiing (for students in wheelchairs)
Equipment	Plastic bats or long wooden wands
Formation	Individual
Procedure	Student places both hands on the narrow part of a plastic bat. With the bat positioned in the center of his/her body, the wide end of the bat is put in contact with the floor. The student then attempts to push him or herself backwards. The teacher can have the student move backwards a specified distance? How far backwards with one push can you go? How fast can you move backwards?
Variations	<ol style="list-style-type: none">1. Position student on a scooter board in a sitting or hell-sitting position (if not contraindicated by physicians and/or therapists), and have them “back ski”. Teacher may need to use short wands or Lummi Sticks.2. Conduct relay races while Back Skiing.3. Back Ski through an obstacle course with right and left turns.4. Stretch a rope over a designated area and have student propel backwards. Be sure that the student straightens their elbows, similar to the pattern used to propel a wheelchair forward. To closer resemble a forward wheelchair motion, use 2 ropes positioned so that one rope is on each side of the student.

For further activities, refer to ACTIVITY CARDS TABLE OF CONTENTS under the following components:

Muscular Strength Endurance Power Coordination Balance

WALKING/WHEELCHAIR MOBILITY – LEVEL 4

Where Do You Want To Go?

Annual Goal: To improve fundamental mobility skills by demonstrating independent walking or wheelchair mobility.

Why Might The Student Be Performing At This Level?

A student may be having difficulties due to:

- 1) limited coordination of large muscles of the legs
- 2) limited flexibility
- 3) limited dynamic balance

What Might You Do To Improve Performance?

Short-Term Instructional Objectives:

- 1) Student will propel or locomote 20 feet in 20 seconds or less.
- 2) Student will propel or locomote 20 feet independently for less than 20 seconds.

How Might You Do It?

Activities: To improve coordination, flexibility, and dynamic balance to execute an efficient locomotion or wheelchair mobility motor pattern.

INDIVIDUAL MODE OF MOVEMENT

Where Do You Want To Go?

Annual Goal: To improve fundamental motor skills by demonstrating a mature locomotor pattern.

Why Might The Student Be Performing At This Level?

Student may demonstrate difficulties in the following areas:

- 1) limited muscular strength
- 2) limited flexibility
- 3) limited balance
- 4) limited coordination

What Might You Do To Improve Performance?

Short-Term Instructional Objectives:

- 1) Increase the distance traveled continuing the same mode of moving.
- 2) Demonstrates the initial locomotor patterns of rolling or crawling.

How Might You Do It?

Activity: To improve muscular strength, flexibility, balance, and coordination to demonstrate a mature locomotor pattern.

EXAMPLE ACTIVITY

Name Movement Exploration

Equipment Mats

Formation Individual

Procedure The objective is to move around the room any way possible, following specific verbal or visual directions specified by the teacher.

The teacher scatters students around the gymnasium. (For students unable to walk, mats should be provided). Concepts such as HIGH, LOW, FAST, SLOW, DIRECT, INDIRECT, STRAIGHT, and CURVED will be emphasized. For example, the teacher says, “Move around the room without touching anyone else, but move as low to the ground as you can.” The teacher may also have the students move LOW to HIGH across the floor. They may also work on dual, or group formation. Individual methods of movement are accepted. Problem solving is the goal. No two students who move alike can solve the problem.

Activities for students who demonstrate unusual or unique methods of movement can all be modified by the teacher. It is impossible to consider all the individual styles of movement in this manual.

MAINTENANCE OF POSTURE – LEVEL 1

Where Do You Want To Go?

Annual Goal: Will maintain an erect functional (sitting or standing) position with or without assistive devices.

Why Might The Student Be Performing At This Level?

Student may demonstrate difficulties in sitting or standing balance due to:

- 1) abnormal muscle tone (Note: if muscle tone is not normal or if there appears to be or is a question regarding a student's resting (static) or moving (dynamic) muscle (postural) tone, it is strongly recommended that a physical therapy and/or occupational therapy consultation (evaluation) be obtained to identify the:
 - a) specific problem
 - b) contraindicators related to positioning or moving, and
 - c) specific recommendations
- 2) limited muscular strength and muscular endurance (especially of the extensor (anti-gravity) muscles)
- 3) limited flexibility
- 4) poor (or inadequate) static balance skills (especially through the trunk, head, neck, and pelvis)
- 5) inadequate coordination (of the large muscles of the body)

What Might You Do To Improve Performance?

Short-Term Instructional Objectives:

To identify the best positions for the student, a consultation with the physician and/or therapists is strongly recommended. The educator might then want the student to:

- 1) Maintain an erect (functional) sitting or standing position with or without assistive devices while purposely moving arms and legs for 5 seconds with assistance.
- 2) Maintain an erect (functional) sitting or standing position with or without assistive devices while purposely moving arms and legs for 5 seconds without assistance.

How Might You Do It?

Activities: Improve muscle strength, muscle endurance, flexibility, balance, coordination to maintain an erect (functional) sitting or standing position.

EXAMPLE ACTIVITY – ELEMENTARY, JR. HIGH SCHOOL

Name	Raise the World
Equipment	Hoops, towels, pillow cases, wands, small parachutes
Formation	Partners
Procedure	<p>Partners hold onto opposite ends of the hoop (towels) and raise it as high as they can, as low as they can. Raise the hoop high on one side, low on the other side, reverse positions.</p> <p>Teacher may assist students to raise and lower hoop. Decrease assistance as strength, endurance, flexibility, and/or coordination improve.</p>
Variations	Attach one end of towel or hoop to a fixed support. Student holds other end <u>or</u> Velcro may be used to assist students with no grasping skills. Emphasis is on getting as erect a posture as possible.

For further activities, refer to ACTIVITIES TABLE OF CONTENTS under the following components:

Muscle Strength

Muscle Endurance

Flexibility

Balance

Coordination

MAINTENANCE OF POSTURE – LEVEL 2

Where Do You Want To Go?

Annual Goal: Maintain an erect functional (sitting/standing) position with or without assistive devices.

Why Might The Student Be Performing At This Level?

A student may be having difficulties due to:

- 1) abnormal muscle tone
- 2) limited muscular strength
- 3) limited static balance
- 4) limited flexibility (range of motion)

What Might You Do To Improve Performance?

Short-Term Instructional Objectives:

- 1) Maintain an erect posture with or without assistive devices for 30-45 seconds with physical assistance.
- 2) Maintain an erect posture while moving arms and legs for 30-45 seconds with physical assistance.

How Might You Do It?

Activities: To improve muscle strength, flexibility, balance, and coordination to maintain an erect (functional) sitting or standing posture.

EXAMPLE ACTIVITY – ELEMENTARY

Name	The Conductor
Equipment	Music, wands (rulers)
Formation	Individual
Procedure	Students in a sitting or standing posture. The teacher begins the music and the students will begin to conduct the music using their arms in a waving motion.
Variation	The teacher can also give instructions to the students and have one student act as the conductor while the others play their instruments.

For further activities, refer to ACTIVITIES TABLE OF CONTENTS under the following components:

Muscle Strength Muscle Endurance Flexibility Balance Coordination

MAINTENANCE OF POSTURE – LEVEL 3

Where Do You Want To Go?

Annual Goal: Maintain an erect, functional (sitting/standing) position with or without assistive devices.

Why Might The Student Be Performing At This Level?

A student may be having difficulties due to:

- 1) abnormal muscle tone
- 2) limited muscular strength
- 3) limited static balance
- 4) limited flexibility (range of motion)

What Might You Do To Improve Performance?

Short-Term Instructional Objectives:

- 1) Maintain an erect posture with or without assistive devices for 50 seconds with or without physical assistance.
- 2) Maintain an erect posture with or without assistive devices for 60 seconds with or without physical assistance.

How Might You Do It?

Activities: To improve strength, balance, and flexibility to maintain an erect (functional) sitting or standing posture.

EXAMPLE ACTIVITY – ELEMENTARY, JR. HIGH SCHOOL

Name	Bombs Away
Equipment	Bean bags, buckets or boxes
Formation	Individual
Procedure	Each student is given a bean bag. Students are either in a standing or sitting position. The teacher directs the students to place the bean bag on their head and on the command, “Bombs Away” tilt their head forward to drop the bean bag in the bucket in front of them. The teacher may have to give physical assistance to each student by placing the bean bag on their heads.
Variations	The teacher may have the students place the bean bags on various parts of their body (shoulder, elbow, knee, etc.).

For further activities, refer to ACTIVITIES TABLE OF CONTENTS under the following components:

Strength

Balance

Flexibility

MAINTENANCE OF POSTURE – LEVEL 4

Where Do You Want To Go?

Annual Goal: Maintain an erect, functional (sitting/standing) position with or without assistive devices.

Why Might The Student Be Performing At This Level?

A student may be having difficulties due to:

- 1) limited coordination
- 2) limited muscular strength
- 3) limited endurance
- 4) limited static balance

What Might You Do To Improve Performance?

Short-Term Instructional Objectives:

- 1) Maintain an erect posture with or without assistive devices for 60 or more seconds with minimal physical assistance.
- 2) Maintain an erect posture with or without assistive devices for 60 or more seconds without physical assistance.

How Might You Do It?

Activities: To improve coordination, muscular strength, endurance, and balance to maintain an erect (functional) sitting or standing position.

EXAMPLE ACTIVITIES – ELEMENTARY, JR. HIGH SCHOOL

Name	Earthquake
Equipment	Vestibular board (balance board)
Formation	Individual
Procedure	The teacher works with one student at a time. The student stands or sits on the vestibular board with physical assistance from the teacher. The vestibular board is slowly rocked back and forth. The student should shift his/her weight to maintain balance.
Variations	The teacher may use a trampoline or a hollow barrel with the student straddle-sitting on top if a vestibular board is not available. Students may also kneel, 4-point stand, etc. on the vestibular board.

For further activities, refer to ACTIVITIES TABLE OF CONTENTS under the following components:

Static Balance

Coordination

Strength

PRE-STRIKE – LEVEL 1

Where Do You Want To Go?

Annual Goal: To improve fundamental motor patterns.

Why Might The Student Be Performing At This Level?

A student might be having difficulties due to:

- 1) limited strength
- 2) limited coordination in large muscle groups
(Note: this may be due to abnormal muscle tone and indicating possible consultation with the related therapies)
- 3) limited flexibility

What Might You Do To Improve Performance?

Short-Term Instructional Objectives:

- 1) Student will demonstrate initial arm movement toward shoulder with assistance.
- 2) Student will hold arm above shoulder with assistance for 10 seconds.

How Might You Do It?

Activities: To improve flexibility, coordination, and muscular strength to develop the beginning motor patterns for the strike.

EXAMPLE ACTIVITY – ELEMENTARY, JR. HIGH SCHOOL

Name	Pop-Up
Equipment	Balloons, string
Formation	Individual
Procedure	Balloons are tied and hung waist height from overhead support. The students sit or stand in front of a balloon. On the command “Pop-Up” the students swing their arm underhand and strike the balloon. Physical assistance will probably be needed to initiate the swinging pattern. The arm swing should be similar to a bowling swing, underhand pendular motion.
Variation	Nerf balls may be used.

For further activities, refer to ACTIVITIES TABLE OF CONTENTS under the following components:

Muscular Strength

Coordination

Flexibility

PRE-STRIKE – LEVEL 2

Where Do You Want To Go?

Annual Goal: To improve fundamental motor patterns.

Why Might The Student Be Performing At This Level?

A student might be having difficulties due to:

- 1) limited strength
- 2) limited coordination of large muscle groups
- 3) limited flexibility (range of motion)

What Might You Do To Improve Performance?

Short-Term Instructional Objectives:

- 1) Student will assist in raising arm toward shoulder.
- 2) Student will raise arm above shoulder without assistance.

How Might You Do It?

Activities: To improve flexibility, coordination, and strength to develop the beginning motor patterns of the strike.

EXAMPLE ACTIVITY – ELEMENTARY, JR. HIGH, SR. HIGH SCHOOL

Name	Windmill
Equipment	None
Formation	Individual
Procedure	This activity may be used as a flexibility warm-up skill. The teacher explains and demonstrates the “Windmill” by rotating arms in large circles swinging the arm from the side of the body up to the front and over the head back down to the side. The students will imitate this motion going slowly first and gradually increasing speed as skill increases. The teacher may have to give assistance to raise the arm above the shoulder.

For further activities, refer to ACTIVITIES TABLE OF CONTENTS under the following components:

Flexibility

Strength

Coordination

PRE-STRIKE – LEVEL 3

Where Do You Want To Go?

Annual Goal: To improve fundamental motor patterns.

Why Might The Student Be Performing At This Level?

A student may be having difficulties due to:

- 1) limited strength
- 2) limited coordination of large muscle groups
- 3) limited flexibility (range of motion)

What Might You Do To Improve Performance?

Short-Term Instructional Objectives:

- 1) Student will raise arm above shoulder and maintain position with assistance.
- 2) Student will demonstrate one-hand chopping action with assistance.

How Might You Do It?

Activities: To improve flexibility, coordination, and strength to develop the initial steps of the striking pattern.

EXAMPLE ACTIVITY – ELEMENTARY, JR. HIGH, SR. HIGH SCHOOL

Name	One-Handed Raise the World
Equipment	Towel, pillow case or small parachute
Formation	Individual
Procedure	The object is for the student to use one hand to raise the towel or his/her end of the parachute up and over their shoulder. The teacher should encourage, guide, or prompt the student to insure the movements resemble raising the arm above the shoulder.
Variations	1) Depending upon the available ranges of motion, two students may work together by either: a) holding opposite ends of the towel or parachute and alternately “raising the world,” or (b) holding the same side of the towel or parachute, and performing the task simultaneously. 2) Facing each other, one student may raise towel to imitate wind-up for an overhead throw and partner can then pull towel back to imitate the wind-up for an underhand throw.

For further activities, refer to ACTIVITIES TABLE OF CONTENTS under the following components:

Flexibility Strength Coordination

PRE-STRIKE – LEVEL 4

Where Do You Want To Go?

Annual Goal: To improve fundamental motor patterns.

Why Might The Student Be Performing At This Level?

A student may be having difficulties due to:

- 1) limited strength
- 2) limited coordination
- 3) limited flexibility (range of motion)

What Might You Do To Improve Performance?

Short-Term Instructional Objectives:

- 1) Student will demonstrate one-hand chopping action with minimum assistance.
- 2) Student will raise arm above shoulder and demonstrate one-hand chopping action with minimum assistance.

How Might You Do It?

Activities: To improve flexibility, coordination, and strength to develop the initial stages of the striking pattern.

EXAMPLE ACTIVITY – ELEMENTARY, JR. HIGH SCHOOL

Name	Keep It Moving
Equipment	Balloon or ball suspended overhead
Formation	Small groups
Procedure	With the suspended ball in the center of the group, the teacher encourages the students to use an underhand striking pattern to strike the ball. The object of this game is to keep the ball moving. Can the students keep the ball moving for 1 minute? 2 minutes?
Variations	<ol style="list-style-type: none">1. Move the balloon or ball to the beat of a drum or to music.2. Hit the balloon or ball to music emphasizing fast or slow hits and/or high or low hits according to the music.3. Use other body parts to keep the ball moving.4. As skill improves, use a ball that is not suspended.

For further activities, refer to ACTIVITIES TABLE OF CONTENTS under the following components:

Flexibility

Strength

Coordination

PRE-CATCH – LEVEL 1

Where Do You Want To Go?

Annual Goal: To improve fundamental motor patterns.

Why Might A Student Be Performing At This Level?

A student might be having difficulties due to:

- 1) limited flexibility
- 2) limited balance
- 3) limited coordination (NOTE: this may be due to abnormal muscle tone, possibly indicating consultation with related therapies)

What Might You Do To Improve Performance?

Short-Term Instructional Objectives:

- 1) Student will demonstrate initial arm movement with assistance.
- 2) Student will hold arms in front of body for 10 seconds with assistance.

How Might You Do It?

Activities: To improve flexibility, balance, and coordination to develop the beginning motor patterns of the catch.

EXAMPLE ACTIVITY – ELEMENTARY

Name	Incline Roll
Equipment	Incline mat, 6” Nerf ball
Formation	Student seated at bottom on incline mat
Procedure	The student will sit at the bottom of an incline mat with legs straddled or crossed. The teacher will release the ball so it rolls to the student. Teacher may assist student to raise arms to trap ball.
Variations	Use different size balls, balls with noise makers for visually impaired students.

For further activities, refer to ACTIVITIES TABLE OF CONTENTS under the following components:

Flexibility

Balance

Coordination

PRE-CATCH – LEVEL 2

Where Do You Want To Go?

Annual Goal: To improve fundamental motor patterns.

Why Might The Student Be Performing At This Level?

A student may be having difficulties due to:

- 1) limited flexibility (range of motion)
- 2) limited balance
- 3) limited coordination

What Might You Do To Improve Performance?

Short-Term Instructional Objectives:

- 1) Demonstrate arms in front of body without assistance.
- 2) Demonstrate eye-contact/hands or arms move toward object.

How Might You Do It?

Activities: To improve flexibility, balance, and coordination to develop the initial motor patterns of the catch.

EXAMPLE ACTIVITY – ELEMENTARY

Name	Roller Rock
Equipment	Small ball, modified teeter-totter (see-saw)
Formation	Student is seated at a desk or table
Procedure	Teacher will tip the see-saw so the ball rolls back and forth. This will encourage the student to follow the ball. The teacher can stand behind the student and help raise his/her hand to stop the ball.
Variations	See-Saw can be made from wood or cardboard. See illustration below.



Make sure ends are closed so the ball doesn't have to be chased.

For further activities, refer to ACTIVITIES TABLE OF CONTENTS under the following components:

Flexibility

Balance

Coordination

PRE-CATCH – LEVEL 3

Where Do You Want To Go?

Annual Goal: To improve fundamental motor patterns.

Why Might The Student Be Performing At This Level?

A student may be having difficulties due to:

- 1) limited flexibility (range of motion)
- 2) limited balance
- 3) limited coordination (ability to motor plan)

What Might You Do To Improve Performance?

Short-Term Instructional Objectives:

- 1) Demonstrate eye contact, hands move toward object.
- 2) Demonstrate stopping or trapping a moving object.

How Might You Do It?

Activities: To improve flexibility, balance, and coordination to develop the initial motor pattern of the catch.

EXAMPLE ACTIVITY – ELEMENTARY

Name	Cat and Mouse
Equipment	Table top or stack of mats, 6” Nerf ball
Formation	Student is seated at table top
Procedure	Teacher will bat a ball back and forth <u>slowly</u> between his/her hands and encourage student to stop the ball from moving. If an aide is available, they might bat the ball while teacher lifts student’s hands to stop the ball.
Variations	Use different sized balls.

For further activities, refer to ACTIVITIES TABLE OF CONTENTS under the following components:

Flexibility

Balance

Coordination

PRE-CATCH – LEVEL 4

Where Do You Want To Go?

Annual Goal: To improve fundamental motor patterns.

Why Might The Student Be Performing At This Level?

A student may be having difficulties due to:

- 1) limited flexibility (range of motion)
- 2) limited balance
- 3) limited coordination (ability to motor plan)

What Might You Do To Improve Performance?

Short-Term Instructional Objectives:

- 1) Demonstrate stopping or trapping a moving object.
- 2) Demonstrate trapping a moving object with the hands.

How Might You Do It?

Activities: To improve flexibility, balance, and coordination to develop a mature catching pattern.

EXAMPLE ACTIVITY – ELEMENTARY, JR. HIGH SCHOOL

Name	The Pendulum Swing
Equipment	String, whiffle balls
Formation	Student stands or is seated
Procedure	The teacher pushes the ball (which is tied to anything hanging from the ceiling) to the student who must reach out and try to stop or trap the ball with his/her hand. Teacher may have to help student raise hand to stop or trap the ball.
Variations	Any type of object may be hung such as rattles, larger balls, tether balls, etc.

For further activities, refer to ACTIVITIES TABLE OF CONTENTS under the following components:

Flexibility

Balance

Coordination

PRE-KICK – LEVEL 1

Where Do You Want To Go?

Annual Goal: The student will demonstrate minimum movement toward a kicking pattern.

Why Might A Student Be Performing At This Level?

A student might be having difficulties due to:

- 1) limited balance
- 2) limited flexibility
- 3) limited coordination of large muscle groups (NOTE: this may be due to abnormal muscle tone and indicating possible consultation with related therapists.)

What Might You Do To Improve Performance?

Short-Term Instructional Objectives:

- 1) Student will demonstrate minimum leg movement with assistance.
- 2) Student will demonstrate flexion and extension of the hip or knee with assistance.

How Might You Do It?

Activities: To improve flexibility, balance, and coordination to develop the beginning motor patterns leading to the skill of kicking.

EXAMPLE ACTIVITY – ELEMENTARY, JR. HIGH SCHOOL

Name	The Swinger
Equipment	Mat
Formation	Standing or lying
Procedure	Have student stand with non-dominant side about an arm's length away from a wall. Place hand on wall and have student swing leg forward and backward. If the student is not ambulatory, have him/her on a mat on the non-dominant side and swing top leg back and forth. Teacher may assist in moving leg back and forth. Teacher may assist in moving leg back and forth or for balance.

For further activities, refer to ACTIVITIES TABLE OF CONTENTS under the following components:

Flexibility

Balance

Coordination

PRE-KICK – LEVEL 2

Where Do You Want To Go?

Annual Goal: To improve fundamental motor patterns.

Why Might The Student Be Performing At This Level?

A student may be having difficulties due to:

- 1) limited balance
- 2) limited flexibility
- 3) limited coordination of large leg muscles
- 4) limited strength

What Might You Do To Improve Performance?

Short-Term Instructional Objectives:

- 1) Demonstrate hip or knee flexion.
- 2) Demonstrate hip or knee extension and ball contact.

How Might You Do It?

Activities: To improve balance, flexibility, coordination, and strength to develop the initial motor patterns of the kick.

EXAMPLE ACTIVITY – ELEMENTARY

Name	Giants
Equipment	None
Formation	Scattered
Procedure	Instruct student that today they will be considered giants and everything must be done in a big way. The student must take giant steps to walk, etc. (Demonstrate if necessary). Build up a whole story around walking like a giant. Teachers may assist students with balance. Seated students may act out taking giant steps by making all their movements at the knee.
Variations	Put story to music, allow students to suggest what giants might do.

For further activities, refer to ACTIVITIES TABLE OF CONTENTS under the following components:

Balance Flexibility Coordination Strength

PRE-KICK – LEVEL 3

Where Do You Want To Go?

Annual Goal: To improve fundamental motor patterns.

Why Might The Student Be Performing At This Level?

A student may be having difficulties due to:

- 1) limited balance
- 2) limited flexibility
- 3) limited coordination (ability to motor plan)
- 4) limited strength

What Might You Do To Improve Performance?

Short-Term Instructional Objectives:

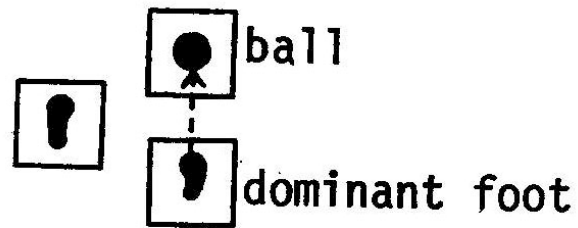
- 1) Will demonstrate hip or knee extension and ball contact.
- 2) Will demonstrate hip or knee flexion and extension and ball contact.

How Might You Do It?

Activities: To improve balance, flexibility, coordination, and strength to develop the initial motor patterns of the kick.

EXAMPLE ACTIVITY – ELEMENTARY, JR. HIGH, SR. HIGH SCHOOL

Name	Box Kick
Equipment	Tape, balls
Formation	Staggered stance for each student
Procedure	Mark 3 squares on the floor with tape. Have 2 squares on the dominant side of the student. (see example below) Place a ball in the center of front square. Have student place non-dominant foot in single square and dominant foot in back square. The student must bring foot from back square to front square and try to move the ball out of the square.
Variations	Vary distance between boxes.



For further activities, refer to ACTIVITIES TABLE OF CONTENTS under the following components:

Balance

Flexibility

Coordination

Strength

PRE-KICK – LEVEL 4

Where Do You Want To Go?

Annual Goal: To improve fundamental motor patterns.

Why Might The Student Be Performing At This Level?

A student may be having difficulties due to?

- 1) limited balance
- 2) limited flexibility
- 3) limited coordination (ability to motor plan)

What Might You Do To Improve Performance?

Short-Term Instructional Objectives:

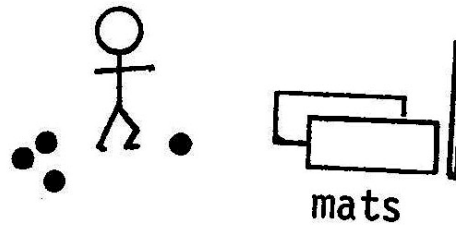
- 1) Demonstrate hip or knee flexion and extension and ball contact.
- 2) Demonstrate increase in strength of kick or contact with the ball.

How Might You Do It?

Activities: To improve balance, flexibility, coordination, and strength to develop a mature level of the kick.

EXAMPLE ACTIVITY – ELEMENTARY, JR. HIGH, SR. HIGH SCHOOL

Name	Kick-Back
Equipment	Playground balls, mats
Formation	Standing or sitting
Procedure	Have student stand approximately 10-feet from a wall. Place mats on edge to form dividers. Have the student kick the ball as hard as possible to the wall so it will bounce back to the student. Have a few balls available in case the ball goes around the student. (see example below)
Variations	Vary distances to wall, width of mats (especially for students who are seated), and the number of balls.



For further activities, refer to ACTIVITIES TABLE OF CONTENTS under the following components:

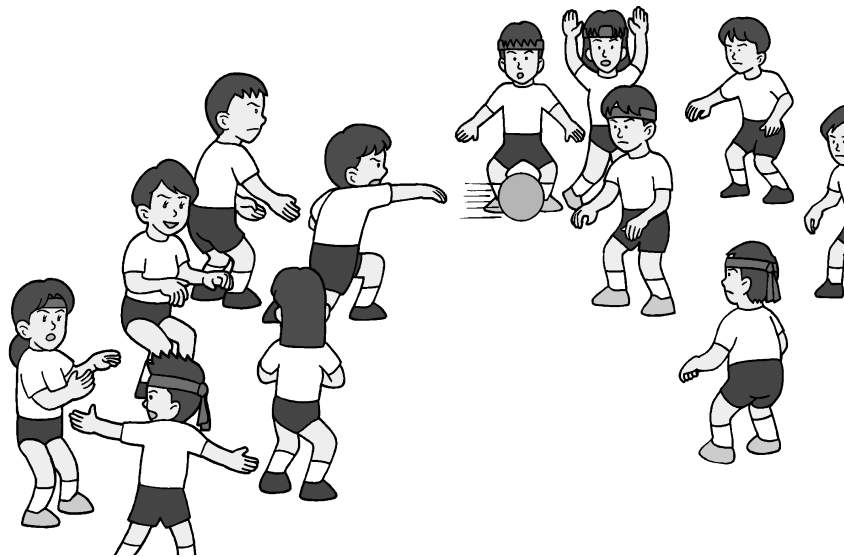
Balance

Flexibility

Coordination

Strength

ACTIVITIES



LEVEL 1 - ELEMENTARY

Test Item	20-Foot Dash
Learner Outcome	To improve strength, coordination, and power by traveling 20 feet in less than 20 seconds.
Suggested Activity	Partner Push
Equipment	Scooters
Formation	Partners, small groups
Procedure	Arrange students in small groups of two or three. One student is designated as the pusher while another student sits on the scooter. The task requires the pusher to move his/her partner forward at least 20 feet, then exchange positions and return. After several minutes of work, the teacher could arrange students into teams and initiate a relay.

1

LEVEL 1 – ELEMENTARY, JR. HIGH SCHOOL

Test Item	20-Foot Dash
Learner Outcome	To improve strength, coordination, and power for traveling 20 feet in less than 20 seconds.
Suggested Activity	Scooter Target
Equipment	Scooters
Formation	Individual
Procedure	Arrange students on scooters in sitting position. Wheel-chair students may lie on 1 or 2 scooters. At a designated spot, cue students to “push” as hard as possible using one thrust to cause the scooter to coast. The teacher should keep a record of the distances traveled. Record the best of three attempts.
Variation	Teacher might have student carry a heavy object, (e.g., medicine ball, as they move their scooters).

2

LEVEL 1 – ELEMENTARY, JR. HIGH, SR. HIGH SCHOOL

Test Item	20-Foot Dash/30-Yard Dash
Learner Outcome	To improve flexibility, speed, endurance, agility, and coordination by traveling 20 feet in less than 20 seconds.
Suggested Activity	Shuttle Run
Equipment	Bean bags
Formation	Small teams
Procedure	With students in small teams, designate a starting line and place bean bags 15 to 20 feet away. The students are shown how to perform a shuttle run. The first student runs down, gets one bean bag and returns to his/her team. The second student runs down and returns the bean bag and runs back to the starting line. This procedure is continued until everyone has had a turn to run. This activity may be modified for wheelchair students by placing bean bags on chairs, table tops, or bench tops.
Variation	Activity may be conducted by having students hop, jump, creep, or walk instead of run.

3

LEVEL 11 - ELEMENTARY

Test Item	20-Foot Dash/30-Yard Dash
Learner Outcome	To improve flexibility, coordination, and speed by traveling 20 feet in 15 seconds or less.
Suggested Activity	Frozen Tag (Gallahue, 1976)
Equipment	None
Formation	Scattered
Procedure	One student is designated “It” and chases the other players. If a player is tagged, he becomes “It.” A player may “freeze” to avoid being tagged. Wheelchair students may be included by having all students move in slow motion when wheelchair student is “it”, or all students use scooters.
Variation	Students may squat, stand on a line, lean against a wall, etc. rather than “freeze.” Wheelchair students may be allowed to throw Nerf balls or small playground balls to tag the other students.

4

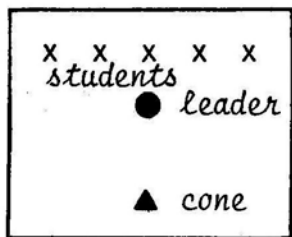
LEVEL 11 - ELEMENTARY

Test Item	20-Foot Dash
Learner Outcome	To improve muscular endurance, flexibility, coordination and speed to travel 20 feet in 15 seconds or less.
Suggested Activity	Movement Relay
Equipment	None
Formation	Teams
Procedure	Mark off distance to be traveled. Cue students to move as fast as possible to designated distance and return. Students must use different locomotor movements each time they run the relay. Cue students to by jumping, leaping, or hopping. Teams that move the fastest are the winners.

5

LEVEL 111 - ELEMENTARY

Test Item	20-Foot Dash
Learner Outcome	To improve muscular strength, coordination, power, and speed to aid in developing the ability to travel 20 feet in 10 seconds or less.
Suggested Activity	Race Ball
Equipment	Playground ball, cone
Formation	None



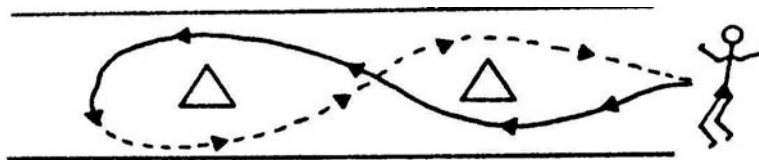
Arrange students in single files with a leader positioned in front facing the players (see diagram). The leader tosses a ball to the first student. The student catches the ball, throws it back to the leader, then runs to the cone placed 20-30 feet away. The student goes around the cone and returns to his/her starting place and sits down. The leader then tosses the ball to the next person in line and the entire procedure is repeated until everyone is sitting. Wheelchair students move themselves around the cones.

Variation	Students can elect to carry the ball while running the course. Various size balls may be used for tossing.
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6

LEVEL IV – ELEMENTARY, JR. HIGH SCHOOL

Test Item	20-Foot Dash/30-Yard Dash
Learner Outcome	To improve coordination, speed, agility, and muscular endurance by traveling 20 feet in 10 seconds or less.
Suggested Activity	Advanced Shuttle Run
Equipment	Cones, bean bags, stopwatch
Formation	Teams
Procedure	With students in small teams, a starting line is designated and bean bags are placed 30-40 feet away. Two traffic cones are placed between starting line and the bean bags. The first student runs down, zig-zagging between traffic cones, gets one bean bag and returns to his/her team. The second student runs down, returns the bean bag and runs back to the starting line. This procedure is continued until everyone has had a turn to run. Wheelchair students may participate by placing bean bags on chairs, table tops, or bench tops.



7

LEVEL IV – ELEMENTARY, JR. HIGH SCHOOL

Test Item	20-Foot Dash/30-Yard Dash
Learner Outcome	To improve coordination, speed, and muscular endurance by traveling 20 feet in 10 seconds or less.
Suggested Activity	Animal Chase
Equipment	None
Formation	Two areas marked “PEN”
Procedure	Two “pens” are marked in opposite corners of the play area. All players except one, designated as the “chaser” are positioned in one pen. Each player is given the name of an animal (e.g., bear, deer, fox). When the “chaser” calls “bear” all of the bears attempt to move across the play area to the other pen. Any player tagged by the “chaser” changes positions and becomes the new “chaser.”
Variation	Vary distance between pens; move like the animal; use names of cars, sports teams, birds, and so forth, or use more than 2 pens.

8

ACTIVITIES

Suggested Grade Level:

E – Elementary

J – Jr. High School

S – Sr. High School

<u>Name</u>	<u>Grade</u>	<u>Level</u>	<u>Act No.</u>	<u>Name</u>	<u>Grade</u>	<u>Level</u>	<u>Act No.</u>
AGILITY				Advanced Shuttle Run		EJ	4 7
Shuttle Run	EJS	1	3	Animal Chase	EJ	4	8
Advanced Shuttle	EJ	4	7	Parachute “Pop Corn”	EJ	1	10
Hop Step	EJ	2	17	Explosion	EJ	1	11
Obstacle Dodge Ball	EJ	2	18	Point Serve I	JS	1	20
				3-Pin Bowling	JS	1	21
				Circle Dodge Ball	EJS	1	23
				Bean Bag Relay	E	2	24
				Balloon Badminton	EJ	2	27
				The Circus	E	2	28
				Island Toss	E	3	29
				Floor Hockey	EJS	3	30
				Bombardment	S	4	31
				Racquetball Ricochet	S	3	32
				Tee Ball Baseball	EJ	2	33
				No Swing Baseball	EJS	4	36
				Clear The Kitchen	EJ	4	37
				Tire Roll	EJS	4	38
				Volleyball Serve	JS	3	39
				Basketball Pass	JS	3	40
				Roll Out The Barrell	E	1	41
				Creeper Ball	E	2	43
				Hot Potato	E	2	44
				Balloon Volley	EJS	3	45
				Newcomb	EJ	3	46
				Break Out	JS	2	47
				Over-Under	J	3	48
				Floor Volleyball	JS	4	49
				Chalk It Up	JS	3	50
				Hoop Bounce	E	4	51
				Sweep It Up	E	1	52
				Add’em Up	EJ	2	53
				Rebound	EJ	3	54
				Two-Base Baseball	E	4	55
				Baseball	EJS	4	56
				Mini Putt	JS	3	57
				Field Goals	S	4	58
				The Soccer Weave	JS	4	59
				Running Bases	JS	4	60
				5 Passes	JS	4	61
				Team Jump-a-thon	JS	3-4	62
				Inclined Relay	E	1	63
				Tight Rope	E	2	64
BALANCE							
Circle Doge Ball	EJS	1	23				
Bean Bag Relay	E	2	24				
The Circus	E	2	28				
Island Toss	E	3	29				
Floor Hockey	EJS	3	30				
Schmerltz	EJ	3	34				
Whooping	E	2	35				
Basketball Pass	JS	3	40				
Hoop Catch	E	1	42				
Creeper Ball	E	2	43				
Break Out	JS	2	47				
Sweep It Up	E	1	52				
Team Jump-a-thon	JS	3-4	62				
Inclined Relay	E	1	63				
Tight Rope	E	2	64				
Huntsman	E	3	65				
Jump the Shot	EJ	2	71				
Island Jump	E	2	72				
“500”	EJ	3	77				
3-Man Soccer	EJS	4	78				
CARDIO-VASCULAR							
Mini Marathon	JS	3-4	19				
Fitness Course	JS	2	22				
COORDINATION							
Partner Push	E	1	1				
Scooter Target	EJ	1	2				
Shuttle Run	EJS	1	3				
Frozen Tag	E	2	4				

<i>Movement Relay</i>	<i>E</i>	2	5	<i>Hunstman</i>	<i>E</i>	3	65
<i>Race Ball</i>	<i>E</i>	3	6	<i>Leap Frog</i>	<i>E</i>	1	67
<i>Parachute Play -</i>				<i>Drummers</i>	<i>E</i>	1	67
<i>Making Waves</i>	<i>EJ</i>	2	68	<i>Explosion</i>	<i>EJ</i>	1	11
<i>Wheelchair</i>				<i>Crab Soccer</i>	<i>EJS</i>	3	12
<i>Olympics-30</i>				<i>Seal Crawl</i>	<i>E</i>	2	13
<i>Yard Dash</i>	<i>EJS</i>	3	69	<i>Wheel Barrow</i>	<i>JS</i>	2	15
<i>Wheelchair Trek</i>	<i>EJS</i>	4	70	<i>Mini Marathon</i>	<i>JS</i>	1	20
<i>Jump the Shot</i>	<i>EJ</i>	2	71	<i>Point Serve I</i>	<i>JS</i>	1	21
<i>Island Jump</i>	<i>E</i>	2	72	<i>3-Pin Bowling</i>	<i>JS</i>	1	22
<i>Jump Relay</i>	<i>EJS</i>	3	73	<i>Fitness Course</i>	<i>JS</i>	2	22
<i>Keep it Up</i>	<i>E</i>	1	74	<i>Circle Dodgeball</i>	<i>EJS</i>	1	23
<i>Cage Ball Crab</i>				<i>Bean Bag Relay</i>	<i>E</i>	2	24
<i>Soccer</i>	<i>EJ</i>	2	75	<i>Scooter Pull</i>	<i>E</i>	1	25
<i>Music Ball</i>	<i>E</i>	2	76	<i>Streamers-Imitation</i>	<i>E</i>	1	26
<i>“500”</i>	<i>EJ</i>	3	77	<i>Balloon Badminton</i>	<i>EJ</i>	2	27
<i>3-Man Soccer</i>	<i>EJS</i>	4	78	<i>The Circus</i>	<i>E</i>	2	28
<i>1-Pin Bowling</i>	<i>JS</i>	4	79	<i>Island Toss</i>	<i>E</i>	3	29
<i>Point Serve II</i>	<i>JS</i>	2	80	<i>Bombardment</i>	<i>S</i>	4	31
<i>Rocky</i>	<i>JS</i>	4	81	<i>Racquetball Ricochet</i>	<i>S</i>	3	32
				<i>Tee Ball Baseball</i>	<i>EJ</i>	2	33
				<i>Whopping</i>	<i>E</i>	2	35
				<i>Roll Out the Barrel</i>	<i>E</i>	1	41
				<i>Hoop Catch</i>	<i>E</i>	1	42
ENDURANCE				<i>Sweep It Up</i>	<i>E</i>	1	52
<i>Shuttle Run</i>	<i>EJS</i>	1	3	<i>Add’em Up</i>	<i>EJ</i>	2	53
<i>Movement Relay</i>	<i>E</i>	2	5	<i>Rebound</i>	<i>EJ</i>	3	54
<i>Animal Chase</i>	<i>EJ</i>	4	8	<i>Mini Putt</i>	<i>JS</i>	3	57
<i>Parachute</i>				<i>Inclined Relay</i>	<i>E</i>	1	63
<i>“Mushroom”</i>	<i>E</i>	1	9	<i>Tight Rope</i>	<i>E</i>	2	64
<i>Explosion</i>	<i>EJ</i>	1	11	<i>Leap Frog</i>	<i>E</i>	1	66
<i>Crab Soccer</i>	<i>EJS</i>	3	12	<i>Island Jump</i>	<i>E</i>	2	72
<i>Seal Crawl</i>	<i>E</i>	2	13	<i>Keep It Up</i>	<i>E</i>	1	74
<i>Tug of War</i>	<i>EJS</i>	4	14	<i>Cage Ball Crab Soccer</i>	<i>EJ</i>	2	75
<i>Wheel Barrow</i>	<i>JS</i>	2	15	<i>Music Ball</i>	<i>E</i>	2	76
<i>Indian Wrestling</i>	<i>JS</i>	3	16	<i>“500”</i>	<i>EJ</i>	3	77
<i>Mini Marathon</i>	<i>JS</i>	3-4	19	<i>3-Man Soccer</i>	<i>EJS</i>	4	78
<i>Fitness Course</i>	<i>JS</i>	2	22	<i>1-Pin Bowling</i>	<i>JS</i>	4	79
<i>Drummers</i>	<i>E</i>	1	67	<i>Point Serve II</i>	<i>JS</i>	2	80
<i>Parachute Play-</i>							
<i>Making Waves</i>	<i>EJ</i>	2	68				
<i>Wheelchair</i>							
<i>Olympics- 30</i>							
<i>Yard Dash</i>	<i>EJS</i>	3	69	POWER			
<i>Wheelchair Trek</i>	<i>EJS</i>	4	70	<i>Partner Push</i>	<i>E</i>	1	1
<i>Music Ball</i>	<i>E</i>	2	76	<i>Scooter Trek</i>	<i>EJ</i>	1	2
				<i>Race Ball</i>	<i>E</i>	3	6
FLEXIBILITY				<i>Chalk It Up</i>	<i>JS</i>	3	50
<i>Shuttle Run</i>	<i>EJS</i>	1	3	<i>Jump The Shot</i>	<i>EJ</i>	2	71
<i>Frozen Tag</i>	<i>E</i>	2	4	<i>Island Jump</i>	<i>E</i>	2	72
<i>Movement Relay</i>	<i>E</i>	2	5	<i>Jump Relay</i>	<i>EJS</i>	3	73

Parachute "Mushrooms"	E	1	9
Parachute "Popcorn"	EJ	1	10

SPEED

Shuttle Run	EJS	1	3
Frozen Tag	E	2	4
Movement Relay	E	2	5
Race Ball	E	3	6
Advanced Shuttle Run	EJ	4	7
Animal Chase	EJ	4	8

STRENGTH

Partner Push	E	1	1
Scooter Target	EJ	1	2
Race Ball	E	3	6
Parachute "Mushrooms"	E	1	9
Parachute "Popcorn"	EJ	1	10
Explosion	EJ	1	11
Crab Soccer	EJS	3	12
Seal Crawl	E	2	13
Tug of War	EJS	4	14
Wheel Barrow	JS	2	15
Indian Wrestling	JS	3	16
Mini Marathon	JS	3-4	19
Point Serve	JS	1	20
3-Pin Bowling	JS	1	21
Fitness Course	JS	2	22
Streamers – Imitation	E	1	26
Floor Hockey	EJS	3	30
Bombardment	S	4	31
Team Jump-a-Thon	JS	3-4	62
Leap Frog	E	1	66
Drummers	E	1	67
Parachute Play- Making Waves	EJ	2	68
Wheelchair Olympics			
30-Yard Dash	EJS	3	69
Wheelchair Trek	EJS	4	70
Cageball			
Crab Soccer	EJ	2	75
1-Pin Bowling	JS	4	79
Point Serve II	JS	2	80

20-FOOT DASH

Partner Push	E	1	1
Scooter Target	EJ	1	2
Shuttle Run	EJS	1	3
Frozen Tag	E	2	4
Movement Relay	E	2	5
Race Ball	E	3	6
Advanced Shuttle Run	EJ	4	7
Animal Chase	EJ	4	8

30 YARD DASH

Shuttle Run	EJS	1	3
Frozen Tag	E	2	4
Animal Chase	EJ	4	8

PUSH-UPS

Parachute "Mushrooms"	E	1	9
Parachute "Popcorn"	EJ	1	10
Explosion	EJ	1	11
Crab Soccer	EJS	3	12
Seal Crawl	E	2	13
Tug of War	EJS	4	14
Wheel Barrow	JS	2	15
Indian Wrestling	JS	3	16
Fitness Course	JS	2	22

AGILITY RUN

Hop Step	EJ	2	17
Obstacle Dodge Ball	EJ	2	18

5-MINUTE WALK/RUN

Mini Marathon	JS	3-4	19
Fitness Course	JS	2	22

THROWING (includes wheelchair activities)

Point Serve	JS	1	20
3-Pin Bowling	JS	1	21
Circle Dodgeball	EJS	1	23
Bean Bag Relay	E	2	24
Scooter Pull	E	1	25
Streamers-Imitation	E	1	26
Balloon Badminton	EJ	2	27
The Circus	E	2	28
Island Toss	E	3	29
Bombardment	S	4	31
Tee Ball Baseball	EJ	2	33
Schmerltz	EJ	3	34
Whopping	E	2	35
No. Swing Baseball	EJS	4	36

<i>Clear the Kitchen</i>	<i>EJ</i>	4	37
<i>Tire Roll</i>	<i>EJS</i>	4	38
<i>Volleyball Serve</i>	<i>JS</i>	3	39
<i>Basketball Pass</i>	<i>JS</i>	3	40
<i>1-Pin Bowling</i>	<i>JS</i>	4	79
<i>Point Serve II</i>	<i>JS</i>	2	80

CATCHING

<i>Roll Out the Barrel</i>	<i>E</i>	1	41
<i>Hoop Catch</i>	<i>E</i>	1	42
<i>Creeper Ball</i>	<i>E</i>	2	43
<i>Hot Potato</i>	<i>E</i>	2	44
<i>Balloon Walking</i>	<i>EJS</i>	3	45
<i>Newcomb</i>	<i>EJ</i>	3	46
<i>Break Out</i>	<i>JS</i>	2	47
<i>Over-Under</i>	<i>J</i>	3	48
<i>Floor Volleyball</i>	<i>JS</i>	4	49
<i>Hoop Bounce</i>	<i>E</i>	4	51
<i>Running Bases</i>	<i>JS</i>	4	60
<i>5 Passes</i>	<i>JS</i>	4	61

STRIKING (includes wheelchair activities)

<i>Floor Hockey</i>	<i>EJS</i>	3	30
<i>Racquetball</i>			
<i>Ricochet</i>	<i>S</i>	3	32
<i>Sweep It Up</i>	<i>E</i>	1	52
<i>Add'em Up</i>	<i>EJ</i>	2	53
<i>Rebound</i>	<i>EJ</i>	3	54
<i>Two-Base</i>			
<i>Baseball</i>	<i>E</i>	4	55
<i>Baseball</i>	<i>EJS</i>	4	56
<i>Mini Putt</i>	<i>JS</i>	3	57

RUNNING (includes wheelchair activities)

<i>Inclined Relay</i>	<i>E</i>	1	63
<i>Tight Rope</i>	<i>E</i>	2	64
<i>Huntsman</i>	<i>E</i>	2	65
<i>Drummers</i>	<i>E</i>	1	67
<i>Parachute Play-</i>			
<i>Making Waves</i>	<i>EJ</i>	2	68
<i>Wheelchair</i>			
<i>Olympics-</i>			
<i>30 Yard Dash</i>	<i>EJS</i>	3	69
<i>Wheelchair</i>	<i>EJS</i>	4	70

JUMPING

<i>Chalk It Up</i>	<i>JS</i>	3	50
<i>Team Jump-a-thon</i>	<i>JS</i>	3-4	62
<i>Leap Frog</i>	<i>E</i>	1	66
<i>Jump The Shot</i>	<i>EJ</i>	2	71
<i>Island Jump</i>	<i>E</i>	2	72

<i>Jump Relay</i>	<i>EJS</i>	3	73
<i>Rocky</i>	<i>JS</i>	4	81

KICKING

<i>Field Goals</i>	<i>S</i>	4	58
<i>The Soccer Weave</i>	<i>JS</i>	4	59
<i>Keep It Up</i>	<i>E</i>	1	74
<i>Cageball Crab Soccer</i>	<i>EJ</i>	2	75
<i>Music Ball</i>	<i>E</i>	2	76
<i>"500"</i>	<i>EJ</i>	3	77
<i>3-Man Soccer</i>	<i>EJS</i>	4	78

TEAMWORK

<i>Partner Carry</i>	<i>JS</i>	2	82
<i>Match It</i>	<i>EF</i>	1-2-3	84
<i>Red Rover, Red Rover</i>	<i>E</i>	2	92
<i>Space Voyage</i>	<i>E</i>	3	93
<i>Barrel Relay</i>	<i>S</i>	3	97

FOLLOW RULES AND DIRECTIONS

<i>Fox and Squirrels</i>	<i>E</i>	3	83
<i>Match It</i>	<i>EJ</i>	1-2-3	84

IMPULSIVE BEHAVIOR

<i>Match It</i>	<i>EJ</i>	1-2-3	84
<i>Power Relay</i>	<i>E</i>	2-3	85
<i>Basketball</i>	<i>EJS</i>	3	86
<i>Smaug's Jewels</i>	<i>JS</i>	3	94

LEADERSHIP

<i>Match It</i>	<i>EJ</i>	1-2-3	84
<i>You Blew It</i>	<i>E</i>	1	87
<i>The Serpent</i>	<i>EJS</i>	2	88
<i>Catch the Dragon's Tail</i>	<i>JS</i>	2-3	95

SAFETY

<i>Match It</i>	<i>EJ</i>	1-2-3	84
<i>Knots</i>	<i>EJS</i>	2	89
<i>Made An Attempt</i>	<i>EJ</i>	1-2	90

SELF-CONCEPT

<i>Match It</i>	<i>EJ</i>	1-2-3	84
<i>Stand Up</i>	<i>EJS</i>	2	91
<i>Indian Baseball</i>	<i>J</i>	3	96

ROLLING

<i>Human Bowling</i>	<i>EJS</i>	2-3	113
<i>Knock Down</i>	<i>EJS</i>	2-3	114
<i>Assisted Segmental Log Roll</i>	<i>EJS</i>	2	118

CREEPING/CRAWLING

<i>Snake Squirm</i>	<i>EJS</i>	2	112
<i>Human Bowling</i>	<i>EJS</i>	2-3	113
<i>Knock Down</i>	<i>EJS</i>	2-3	114
<i>The Zoo</i>	<i>E</i>	2	119

WALKING/WHEELCHAIR MOBILITY

<i>Human Bowling</i>	<i>EJS</i>	2-3	113
<i>Knock Down</i>	<i>EJS</i>	2-3	114
<i>Human Croquet</i>	<i>EJS</i>	1	115

MAINTENANCE OF POSTURE

<i>Balloon Dodgeball</i>	<i>JS</i>	1-2	111
<i>Topple the Building</i>	<i>EJS</i>	1-2	
		3-4	116
<i>Grasp for the Gusto</i>	<i>EJS</i>	1-2	
		3-4	117
<i>Individual Contracts</i>	<i>J</i>	1-2	
		3-4	120

PRE-STRIKE

<i>Ramp Bowling</i>	<i>EJS</i>	2	98
<i>Target Ball</i>	<i>EJS</i>	4	102
<i>Team Target Ball</i>	<i>EJS</i>	1	103
<i>Balloon Keep Up</i>	<i>EJS</i>	2-3	104
<i>Mass Balloon</i>			
<i>Keep Up</i>	<i>EJS</i>	3	105
<i>Table Top Tennis</i>	<i>EJS</i>	4	107
<i>Table Bounce</i>	<i>EJS</i>	1	109
<i>Prone Strike</i>	<i>EJ</i>	2	121

PRE-CATCH

<i>Table Bowling</i>	<i>EJS</i>	2	100
<i>Balloon Catch</i>	<i>EJS</i>	2-3	106
<i>Table Pong</i>	<i>EJS</i>	4	108
<i>Grab for the Gusto</i>	<i>EJS</i>	1-4	117
<i>Hot Potato/Grenades</i>	<i>EJ</i>	3	123

PRE-KICK

<i>Kick Shuffleboard</i>	<i>EJS</i>	2-3	110
<i>Human Bowling</i>	<i>EJS</i>	2-3	113
<i>Knock Down</i>	<i>EJS</i>	2-3	114
<i>Earth Ball</i>	<i>E</i>	1	122

LEVEL 1 - ELEMENTARY

Test Item	Push-Up
Learner Outcome	To improve muscular strength, endurance, flexibility, and coordination by performing more than five push-ups.
Suggested Activity	Parachute “Mushrooms”
Equipment	Parachute
Formation	Circle
Procedure	Arrange students around parachute holding edge of chute with both hands. Students should raise arms slowly together to create the “mushrooms” with the chute. The teacher may suggest fast or slow movements for endurance work. Wheelchair students may participate easily by positioning the chair close to the parachute’s edge.
Variation	Students may work on one arm at a time while raising and lowering the chute. Students may raise the chute and hold it up momentarily to create a sustained mushroom.

9

LEVEL 1 – ELEMENTARY, JR. HIGH SCHOOL

Test Item	Push-Up
Learner Outcome	To improve flexibility, strength, and coordination by performing more than 5 push-ups.
Suggested Activity	Parachute “Popcorn”
Equipment	Parachute, small Nerf ball
Formation	Circle
Procedure	Arrange students around edge of chute holding with both hands. Students should move the chute up and down rapidly as the Nerf balls are tossed into the middle of the chute. Cue students to move their arms faster to make the balls sail higher. Wheelchair students may participate by positioning the chair close to the parachute’s edge.
Variation	Activities may be conducted using bean bags, small playground balls, balloons, shoes, or caps. Teacher might substitute more appropriate items for Jr. High to maintain student interest.

10

LEVEL 1 – ELEMENTARY, JR. HIGH SCHOOL

Test Item	Push-Up
Learner Outcome	To improve muscular strength, endurance, flexibility, and coordination by performing more than 5 push-ups.
Suggested Activity	Explosion
Equipment	Scooters, target area
Formation	Individual
Procedure	Mark target zones 2, 4, 6, and 8 feet from wall, worth 2, 4, 6, and 8 points, respectively. Place students on scooters on their stomach facing a wall. With their hands on the wall, instruct the students to bend their elbows and touch their nose to the wall. The teacher counts from 5 down to 1 and says “FIRE.” On “FIRE”, the students straighten their elbows and push themselves as far as they can. (Lay wheelchair students on more than one scooter). If the student’s scooter passes the 2-foot but not the 4-foot line, 2 points are earned. Allow 3 tries and the highest total wins.
Variation	Use legs or sit and use arms or legs.

11

LEVEL 111 – ELEMENTARY, JR. HIGH, SR. HIGH SCHOOL

Test Item	Push-Up
Learner Outcome	To improve muscular strength, endurance, and flexibility to perform 10 or more push-ups.
Suggested Activity	Crab Soccer
Equipment	Cage ball
Formation	Teams
Procedure	Arrange students into two teams at opposite ends of the activity area. Students assume the crab position by sitting on the floor and placing their hands beside their hips. Students raise trunk from the floor and shift weight to arms and feet. Those in wheelchairs may only be able to shift to arms. If unable to be removed from chair, student would practice wheeling through activity and striking with arms. Students remain in crab position and attempt to move the cage ball through the opponent’s goal using feet only.
Variation	Various size balls may be used instead of a cage ball. Balloons might be substituted.

12

LEVEL 11 - ELEMENTARY

Test Item	Push-Up
Learner Outcome	To improve muscular strength, endurance, and flexibility by performing 10 or more push-ups.
Suggested Activity	Seal Crawl (Project ACTIVE)
Equipment	None
Formation	Scattered
Procedure	Have student assume a seal position by lying face down on the floor. Wheelchair students with involved lower extremities may participate in this activity out of the chair. On command the students place their hands on the floor with palms down and elbows bent. The students then raise upper body by straightening arms and travel forward by alternately extending the arms (dragging the legs).
Variation	Activity may be conducted using relay races or individual races.

13

LEVEL IV – ELEMENTARY, JR. HIGH, SR. HIGH SCHOOL

Test Item	Push-Up
Learner Outcome	To improve muscular strength and muscle endurance by performing sport activities.
Suggested Activity	Tug of War
Equipment	Teams
Procedure	Arrange students into two teams holding opposite ends of the rope. Mark a starting line in front of the first person of each team. Tie a marker on the rope half-way between the two teams. The first team to pull the marker across their own line is the winner.
Variation	Activity may be conducted using only one hand. Teacher may vary the time duration for each pulling session.

14

LEVEL II – JR. HIGH, SR. HIGH SCHOOL

Test Item	Push-Ups
Learner Outcome	To improve muscular strength, endurance, and flexibility by performing 10 or more push-ups.
Suggested Activity	Wheel Barrow
Equipment	None
Procedure	Arrange students in partners with one student prone on a mat and the second lifting the legs of his/her partner off the floor. As prone student is lifted, he/she must support weight on extended arms. Directions are given to walk forward maintaining balance while partner supports legs. Teacher may vary the distance to be traveled. After practice, relay races may be conducted. Wheelchair student with sufficient upper body strength may perform out of their chairs or if unable to perform out of the chair, they may still serve as a support partner.

15

LEVEL 111 – JR. HIGH, SR. HIGH SCHOOL

Test Item	Push-Ups
Learner Outcome	To improve muscular strength and muscle endurance by performing 15 or more push-ups.
Suggested Activity	Indian Wrestling
Equipment	None
Formation	Partners
Procedure	Students face each other, toe to toe inside a 4-foot circle marked on the floor. On the signal to start, both students place their hands in front of their shoulders with palms touching their opponent's hands. Students push against each other to push each other out of the circle.
Variation	Teacher could vary the time factor for each session. Students could use only one hand at a time. Wheelchair students could participate while out of chair sitting on floor.

16

LEVEL 11 – ELEMENTARY, JR. HIGH SCHOOL

Test Item	Agility
Learner Outcome	To improve physical and motor fitness by demonstrating agility skills.
Suggested Activity	Hop Step
Equipment	Tape on floor
Formation	Small groups
Procedure	Place three lengths of tape parallel on the floor. Start with both feet straddling the center tape. Have students hop alternately landing with left foot between center and left lines and right foot between center and right lines. Hop rhythmically taking two hops left and then two right or four each side.
Variation	Students may be allowed to work and develop their own routines and patterns.

17

LEVEL II – ELEMENTARY, JR. HIGH SCHOOL

Test Item	Agility
Learner Outcome	To improve physical and motor fitness by demonstrating agility skills.
Suggested Activity	Obstacle Dodge Ball
Equipment	Playground balls/Nerf balls, cones
Formation	Circle
Procedure	Students form a circle and one student is placed in the center. Place obstacles (cones) within the circle. The students in the circle attempt to throw the ball to hit the student in the center. The student in the center must avoid the cones while continuously moving to avoid being hit by the balls. Do not permit throwing to the head. If the student is hit, the thrower takes his/her place. Wheelchair students may participate as throwers. If a wheelchair student is in the center, move circle back and use Nerf balls.

18

LEVEL III-IV, JR. HIGH, SR. HIGH SCHOOL

Test Item	5-Minute Walk/Run
Learner Outcome	To improve muscular strength and endurance, flexibility and cardiovascular endurance.
Suggested Activity	Mini Marathon
Equipment	4 traffic cones, straws
Formation	Individual
Procedure	4 cones placed at each corner of a field or gymnasium to form the marathon course. This activity can successfully be used as part of a track and field unit. Each student is given a number (pinned to his/her shirt). On the command “go” the students begin the running course. Distances may vary according to the fitness level of each student. Recording distance traveled is easily accomplished by handing each student a straw each time he/she passes the starting line. Individual contracts with each student determines how many laps should be completed.

19

LEVEL 1 – JR. HIGH, SR. HIGH SCHOOL

Test Item	Throwing
Learner Outcome	To increase flexibility, muscular strength and coordination for throwing.
Suggested Activity	Point Serve I
Equipment	Rope, rackets, birdie
Formation	Partners
Procedure	Teacher will set up rope on floor and mark sections with tape on one side. Ex: 3 2 3. Teacher can assign points to each section. Student will stand on other side of rope and hit the birdie underhand to one of the sections, trying to score the most points in 5 tries. The student’s partner will retrieve the hit birdies and switch places with the hitter. Wheelchair students may need a lower rope.
Variation	Use large birdies, wider and larger-faced rackets, change distances to rope, reduce number of attempts.

20

LEVEL 1 – JR. HIGH, SR. HIGH SCHOOL

Test Item	Throwing
Learner Outcome	To increase flexibility, muscular strength, and coordination for throwing.
Suggested Activity	3 Pin Bowling
Equipment	Bowling pins, ball, ramp (if needed)
Formation	3 person teams
Procedure	Students will have 2 chances to roll a ball to 3 pins – set up 20 feet away. One student will set up pins, and the other 2 will be in line to roll. Once the student rolls, they move down to set up pins and the pin setter goes to the back of the line to await his/her turn to roll. To ease in pin setting, place tape markers for each pin. Wheelchair students may try to swing the ball or use a ramp and push the ball.
Variation	Vary distances to pins, add pins as students progress.

21

LEVEL II – JR. HIGH, SR. HIGH SCHOOL

Test Item	5 minute walk/run and/or push-ups
Learner Outcome	To improve muscular strength and endurance, flexibility, and cardiorespiratory endurance.
Suggested Activity	Fitness Course
Equipment	Step or stool; pull-up bars
Formation	Obstacle course – single or partners
Procedure	#1 – 10 Windmill Toe Touches #2 – 10 Jumping Jacks #3 – 10 Arm Circles #4 – Longarm Hang from Bar or Pull-ups #5 – Step up/down – 1 step #6 – Twist at Waist – 10 times #7 – Push-ups – 5-10 #8 – 10 Squat Thrusts The student will run or walk between each station, accomplishing each task as quickly as possible. Wheelchair students will push themselves to every station.
Variation	Change exercises, add stations, change distances between stations.

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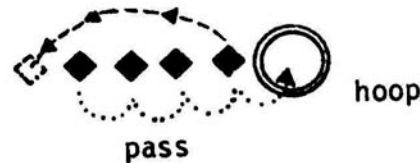
LEVEL 1 – ELEMENTARY, JR. HIGH, SR. HIGH SCHOOL

Test Item	Throwing
Learner Outcome	To improve balance, flexibility, and coordination by demonstrating a mature throw.
Suggested Activity	Circle Dodge Ball
Equipment	Playground balls/Nerf balls
Procedure	The students form a circle and one student is placed in the center. The students in the circle attempt to throw the ball and hit the student in the center. If the student is hit, the thrower takes his/her place. Do not permit throwing at the head. The student in the center must move continuously to avoid being hit by the balls. Wheelchair students may easily participate as throwers. If a wheelchair student is in the center, move circle back and use Nerf balls.

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LEVEL II - ELEMENTARY

Test Item	Throwing
Learner Outcome	To improve balance, flexibility, and coordination by demonstrating a mature throw.
Suggested Activity	Bean Bag Relay
Equipment	Bean bags, hoops
Formation	Teams
Procedure	Position individuals in separate lines. Start one bean bag at the rear of each line. Cue students to reach back with one arm without turning completely around and retrieve the bean bag from their teammate and pass it forward. Continue until bean bag reaches first person. That person uses overhand throw to throw bean bag into a hoop. After throwing the bean bag into the hoop, the student retrieves the bean bag from the hoop and runs to the rear of the line to continue race. Race is concluded when all students have thrown and are sitting quietly in line.
Variation	This activity can be conducted using wands, Nerf balls, or plastic bottles.



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LEVEL 1 - ELEMENTARY

Test Item	Throwing
Learner Outcome	To improve muscular strength and flexibility by demonstrating a mature throw.
Suggested Activity	Scooter Pull
Equipment	Scooters, rope
Formation	Individual/small group
Procedure	Have students sitting on scooters. Students grasp rope and pull themselves forward, pulling <u>straight</u> . Students pull entire length of rope. Wheelchair students should be included in this activity with no variation.
Variation	This activity can be conducted with students lying on carpet samples.



25

LEVEL 1 - ELEMENTARY

Test Item	Throwing
Learner Outcome	To improve muscular strength and flexibility by demonstrating a mature throw.
Suggested Activity	Streamers – Imitation
Equipment	Streamers
Formation	Scattered
Procedure	Have students hold streamers in preferred hand. Cue students to move streamers to spell their names; move like ocean waves; or make large and small circles.
Variation	This activity may be accomplished using towels, wands, or ropes (with necessary safety precautions).

26

LEVEL 11 – ELEMENTARY, JR. HIGH SCHOOL

Test Item	Throwing
Learner Outcome	To improve flexibility, and coordination by demonstrating a mature throw.
Suggested Activity	Balloon Badminton
Equipment	Badminton racquets, balloons, net
Formation	Teams
Procedure	If a student is not successful at striking a free-floating balloon, a similar game using balloons, Nerf balls, shuttle cocks, or yarn balls suspended at eye level may be initiated. Students could see how many times they could strike the object in a given time period.

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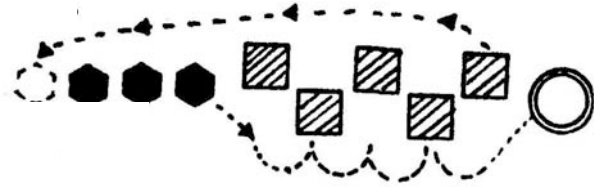
LEVEL 11 - ELEMENTARY

Test Item	Throwing
Learner Outcome	To improve balance, flexibility, and coordination by demonstrating a mature throw.
Suggested Activity	The Circus
Equipment	Streamers and hoops
Formation	Scattered
Procedure	Scatter hoops on the floor and divide the students into two groups, Lion Trainers and Lions. Allow both groups to move around the room any way they wish. The Lion Trainers use streamers as whips and when the teacher says “The lions are loose!” the Lion Trainers must step one foot inside a hoop and strike at a Lion. The Lions should continue to move between the hoops to avoid being touched by a whip (streamer). The teacher should emphasize foot movement on opposite side of arm movements.

28

LEVEL 111 - ELEMENTARY

Test Item	Throwing
Learner Outcome	To improve flexibility, balance, and coordination by demonstrating a mature throw.
Suggested Activity	Island Toss
Equipment	Hoops, bean bags, small carpets
Formation	Single file, teams
Procedure	Place carpets in single file to promote alternate steps. Students move forward placing one foot on each square carrying bean bags. Cue students when the whistle blows to throw their bean bag at the hoop on the wall ahead. Each student carries two bean bags. Teacher should coordinate whistle blow when the students are in opposition position, (e.g., left foot forward, right arm back to throw). Students must retrieve bean bags and move to rear of line as quickly as possible. This activity is most appropriate when using station method.
Variation	This activity can be conducted using Nerf balls, yarn balls, volleyballs, plus, directing students to move various ways across the islands, (e.g., run, creep, knee walk).



29

LEVEL 111 – ELEMENTARY, JR. HIGH, SR. HIGH SCHOOL

Test Item	Striking
Learner Outcome	To improve muscle strength, balance, and coordination by demonstrating a mature throw.
Suggested Activity	Floor Hockey
Equipment	Hockey sticks, Nerf balls, goals
Formation	Teams
Procedure	Position students on as many teams as necessary to involve maximum participation. Several small groups may be played simultaneously. It is assumed that sufficient instruction will be provided concerning rules of hockey game. Students should work on stepping and striking (foot movement). Teacher should cue the strike and step in opposition, (e.g., step with left forward and strike with right arm guiding the stick). Students use a side arm strike to move ball.
Variation	This activity may be conducted using balloons, brooms, bean bags, etc.

30

LEVEL IV – SR. HIGH SCHOOL

Test Item	Throwing
Learner Outcome	To increase flexibility, muscular strength, and coordination to demonstrate a mature throwing pattern.
Suggested Activity	Bombardment
Equipment	4 Nerf Balls, or large semi-inflated playground balls
Formation	Scattered within boundary lines, two teams on separate sides
Procedure	Bombardment is played like dodgeball. The two teams are separated by a middle dividing line. A dotted line splits each team's zone in half. No player may cross the center line. Any student with the ball must throw it at the opponents from behind the dotted line in their zone. The other students may run all around their zone. As the game progresses and students are eliminated by being hit (or-made to switch teams by being hit), more balls are added to the game. The team who eliminates all their opponents is declared the winner.

31

LEVEL II – SR. HIGH SCHOOL

Test Item	Striking
Learner Outcome	To improve coordination and flexibility to aid in developing a mature striking pattern.
Suggested Activity	Racquetball Ricochet
Equipment	Racquetball racquets, tennis or Nerf balls, solid wall
Formation	Individual, scattered (assigned a spot clear of classmates).
Procedure	Students are spread out around gymnasium facing a solid wall. Distances from the wall vary with skill of individual, but usually 3 to 6 feet is sufficient. Students bounce ball once, and strike it with the racquet. When the ball rebounds from the wall the student should strike the ball again. The teacher should encourage the students to hit the ball as many times consecutively as possible.

32

LEVEL II – ELEMENTARY, JR. HIGH SCHOOL

Test Item	Throwing
Learner Outcome	To improve flexibility and coordination by demonstrating a mature throw.
Suggested Activity	Tee Ball Baseball
Equipment	Batting tee, plastic bat, ball, bases, hoops
Formation	Teams
Procedure	Divide students into two teams. The game is played as regular baseball with modifications to specific class abilities. Concentration should be made when students are striking. To emphasize foot work, the batter must step into a hoop as he strikes. The skill of throwing is similar to striking with regards to weight shift and foot placement. Stepping into a hoop while batting from a tee will aid the student with an opposition foot placement.
Variation	This activity may be conducted using various size balls, and varied distances to hoop.

33

LEVEL III – ELEMENTARY, JR. HIGH SCHOOL

Test Item	Throwing
Learner Outcome	To improve balance by demonstrating a mature throw.
Suggested Activity	Schmerltz (New Games, 1976)
Equipment	Tube sock, rubber ball
Formation	Partners or individual
Procedure	Drop the ball into the sock, tie a knot just above the ball and you've got a genuine "Schmerltz." The toss is made by twirling the Schmerltz around overhand and underhand a few times and letting it sail when you've reached critical velocity. Teacher should discuss safety precautions.
Variation	Students could work on target work by tossing into target area. Obstacles could be placed between students to toss over and around.

34

LEVEL II - ELEMENTARY

Test Item	Throwing
Learner Outcome	To improve balance and flexibility by demonstrating a mature throw.
Suggested Activity	Whopping
Equipment	Old pillows (small)
Formation	Scattered
Procedure	Select several students to be “Whoppers.” They must move about the play area using their pillows to tag fellow classmates. “Whooping” below the waist is not allowed for safety precautions. Classmates should try to escape “whoppers.” Duration of game may be varied as well as number of student “whoppers.” Wheelchair students may also be included as “whoppers.”
Variation	Activity may be conducted using streamers or various size pillows.

35

LEVEL IV – ELEMENTARY, JR. HIGH, SR. HIGH SCHOOL

Test Item	Throwing
Learner Outcome	To improve coordination by demonstrating a mature throw.
Suggested Activity	No Swing Baseball
Formation	Teams
Procedure	Divide students into two teams and conduct a regular game of baseball without a bat or pitcher. The hitter in this game is allowed to throw the ball anywhere they wish for a hit. The teacher should encourage the hitter to throw for accuracy and distance. All students on a team will throw one time, then teams will switch positions. Teams count runs scored before five outs are made or one rotation of the batting order is completed.
Variation	Outs could be eliminated for elementary grades or decreased to 3 for Sr. High grades.

36

LEVEL IV – ELEMENTARY, JR. HIGH SCHOOL

Test Item	Throwing
Learner Outcome	To improve coordination by demonstrating a mature throw.
Suggested Activity	Clear the Kitchen
Equipment	Small Nerf balls
Formation	Two teams, scattered
Procedure	Divide students into two teams and position each team on opposite sides of the activity area. Scatter equal number of balls in each area with instructions not to touch the balls until the signal to “GO.” Cue students that on the signal they must attempt to clear all the balls from their half of the area as fast as they can. Designate a specific time duration for each session. At the conclusion of the time limit the team with the least number of balls in their area receives one point. Games are played to three points, then opponents switch sides. Wheelchair students can be included without variations.
Variation	Activity may be conducted using various size balls.

37

LEVEL IV – ELEMENTARY, JR. HIGH, SR. HIGH SCHOOL

Test Item	Throwing
Learner Outcome	To improve coordination by demonstrating a mature throw.
Suggested Activity	Tire Roll
Equipment	Old automobile tires, small playground balls
Formation	Teams
Procedure	Divide student into four small teams (6 per team) facing each other. Two students are required to roll a tire back and forth in front of each team. Students attempt to knock the tire over by throwing small playground balls as it passes in front of them. Each time the tire falls, a point is scored. Games are played to five points then teams switch positions. Student rollers rotate each time the tire falls.

38

LEVEL III – JR. HIGH, SR. HIGH SCHOOL

Test Item	Throwing
Learner Outcome	To improve coordination by demonstrating a mature throw.
Suggested Activity	Volleyball Serve
Equipment	Volleyball, net
Formation	Partners/small groups
Procedure	Position students in small groups opposite the net. Demonstrate and instruct proper technique for the overhand volleyball serve. Allow students to practice at various distances from the net to assure success in clearing it. Students may practice overhand strike into the wall.
Variation	Activity may be conducted using large beach balls or balloons.

39

LEVEL III – JR. HIGH, SR. HIGH SCHOOL

Test Item	Throwing
Learner Outcome	To improve balance and coordination by demonstrating a mature throw.
Suggested Activity	Basketball Pass
Equipment	Basketballs, hoops
Formation	Lines, small groups
Procedure	Position students in small groups at appropriate distances to provide success. Students work on overhand basketball pass to each other. Hoops may be used to cue students to step in opposition of throw. Place hoops in front of thrower on opposite throwing side, (e.g., for right handed throw, place hoop in front of left foot). Students may work on stationary targets and/or dynamic targets. For dynamic targets, students may move down the floor away from the thrower. If pass is incomplete, student returns the ball to the thrower by running.
Variation	Activity may also be used during football or baseball units.

40

LEVEL - ELEMENTARY

Test Item	Catching
Learner Outcome	To improve flexibility and coordination by demonstrating a mature catch.
Suggested Activity	Roll Out The Barrel
Equipment	Old cardboard barrels or juice cans, record player
Formation	Partners/small groups
Procedure	Position students seated on the floor, approximately 10-feet apart, facing each other. Cue students that when the music starts to begin rolling the juice cans or barrels to their partners. The receiving student should be cued to use two hands to cradle the barrels into their chest. If the music stops while they are cradling it, their partner receives a point. The object is to cradle and release before the music stops. Games are played to three points. If a student fails to cradle the object, a point is also awarded to the other student. Emphasis is on flexing of the elbows.
Variation	Activity may be conducted using various size balls, wands, or pop cans.

41

LEVEL I - ELEMENTARY

Test Item	Catching
Learner Outcome	To improve balance and flexibility by demonstrating a mature catch.
Suggested Activity	Hoop Catch
Equipment	Hoops, small playground balls
Formation	Small groups
Procedure	Position students facing leader with hoop. Student leader must hold hoop at waist with two hands. Students bounce a playground ball as high as possible to cause it to go through the center of the hoop. Teacher should demonstrate a high bounce. After the ball has passed through the hoop one, a student retrieves the ball to re-toss. Students in wheelchairs may participate by holding the hoop to one side of the chair or the other. Once each student has tossed the ball, a new leader is chosen.
Variation	Activity may be conducted using bean bags, balloons, or various size balls.

42

LEVEL II - ELEMENTARY

Test Item	Catching
Learner Outcome	To improve balance and coordination by demonstrating a mature catch.
Suggested Activity	Creeper Ball
Equipment	Playground ball, bases
Formation	Teams (as in kickball)
Procedure	Students are arranged in teams and placed in field positions as in kickball or baseball. Students batting are allowed to roll the ball in any direction for their hit. They must then move the base to base by creeping (on hands and knees). Fielding teams must roll the ball to the designated spot for the out (e.g., pitcher's mound or first base). Fielding students must locomote by creeping and play each base in a kneeling posture. Students should be cued to catch the rolled ball with two hands. One out per team is required prior to rotating positions.
Variation	Offensive team may use scooter boards to move from base to base. Vary size of balls.

43

LEVEL II - ELEMENTARY

Test Item	Catching
Learner Outcome	To improve coordination by demonstrating a mature catch.
Suggested Activity	Hot Potato (Gallahue, 1976)
Equipment	Playground balls
Formation	Small circles
Procedure	Students sit in a circle, arms length apart. Given command to "go," the ball is passed around the circle until the signal to "stop" is given. The student left holding the ball drops out of the circle. The game continues until only one player is left. Wheelchair students may participate possibly using mats and pillows to support in sitting position.
Variation	To avoid the exclusion element of this and many other circle games, set up a point system. If a student gets three points against himself, he has to perform a stunt for the class. Instead of playground balls, use bean bags, balloons or various size balls.

44

LEVEL III – ELEMENTARY, JR. HIGH, SR. HIGH SCHOOL

Test Item	Catching
Learner Outcome	To improve coordination by demonstrating a mature catch.
Suggested Activity	Balloon Volley
Equipment	Long rope, balloons
Formation	Partners
Procedure	Position students opposite each other along a horizontally suspended rope. Give one student a balloon. Position rope at waist level. Cue the students that on the command to “go” they are to strike the balloon across the rope, above it and below it. Teacher should instruct students to turn fingers down when striking below the rope and fingers up when striking above. Non-mobile students may play the same game with balloons secured to the rope by a long string. Students continue to strike until the balloon touches the floor. Every touch to the floor is a point for the opponent and games are played to 3 points.
Variation	Small Nerf balls, beach balls, regular volleyballs, or other size balls may be used.

45

LEVEL III – ELEMENTARY, JR. HIGH SCHOOL

Test Item	Catching
Learner Outcome	To improve coordination by demonstrating a mature catch.
Suggested Activity	Newcomb
Equipment	Volleyball net, volleyball
Formation	Teams
Procedure	Arrange students into teams and positioned on opposite sides of the net. The game is played as regular volleyball with the following changes: no striking; all volleys must be toss and catch. Play initiates with a throw for the serve; the ball must be touched by three players on a team before it is volleyed to the opponent’s side. The rules are designated to promote teamwork and mature catching patterns.
Variation	Activity may be conducted using a cage ball, beach ball, old pillows, or Nerf balls.

46

LEVEL II – JR. HIGH, SR. HIGH

Test Item	Catching
Learner Outcome	To improve balance and coordination by demonstrating a mature catch.
Suggested Activity	Break Out
Equipment	Playground ball
Formation	Semi-circle with leaders
Procedure	Arrange students into small groups with one student to act as a leader. Students should be kneeling facing the leader. From a distance of 10 feet, the leader tries to roll the ball through the line of students. Blocking students must use only their hands, but if they are able to catch the rolled ball, they become the leader. Cue students to “squeeze” with two hands each time they attempt to catch.
Variation	Activity may be conducted by using various size balls or various student positions (e.g., standing, lying down).

47

LEVEL III – JR. HIGH SCHOOL

Test Item	Catching
Learner Outcome	To improve coordination by demonstrating a mature catch.
Suggested Activity	Over-Under
Equipment	Long rope, small Nerf ball
Formation	Partners
Procedure	Arrange students on opposite sides of a horizontally suspended rope. Give one partner a ball and cue him/her that they must throw the ball over the waist-high rope or under the rope. The object is to throw the ball to the opponent. Each student is given three trials to pass the ball to the defender. After three trials, the roles reverse. Teacher should cue defender to use only his/her hands to catch the toss and the defender to keep hands together and hold fingers up when toss is above waist and hold fingers down when toss is below waist. One point is given each time a ball is caught by the defender.
Variation	Have students sitting or kneeling. Use various size balls. Wheelchair students could block using badminton rackets.

48

LEVEL IV – JR. HIGH, SR. HIGH SCHOOL

Test Item	Catching
Learner Outcome	To improve coordination by demonstrating a mature catch.
Suggested Activity	Floor Volleyball
Equipment	Volleyball net, volleyball
Formation	Teams
Procedure	Arrange students in two teams on opposite sides of the net. The game is played similar to volleyball with the following exceptions: play is initiated with a toss; the ball must bounce on the floor prior to contact with a player; the ball is passed using quick chest passes among teammates (3 times maximum) then over to the opponent. The objective of the game is to throw and retrieve the bounced ball without missing the catch. Students should move the ball quickly among teammates. It is important to allow the ball to bounce. Wheelchair students with upper body use should be able to participate with minimal assistance.
Variation	Allow students to field ball without allowing it to bounce but make all passes bounce between teammates.

49

LEVEL III – JR. HIGH, SR. HIGH SCHOOL

Test Item	Jumping
Learner Outcome	To improve power and coordination to aid in developing a mature jumping pattern.
Suggested Activity	Chalk It Up
Equipment	Chalk
Formation	Small groups
Procedure	Arrange students into small teams and give the first student a piece of chalk. Demonstrate the activity by jumping as high as possible to mark a spot on the wall with the chalk. After marking the spot, return to team and pass the chalk to the next student. The activity continues until all teammates have marked on the wall. The team that shows the highest mark is the winner.
Variation	To avoid one student dominating any one team, have three students rotate after each activity.

50

LEVEL IV - ELEMENTARY

Test Item	Catching
Learner Outcome	To improve/maintain coordination by demonstrating a mature catch.
Suggested Activity	Hoop Bounce
Equipment	Hoops, playground ball
Formation	Partners or small groups
Procedure	Place hoop on floor between partners with approximately 6-8 feet between each student pairing. One student uses two-handed push to bounce it in the center of the hoop to reach the other student. Points may be awarded to the opponent if the ball does not bounce inside the hoop or if the opponent fails to catch the ball. Wheelchair students may stay in their chairs for this activity.
Variation	Teacher may increase the distance as the student's skills improve. The game may also be conducted with a ping pong ball, volleyball, or beach ball.

51

LEVEL 1 - ELEMENTARY

Test Item	Striking
Learner Outcome	To improve balance, flexibility, and coordination by demonstrating a mature strike.
Suggested Activity	Sweep It Up
Equipment	Brooms, ping pong balls, boxes
Formation	Teams
Procedure	Arrange students into teams. Set up "sweeping stations" at the opposite end of the activity area approximately 50 feet away. Each station includes a broom, 3 ping pong balls and a box. The first student in line must run to the station and seep the balls into the box one at a time using one swinging motion at each ball. Once this is accomplished, the student repositions the balls and returns to the line and tags the next teammate who continues the race. Wheelchair students may use a pushing motion to strike the balls. Assistive devices may also be used. Emphasis is on making only one swinging attempt at each ball to avoid the game taking too long.

52

LEVEL II – ELEMENTARY, JR. HIGH SCHOOL

Test Item	Striking
Learner Outcome	To improve flexibility and coordination by demonstrating a mature strike.
Suggested Activity	ADD'em Up
Equipment	Batting tees, hoops, balls
Formation	Small groups
Procedure	Arrange students into small groups around the activity area. Place several batting tees in front of a target area marked on a wall. Students strike a ball placed on the tee (or tall traffic cone) and record total points scored on five swings. After each student has taken a turn the team totals are calculated and the team with the highest score is the winner. Place a hoop on the floor in front of the batter to emphasize foot movement by stepping into the hoop when striking.
Variation	Teacher may vary the size of the target area or change the size of the ball.

53

LEVEL III – ELEMENTARY, JR. HIGH SCHOOL

Test Item	Striking
Learner Outcome	To improve flexibility and coordination by demonstrating a mature strike.
Suggested Activity	Rebound
Equipment	Batting tee, plastic bat, balloons
Formation	Small groups
Procedure	Arrange students at striking stations around the activity area. Place a balloon on a batting tee or a tall traffic cone, facing towards a wall or surface that will rebound the ball. Mark off point areas on the floor around the batting tee. As the balloon falls into a point area, the totals are calculated. Each student gets five swings and the team scoring the most points is the winner. The balloon must be struck hard enough to rebound off the wall and fall into a point area. The first area the balloon touches is counted as the point value.

54

LEVEL IV - ELEMENTARY

Test Item	Striking
Learner Outcome	To improve coordination by demonstrating a mature strike.
Suggested Activity	Two-Base Baseball
Equipment	Plastic bat and ball, bases
Formation	Teams
Procedure	Arrange students into teams. Provide enough games to promote maximum participation, (e.g., three games played simultaneously). Students will swing at a pitched ball and be required to run to only two bases. Teams play two outs to allow the games to move faster. After every inning, a new pitcher is selected.
Variation	Teacher may choose to set up a rotation schedule to allow every team an opportunity to play each other in one class period. Teacher may designate a new position to be the “out hand” every inning, (e.g., 1 st inning pitchers hand is out, 2 nd inning left fielders hand it out). Tees may be used for students having difficulty hitting a pitched ball.

55

LEVEL IV – ELEMENTARY, JR. HIGH, SR. HIGH SCHOOL

Test Item	Striking
Learner Outcome	To improve/maintain coordination by demonstrating a mature strike.
Suggested Activity	Baseball
Equipment	Plastic bat and ball
Formation	Teams
Procedure	Arrange students into teams. Conduct enough games to promote maximum participation. The activity is conducted as regular baseball with the appropriate rules enforced. Emphasis is on keeping the ball within the playing area (between the foul lines). An umpire calling balls and strikes may be optional.
Variation	Teacher could modify game and place base runners on bases to create different situations. The situations created would cause the hitter to become more specific with striking, (e.g., with runners on 2 nd and 3 rd), the hitter should try to hit the ball to right field.

56

LEVEL III – JR. HIGH, SR. HIGH SCHOOL

Test Item	Striking
Learner Outcome	To improve coordination and flexibility to aid in developing a mature striking pattern.
Suggested Activity	Mini-Putt
Equipment	Small balls, wastebaskets, golf clubs
Formation	Partners
Procedure	Students will stand 10-20 feet from wastebasket. The student will try to putt the ball with the club and get it into the wastebasket. Students will take 3 trials before changing places with partner. Wheelchair students may use shorter clubs.
Variation	Add obstacles, vary distances to baskets, use smaller balls, large tin cans (floor hockey sticks can be used for clubs). Teacher may even set up a 9 hold mini-course as students progress.

57

LEVEL IV – SR. HIGH SCHOOL

Test Item	Kicking
Learner Outcome	To increase coordination in developing a mature kicking pattern.
Suggested Activity	Field Goals
Equipment	Footballs, or football Nerf balls, football kicking tees
Formation	Individual
Procedure	Students line up in formation behind each football (which is placed on a kicking tee). On the command “go”, the students run up and kick the footballs to a goal or specific area designated on the wall or floor. Teachers should emphasize eye contact and follow through with the leg.
Variation	Vary distances of the goals, assign points for various distances of kicks.

58

LEVEL IV – JR. HIGH, SR. HIGH SCHOOL

Test Item	Kicking
Learner Outcome	To increase coordination in developing a mature kicking pattern.
Suggested Activity	The Soccer Weave
Equipment	Cones, balls
Procedure	Divide class into equal number of students per team. Place 3 cones in a straight line in front of each team at 10' intervals. Place an additional 2 cones at one end of the activity area forming a goal line.



The first person in each line must dribble the ball in and out of the cones. After passing the last cone, the student must kick the ball between the 2 goal cones, retrieve the ball, and dribble straight back, passing the ball to the next person in line. The game continues until each player has one turn. Wheelchair students may keep the ball in their lap and push themselves around the cones, throwing the ball between the 2 goal cones.

Variation	Change distance between cones, number of cones, sizes of balls.
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59

LEVEL IV – JR. HIGH, SR. HIGH SCHOOL

Test Item	Catching
Learner Outcome	To increase coordination to aid in developing a mature catching pattern.
Suggested Activity	Running Bases
Equipment	Nerf ball or sponge ball
Formation	Individual formation
Procedure	Two students stand behind lines facing each other, 10-15 yards apart. Other students stand behind either of the two lines. The original two students are “enders.” Their job is to throw and catch the ball between each other attempting to tag out any of the other students who are running from one line to the other. “Base” is behind either of the lines. A player tagged 3 times is “out” and must wait on sidelines. The last 2 players left are the new “enders.”
Variation	Variations include: distances between the “enders” and having student continue in game, counting number of “outs” they have without being eliminated.

60

LEVEL IV – JR. HIGH, SR. HIGH SCHOOL

Test Item	Catching
Learner Outcome	To increase body coordination and aid in developing a mature catching pattern.
Suggested Activity	5 Passes (Dauer 1976)
Equipment	2 colors of pinnies, footballs
Formation	Scattered
Procedure	Have both teams scattered over playing area. The object of the game is for one team to make 5 consecutive passes to 5 different players without losing control of the ball. No person passing can take more than 3 steps before passing the ball. The other team is not allowed to make contact, but they can try to bat the ball or intercept it. If the ball hits the ground and the offense picks it up, the play continues but it starts at #1 again. If defense picks it up they have the ball.
Variation	Add rules as students gain knowledge of game of football (e.g., traveling, out of bounds); change number of passes required.

61

LEVEL III IV – JR. HIGH, SR. HIGH SCHOOL

Test Item	Jumping
Learner Outcome	To improve coordination, muscular strength and balance by demonstrating a mature jumping pattern.
Suggested Activity	Team Jump-a-thon
Equipment	None
Formation	2 teams in formation
Procedure	Two teams line up behind a starting line, one student behind another. On the command “Ready, get set, go,” the first player on each team long jumps as far as he/she can. That point is marked. The second student begins his/her jump from that mark and jumps as far as possible. The third student begins the jump from the point the second student finished. The game continues until all students have jumped. The winner is the team with the most distance accumulated.
Variation	Variations include: jumping around/over objects or allowing each student 2 or 3 consecutive jumps.

62

LEVEL 1 - ELEMENTARY

Test Item	Running
Lerner Outcome	To improve balance, coordination, and flexibility by demonstrating a mature run.
Suggested Activity	Inclined Relay
Equipment	Bean bags, inclined board, gym mats
Formation	Teams
Procedure	Pile several mats vertically and lay additional mats on top of pile to create an incline station. Arrange students into small teams, two teams per station. Place bean bags at the top of the incline and cue students to move up the mat to retrieve both bags. Students must move up and down independently. The first student retrieves both bags and the next teammate returns the bags to the top of the incline. Teams race against each other.

63

LEVEL 11 - ELEMENTARY

Test Item	Running
Lerner Outcome	To improve flexibility, balance, and coordination by demonstrating a mature run.
Suggested Activity	Tight Rope
Equipment	Lines marked on floor
Formation	Scattered
Procedure	Arrange students around activity area and moving on painted gym lines on the floor. Students move as fast as possible on the command to “go” and remain on the line. Teacher should emphasize proper foot placement throughout the activity. Students continue to move until the teacher gives the cue to “stop.” At this point, students should hold a heel-toe position on the line without losing balance and must perform a trick for the entire class if balance is lost.
Variation	The teacher may choose to use teams vs. teams and keep score on how many fall off. Students may carry objects.

64

LEVEL 111 - ELEMENTARY

Test Item	Running
Learner Outcome	To improve balance and coordination by demonstrating a mature run.
Suggested Activity	Huntsman (Gallahue, 1976)
Equipment	None
Formation	Scattered
Procedure	One student is the “huntsman” and says to the others, “Come with me to hunt tigers!” The other students fall in line behind him and follow in his/her footsteps as he leads them away from the goal line. When the huntsman says, “Bang,” the other students run to the goal as the huntsman tries to tag as many as possible. The huntsman chooses a new huntsman from those students who reached base safely.
Variation	Teacher might suggest moving like animals of the jungle when the huntsman turns to chase them.

65

LEVEL 1 - ELEMENTARY

Test Item	Jumping
Learner Outcome	To improve strength, flexibility, and coordination by demonstrating a mature jump.
Suggested Activity	Leap Frog
Equipment	None
Formation	File/Teams
Procedure	Arrange students in two lines in a squat position. Demonstrate the correct pattern for “leap frog.” Cue students to “explode” over their partner when jumping. After practicing, conduct a relay race. The last person in each line begins and must leap over all his/her teammates until he reaches the head of the line. As soon as the student is in front position, the last person in line continues. The first team to leap all of its teammates is the winner.
Variation	Teacher may vary the length of lines, or shape, i.e., straight, circle, square.

66

LEVEL 1 - ELEMENTARY

Test Item	Wheelchair Run
Learner Outcome	To improve coordination, strength, and endurance to aid in developing a mature ability level in the wheelchair run.
Suggested Activity	Drummers
Equipment	Tom-Tom drums, drum sticks
Formation	Scattered/individual
Procedure	Drums are placed on the student's wheelchair tray or on a table in front of the wheelchair. This activity is designed to promote arm extension and grasping ability for the student to be able to reach down and grasp the wheels of the chair. The students are directed to reach out for the drum stick, grasp the stick and strike the drum. Number of strikes and turns can be decided by the teacher.

67

LEVEL 11 – ELEMENTARY, JR. HIGH SCHOOL

Test Item	Wheelchair Run
Learner Outcome	To improve coordination, strength, and endurance to aid in developing a mature ability level in the wheelchair run.
Suggested Activity	Parachute Play – Making Waves
Formation	Circular, around a parachute
Procedure	Students are placed around a parachute, either sitting in wheelchairs or on the floor. The teacher instructs the students to reach and grasp the parachute in front of them. The students will begin making “waves” by pulling up and down alternately on the parachute, following the teacher's directions. The activity will assist in developing an even arm extension pattern which, in turn, will help the student propel a wheelchair with more control.

68

LEVEL 111 – ELEMENTARY, JR. HIGH, SR. HIGH SCHOOL

Test Item	Wheelchair Run
Learner Outcome	To improve coordination, strength, and endurance to aid in developing a mature ability level in the wheelchair run.
Suggested Activity	Wheelchair Olympics – 30-yard Dash
Equipment	Four cones, stopwatch, gold/silver “medals”
Formation	Paired
Procedure	Students are paired off at starting line. Teacher says, “Ready, set, go!” On the command “go,” the students begin propelling themselves 30 yards to the finish line. The winner gets a gold medal, the 2 nd place finisher gets a silver medal. The races may continue matching winners and matching 2 nd place finishers until an overall champ is found.
Variation	The teacher may include a bronze medal for 3 rd place. The teacher might also include other wheelchair events: 5-minute endurance run or relay race, etc.

69

LEVEL IV – ELEMENTARY, JR. HIGH, SR. HIGH SCHOOL

Test Item	Wheelchair Run
Learner Outcome	To improve coordination, strength, and endurance to aid in developing a mature ability level in the wheelchair run.
Suggested Activity	Wheelchair Trek
Equipment	None
Formation	Individual – throughout school hallways, playground, etc.
Procedure	The teacher explains to the students that they must follow a specific mapped out course to get from Point A (gym) to Point B (back to classroom). The teacher plots different courses for each student. The students then must follow their exact course throughout the halls and end up in the final destination.
Variation	The teacher may conduct this in the gymnasium with obstacles or on the playground around fixed objects.

70

LEVEL II – ELEMENTARY, JR. HIGH SCHOOL

Test Item	Jumping
Learner Outcome	To improve balance, power, and coordination in demonstrating a mature jump.
Suggested Activity	Jump The Shot (Gallahue, 1976)
Equipment	Bean bag tied to a 10 foot line
Formation	Small groups
Procedure	Position students in small groups in a circle formation with one student designated as the twirler. The twirler squats in the center and swings the rope around about 3-6 inches off the ground. The end of the rope should be beyond the circle. The students jump to avoid being hit. Cue twirler not to swing the rope too fast.
Variation	Have students side step to avoid rope as it passes under them.

71

LEVEL 11 - ELEMENTARY

Test Item	Jumping
Learner Outcome	To improve balance, flexibility, power, and coordination by demonstrating a mature jump.
Suggested Activity	Island Jump
Equipment	Record player, hoops
Formation	Scattered
Procedure	Scatter hoops around the activity area and instruct students to locate their own “island.” Teacher plays the music and students must move from island to island using two-foot jump. When the music stops all students must be on an island. Those caught in the water must perform a trick for the class. The games continues with the teacher varying durations of the music. Wheelchair students could wheel their chairs from hoop to hoop during the music.
Variation	Students could be eliminated when caught “in the water.”

72

LEVEL 111 – ELEMENTARY, JR. HIGH, SR. HIGH SCHOOL

Test Item	Jumping
Learner Outcome	To improve power and coordination by demonstrating a mature jump.
Suggested Activity	Jump Relay
Equipment	Hoops, bean bags
Formation	File/teams
Procedure	Arrange hoops in single file approximately 10 inches apart. Position students in teams behind each file of hoops. Demonstrate the relay as two-foot jumping through the hoops and retrieving the bean bags at the end of the file, then running back to the start and tagging the next teammate. First team to complete the entire course twice is declared the winner and receives a point. The game is played to five points.
Variation	Students may jump backwards or sideways through the hoops. Teacher may vary the distance between hoops to require other locomotor skills to be performed (e.g., run, leap).

73

LEVEL 1 - ELEMENTARY

Test Item	Kicking
Learner Outcome	To improve flexibility and coordination to aid in demonstrating a mature kicking pattern.
Suggested Activity	Keep It Up
Equipment	Balloons
Formation	Scattered
Procedure	Arrange students scattered around activity area. Give each student a balloon. Position students sitting on the floor with knees bent and hands supporting at sides. Given cue, students attempt to keep the balloon in the air using only their feet. Students should count the number of contacts made with the balloon.
Variation	Students may attempt more than one balloon at a time.

74

LEVEL 11 – ELEMENTARY, JR. HIGH SCHOOL

Test Item	Kicking
Learner Outcome	To improve muscular strength, flexibility, and coordination to aid in developing a mature kicking pattern.
Suggested Activity	Cage Ball Crab Soccer
Equipment	Cage ball
Formation	Teams
Procedure	Arrange students into two teams at opposite ends of the activity area positioned in crab position as described in Activity #12. The objective of the game is to move the cage ball across the opponent's goal line while remaining in the crab position. Games are played to three points, ten teams switch goals. Wheelchair students may use push devices to move the cage ball (e.g., pole or wand).

75

LEVEL 11 - ELEMENTARY

Test Item	Kicking
Learner Outcome	To improve muscular endurance, flexibility, and coordination to aid in developing a mature kicking pattern.
Suggested Activity	Music Ball
Formation	Circle, small teams
Procedure	Arrange students in small groups in circle formation. Place one ball inside and cue students to move the ball around the circle using only their feet. As students move the ball, music is played. When the music stops the student with the ball is eliminated. Cue students to kick hard and move the ball quickly.
Variation	Students may work up to two balls per circle. Teacher should vary the durations of the music and try to minimize length of time students are out of the game. Keep the circles small.

76

LEVEL 111 – ELEMENTARY, JR. HIGH SCHOOL

Test Item	Kicking
Learner Outcome	To improve the flexibility, coordination, and balance in developing a mature kicking pattern.
Suggested Activity	“500”
Equipment	Playground ball
Formation	Teams
Procedure	Arrange students into several teams and conduct simultaneous games. Each team is scattered and two students are chosen as kicker and pitcher. The object of the game is for the fielders to catch all the kicked balls for points. Point values are designated as follows for kicked balls caught: rolling – 50 pts, one bounce – 100-pts, air borne – 200 pts. The first student to total 500 pts. replaces the pitcher and the pitcher moves into the kicking position. Emphasis should be on kicking and not so much with catching.
Variation	Play games to 1000 pts. Teams could complete against each other. Use hoops to enforce follow-through with the kicking leg.

77

LEVEL IV – ELEMENTARY, JR. HIGH, SR. HIGH SCHOOL

Test Item	Kicking
Learner Outcome	To improve fundamental motor skills to aid in developing a mature kicking pattern. (e.g., balance, coordination, flexibility).
Suggested Activity	3-Man Soccer
Equipment	Soccer Ball
Formation	3-man teams
Procedure	Arrange students into several 3-man teams. Students conduct a game using various skills involved with the game, (e.g., dribble, pass). Games are played to 5 points, then teams switch goals. Conduct as many games as necessary to achieve maximum participation. Boundary markers are subject to available space.
Variation	This activity may be used as a lead up to a regular game of soccer. Other variations might be used as lead up games, such as crab soccer or line soccer.

78

LEVEL IV – JR. HIGH SCHOOL

Test Item	Throwing
Learner Outcome	To increase flexibility, muscular strength, and coordination for throwing.
Suggested Activity	1-Pin Bowling
Equipment	Bowling pin, ball, ramp (if necessary)
Procedure	Students will have two chances to roll a ball at a pin set up 15-20 feet away. The teacher should stress accuracy during this game. One student will set up the pin and the other two will be in line to roll the ball. Once the student rolls, they must move down to set up the pin while the pin setter goes to the back of the line to wait his/her turn to roll. To ease in pin setting, place a piece of tape on the floor to mark the spot for the pin. Wheelchair students may try to swing the ball or use a ramp and push the ball.
Variation	Vary distances to the pin.

79

LEVEL 11 – JR. HIGH, SR. HIGH SCHOOL

Test Item	Throwing
Learner Outcome	To increase flexibility, muscular strength, and coordination for throwing.
Suggested Activity	Point Serve II
Equipment	Badminton net, rackets, birdie
Formation	Partners
Procedure	Teacher will set up net and mark sections with tape on one side and assign points to each section. Student will stand on other side of net and hit the birdie underhand to one of the sections, trying to score the highest number of points in five attempts. The student's partner will retrieve the hit birdies and then they switch places. Wheelchair students may need a lower net.
Variation	Use a rope instead of net, large birdies, wider and larger-faced rackets, change distances to net, reduce number of attempts.

80

LEVEL IV – JR. HIGH, SR. HIGH SCHOOL

Test Item	Jumping
Learner Outcome	To improve the ability to motor plan (coordinate) to aid in developing a mature jumping pattern.
Suggested Activity	Rocky
Equipment	Jump ropes, record player
Formation	Individual
Procedure	Give student his/her own jump rope. Allow students to practice several times without the music. Select a contemporary record, (e.g., disco, and allow the students to jump to the beat). Give a demonstration if necessary.
Variation	Teacher may select various tempos to promote slower, more controlled jumps. Teacher also may place a line on the floor and have students jump forward and backwards across the line while jumping ropes.

81

LEVEL 11 – JR. HIGH, SR. HIGH SCHOOL

Test Item	Teamwork
Learner Outcome	To improve levels of teamwork to aid in development of skills for participation in games/sports.
Suggested Activity	Partner Carry (Werner, 1979)
Equipment	Hoops, ropes, tires, balance beams, slides, tables or any additional equipment available for obstacle course
Formation	Small groups
Procedure	Divide students into small groups of three. The intent of the game is to promote trust and/or cooperation through the challenge of having to move through an obstacle course. The students are to pretend they are on a rock climbing trip and someone gets hurt. Together they must find a way to carry the injured person to safety. Each team begins their journey at different locations within the course and returns to their original starting point. The injured person is unable to assist in any way and the first group to return is “safe.”
Variation	Continue game until all team players have been the injured person.

82

LEVEL 1, 11, 111 – ELEMENTARY, JR. HIGH SCHOOL

Test Item	Follows rules and directions
Learner Outcome	To improve ability to follow rules and directions to aid in development of skills for participation in games and sports.
Suggested Activity	Fox & Squirrels (New Games, 1976)
Equipment	Small Nerf balls (3), two of same color or size
Formation	Circle
Procedure	Two similar balls are designated as foxes and the remaining distinctly different ball is designated as the squirrel. The object of the games is for the foxes to catch the squirrel by tagging the person holding the squirrel ball with one or both of the fox balls. The squirrel ball must be passed but the fox balls may be passed or tossed across the circle. Players must be aware of where the foxes are at all times because those caught holding the squirrel are in jeopardy (e.g., penalized).
Variation	Emphasis might be on moving the balls rapidly in all directions.

83

LEVEL I, II, III – ELEMENTARY, JR. HIGH SCHOOL

Test Item	Follows rules/directions, teamwork, impulsive behavior, leadership, safety, self-concept.
Learner Outcome	To improve participation skills for games and sports.
Suggested Activity	Match It
Equipment	Matched items (i.e., waffle ball and bat, badminton birdie and racket, nylon hanger racket and balloons)
Formation	Relay teams
Procedure	Divide space into 2 areas: Object Area and Match It Area. Divide students into as many teams as necessary to allow maximum participation. All teams participate simultaneously. One student from each team moves forward and secures their team's striking object, carries it to the Match It Area and performs the required task. Student returns object to its original location and continues to the next teammate. The Object Area items never change their location but the Match It Area items position is changed after each team completes their turn (optional).

84

LEVEL II, III - ELEMENTARY

Test Item	Impulsive Behavior
Learner Outcome	To improve control of impulsive behavior to aid in development of skills for participation.
Suggested Activity	Power Relay
Equipment	Bean bags, cones
Formation	Relay teams
Procedure	Position students in two single file lines. The last student in each line holds a bean bag and on the signal to start runs past his/her teammates, around the cone and back to his/her team. Upon returning to the team, the bean bag is passed to the first student behind him. This bag is passed to the first student behind him. This continues until the bean bag reaches the last student in line. The last student then runs forward around the cone and back to the team to again pass the bean bag to the end of the line. Continue the relay until everyone has had a turn. One point is awarded for staying in line during the race, each successful pass of the object without interfering or dropping it, and completing the race first.

85

LEVEL III – ELEMENTARY, JR. HIGH, SR. HIGH SCHOOL

Test Item	Impulsive Behavior
Learner Outcome	To improve control of impulsive behavior to aid in development of skills for participation.
Suggested Activity	Basketball (regular)
Equipment	Basketball
Formation	Teams
Procedure	The game is played with regular basketball rules and regular situations. However, the teacher might consider changing the emphasis of the activity by awarding one point for each of the following: <ol style="list-style-type: none">keeping the ball within the play area as a teamdemonstrating three different types of passes; chest, bounce, overheadable to repeat score if asked (this might work as a bonus question). It is felt that a student in control of his/her behavior should be able to tell the teacher the score.

86

LEVEL 1 - ELEMENTARY

Test Item	Leadership
Learner Outcome	To improve leadership skills to aid in development of skills for participation.
Suggested Activity	You Blew It
Equipment	Whistle or any form of noise maker, (e.g., drum, bell)
Formation	Scattered
Procedure	Scatter students around activity area and identify one student to act as the leader. It is suggested that the leader be a student who is targeted for low leadership skills. Position leader in the middle of the activity area and instruct other students to move about area any way they wish. Students should be encouraged to move fast, slow, high, low, forward, or backward. The leader blows the whistle at any time to freeze all the students in their positions. Students that move after the whistle are penalized and have to perform a trick or recite a rhyme. Each leader has one minute, then they must rotate.

87

LEVEL II – ELEMENTARY, JR. HIGH, SR. HIGH SCHOOL

Test Item	Leadership
Learner Outcome	To improve leadership skills to aid in development of skills for participation.
Suggested Activity	The Serpent
Equipment	Any available materials for an obstacle course (chairs, tables, balance beams, mats, ropes)
Formation	Teams
Procedure	Students are divided into teams forming single files. Designate one student to function as the leader for each serpent. The serpent is created by connecting all the students in each team in the same manner (locking elbows, holding wrists). All serpents must be connected in the same manner to avoid any advantages of movement. On the signal the serpents move through the course simultaneously. One point is awarded for each obstacle passed without breaking the serpent and one point is deducted each time students break connection.

88

LEVEL 11, ELEMENTARY, JR. HIGH, SR. HIGH SCHOOL

Test Item	Safety
Learner Outcome	To improve levels of safety to aid in development of skills for participation.
Suggested Activity	Knots (New Games, 1976)
Equipment	None
Formation	Small groups (circle)
Procedure	Students should be in small groups, shoulder to shoulder to form a circle. Students form the knot by placing their hands forward and grasping a teammate's hand, trying not to take the hand of the persons next to him or to hold both hands of the same person. The object is to untangle the knot by having students move together (safely) to return to the circle formation. Teammates should avoid losing contact with each other while moving. (Note: pivoting on your handholds without actually breaking your grip will add grace to the activity).
Variation	Teams may earn points for finishing first, or for being the team with the least amount of knots after a given time.

89

LEVEL 1, 11 – ELEMENTARY, JR. HIGH SCHOOL

Test Item	Safety
Learner Outcome	To improve levels of safety to aid in development of skills for participation.
Suggested Activity	Make An Attempt
Equipment	Mats, cue cards
Formation	Teams (small groups)
Procedure	Divide the class into small groups. The teacher provides the class with a list of four gymnastic stunts that must be performed by each group. Stunts are the same for each group. Each group must perform these stunts and accumulate points. Stunts might be forward roll, backward roll, tripod, and cartwheel.
Variation	Activity might be performed as a relay between two teams. Points could be awarded for each “attempt” to complete a stunt.

90

LEVEL 11 – ELEMENTARY, JR. HIGH, SR. HIGH SCHOOL

Test Item	Self-Concept
Learner Outcome	To improve levels of self-concept to aid in development of skills for participation.
Suggested Activity	Stand Up (New Games, 1976)
Equipment	None
Formation	Small group or partners
Procedure	There is nothing very difficult involved with this activity. All that is involved is standing up. However, the challenge comes not with the student individually, but in standing up with a partner or with additional teammates. Start by sitting on the floor, back to back with a partner, knees bent and elbows linked. With a bit of cooperation and practice the students should be able to stand up. As mastery of the activity begins, add an additional teammate or two or three and attempt to stand up as each student is added. Teams would score points for each additional student successfully added to the stunt or for being able to move from one spot to another and repeat the stand up/sit down task.

91

LEVEL 11 - ELEMENTARY

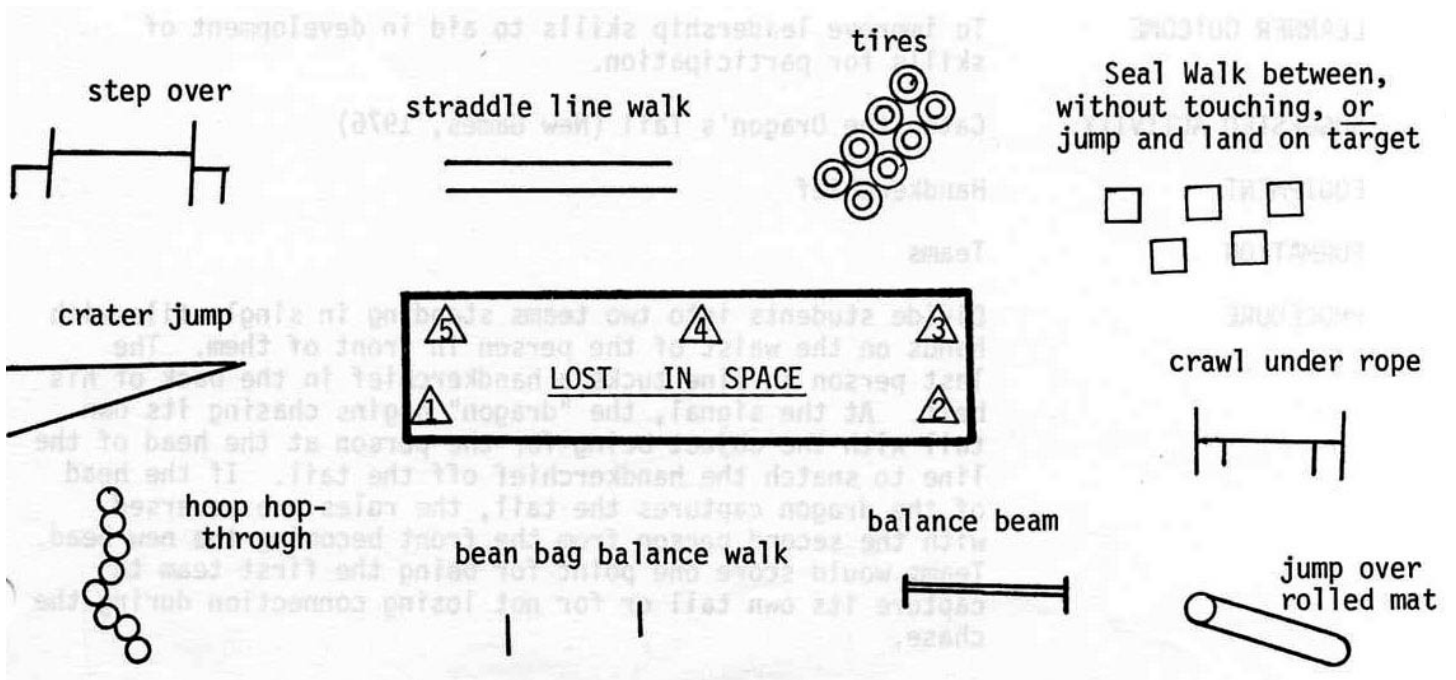
Test Item	Teamwork
Learner Outcome	To improve performance in teamwork to aid in development of skills for participation.
Suggested Activity	Red Rover, Red Rover
Equipment	None
Formation	Teams
Procedure	Divide students into two teams facing each other in single lines. Opposing team members should line up directly opposite each other. Play is initiated by one team reciting “Red Rover, Red Rover, send <u>Name</u> over.” Upon hearing his/her name, the student runs toward the opposing team and attempts to run through their locked arms. If the student is successful, he captures any opposing teammate and returns to his/her home team. If unsuccessful, the student must join the opposing team.
Variation	A time limit may be placed on the game. The team with the most members at the end of time is the winner.

92

LEVEL III – ELEMENTARY

Test Item	Teamwork
Learner Outcome	To improve performance in teamwork to aid in development of skills for participation in games/sports.
Suggested Activity	Space Voyage (HOPER, 1979)
Equipment	Available gymnastic equipment (parallel bars, balance beams, side horse). If not Available improvise using tire, chairs, rope, and hoops.
Formation	Two 3-man teams
Procedure	Each team is given 30 seconds to get all of its teammates through each planet (obstacle). If a team fails to get all teammates through each planet at least Once within the time limit, the team becomes “lost in space.” Lost In Space is an area of five numbers spread out on the floor. This first team that does not complete a planet goes to #5. The next team that fails to complete a planet goes to planet #5 and the team on #5 moves on to #4. When a team reaches #1 they may “Blast Off” back into orbit (see diagram below).

SPACE VOYAGE



LEVEL III – JR. HIGH, SR. HIGH SCHOOL

Test Item	Impulsive Behavior
Learner Outcome	To improve control of impulsive behavior to aid in development of skills for participation.
Suggested Activity	Smaug’s Jewels (New Games, 1976)
Equipment	Handkerchief, bean bags, towels (anything to be the “jewels”)
Formation	Small groups
Procedure	One student is chosen as “Smaug” and stands guard over his/her jewels. The remaining students form a circle around him/her and try to steal the jewels without being tagged. Smaug may range as far from his/her jewels as he dares but if he touches someone, they are frozen in place until the end of the game. Students may pretend to be frozen to decoy Smaug or they may perform a mass charge in attempts to snatch the jewels.
Variation	The activity might also be used to promote the awareness of teamwork and leadership.

94

LEVEL II, III – JR. HIGH, SR. HIGH SCHOOL

Test Item	Leadership
Learner Outcome	To improve leadership skills to aid in development of skills for participation.
Suggested Activity	Catch the Dragon’s Tail (New Games, 1976)
Equipment	Handkerchief
Formation	Teams
Procedure	Divide students into two teams standing in single file with hands on the waist of the person in front of them. The last person in line tucks a handkerchief in in the back of his/her belt. At the signal, the “dragon” begins chasing its own tail with the object being for the person at the head of the line to snatch the handkerchief off the tail. If the head of the dragon captures the tail, the roles are reversed with the second person from the front becoming the new head. Teams would score one point for being the first team to capture its own tail or for not losing connection during the chase.
Variation	Dragons might capture each other’s tails.

95

LEVEL III – JR. HIGH SCHOOL

Test Item	Self-Concept
Learner Outcome	To improve levels of self-concept to aid in development of skills for participation.
Suggested Activity	Indian Baseball
Equipment	Baseball bat, baseball or softball
Formation	Small group
Procedure	Position students in small groups throughout the activity area. Caution students on the safety aspects of swinging bats and flying balls. One student is designated the hitter and the remaining students within the group take their positions in the field. The hitter hits the ball to his/her teammates and immediately lays the bat on the ground in front of himself, crossways to the fielders. Any student fielding the ball must hold his/her position and roll the ball back in an attempt to hit the bat on the ground. If the fielder hits the bat, he and the hitter exchange positions. If the fielder fails to hit the bat, the hitter receives a point. The hitter accumulates 5 points per time at bat, and then he must rotate.
Variation	Batting tees may be used for students unable to toss and strike the ball.

96

LEVEL III – SR. HIGH SCHOOL

Test Item	Teamwork
Learner Outcome	To improve performance in teamwork and in skills for participation.
Suggested Activity	Barrel Relay
Equipment	Empty janitorial barrels*
Formation	Teams
Procedure	Arrange students in teams, each one with a barrel. Mark off a course each must follow; the course should cover at least 40-feet. Students move through the course using two hands to push the barrel. Each student must push the barrel twice through the course before giving it to the next teammate. The team that completes it twice and sits down is the winner.
Variation	Wheelchair students may use pole devices to push the barrels and receive assistance from a teammate in pushing their chair.

*Old automobile tires might be substituted for barrels.

97

LEVEL II – ELEMENTARY, JR. HIGH, SR. HIGH SCHOOL

Test Item	Pre-Strike
Learner Outcome	Lead-up activity to develop throwing.
Suggested Activity	Ramp Bowling
Equipment	Bowling pins (or quart-size milk cartoons), soft ball or soft ball sized whiffle ball, and 4-6 foot piece of plywood to serve as the ramp.
Formation	Individual
Procedure	Place plywood ramp on arm rests of wheelchair or, if padded underneath, on knees and thighs of a student sitting in a chair (if student uses a standing table, ramp may be placed on one end of the standing table). Student releases the ball so it rolls down the ramp onto the floor and strikes bowling pins 3-5 feet away. Points may be awarded for each pin knocked down.
Variation	<ol style="list-style-type: none">1) Increase distance between ramp and bowling pins.2) Increase number of bowling pins.3) Use Styrofoam cylinder or milk cartoons stacked on top of another.4) Use more than one column of stacked cylinders.

98

LEVEL 1 – ELEMENTARY, JR. HIGH, SR. HIGH SCHOOL

Test Item	Throwing
Learner Outcome	Lead-up activity to develop throwing
Suggested Activity	Swing Bowling
Equipment	Styrofoam cylinders, quart or half-gallon size milk/juice cartons or coffee cans, and wiffle or soft ball attached to a string and suspended overhead.
Formation	Individual
Procedure	The cylinders, cartons or cans are stacked on top of each other, 3-5 feet in front of the student. The student grasps, then releases the ball attempting to have the ball swing forward knocking down the cylinders. Points may be awarded for each cylinder knocked down.
Variations	<ol style="list-style-type: none">1) Have 2 or more students compete to see who can knock over the most cylinders in 5 tries.2) Divide students into 20 or more teams, with each student getting 2 attempts. Which team can knock over the most cylinders?

99

LEVEL II – ELEMENTARY, JR. HIGH, SR. HIGH SCHOOL

Test Item	Pre-Catch
Learner Outcome	Lead-up activity to develop throwing.
Suggested Activity	Table Bowling – (Aharoni, 1980)
Equipment	Table with one end raised at least ½ inch, 1-4 bowling pins (or quart-size milk cartons) and soft ball or whiffle ball with string attached
Formation	Individual
Procedure	The student is positioned at the raised end of the table. The object is to <u>release</u> the ball allowing it to roll down the table knocking over the bowling pins. Points may be awarded for each pin knocked down as in regular bowling. A frame consists of 2 attempts to knock all pins down. After the second attempt, the pins are reset and the student starts the next frame. A game may consist of 3-10 frames. If the ball is attached to a string, the student may retrieve their own ball after each attempt.
Variation	<ol style="list-style-type: none">1) More than 1 student may play, with highest score after a set number of frames is the winner.2) Vary distance between student and pins and/or number of pins based upon student's skill.

100

LEVEL I – ELEMENTARY, JR. HIGH, SR. HIGH SCHOOL

Test Item	Throwing/Wheelchair Throwing
Learner Outcome	Lead-up activity to develop throwing
Suggested Activity	Toss Bowling
Equipment	Bowling pins (styrofoam cylinders, or pint or quart-size milk cartons), and soft ball size whiffle ball
Formation	Individual
Procedure	Place bowling pins on floor 1-5 feet in front of student and have student throw (drop or push) ball in direction of pins. May score 1 point for each pin knocked down. Depending upon student's abilities and/or limitations, an overhand or underhand toss may be considered. The key is to use whatever toss affords the most success. If the ball is attached to a string at one end and to their wheelchair or walker at the other end, the student will be able to retrieve their own ball.
Variation	<ol style="list-style-type: none">1) Vary distances students must throw depending upon ability.2) Use balls of different sizes and/or weights.3) Stack pins into 1 or more rows.4) Divide students into teams and record team scores.

101

LEVEL II, III – ELEMENTARY, JR. HIGH, SR. HIGH SCHOOL

Test Item	Pre-strike
Learner Outcome	Lead-up activity to develop throwing and striking
Suggested Activity	Target Ball – (Aharoni, 1980)
Equipment	Table, whiffle or foam ball attached to a string, and a teacher-made or commercial target.
Formation	Individual, scattered
Procedure	Place a teacher-made or commercially bought target at one end of the table. With student positioned at the opposite end of the table, student is instructed to push (or strike) the ball and hit the target. Student should be encouraged to push or strike the ball with the back of their hand and straightening (extension) of the elbow. With the ball attached to a string, the student may retrieve the ball independently after each push (or strike).
Variation	<ol style="list-style-type: none">1) Plastic bowling pins, milk cartons, or another ball may be used as the target.2) Use balls of varying sizes and/or weights.3) Vary the distance between student and target to meet individual needs/abilities.4) Award points for hitting the target as an added motivator or incentive.5) Encourage student to use right hand then left hand, or twice with the right hand and once with the left.

102

LEVEL III – ELEMENTARY, JR. HIGH, SR. HIGH SCHOOL

Test Item	Pre-Strike
Learner Outcome	Lead-up activity to develop throwing and striking.
Suggested Activity	Team Target Ball
Equipment	Table, whiffle or foam balls attached to a string and a teacher-made or commercial target(s)
Formation	Small groups, partners or teams
Procedure	Place teacher-made or commercial target at one end of the table. Position students at opposite ends of the table. Each student is given a ball and instructed to push or strike the ball and hit the target. Students are awarded one point each time they hit the target and the first student with 5 points wins. Scores may be kept for (a) each student, (b) two students acting as partners and totaling their scores, and/or (c) three or more students to a team and team scores recorded. With the ball attached to a string, each student may retrieve their own ball after each attempt.
Variation	<ol style="list-style-type: none">1) Use more than one target.2) Use different targets (milk cartons, bowling pins, or balls) and give different point values to each target.3) Vary distance to targets to meet individual needs/abilities.

103

LEVEL II, III – ELEMENTARY, JR. HIGH, SR. HIGH SCHOOL

Test Item	Pre-Strike
Learner Outcome	Lead-up activity to develop striking and throwing.
Suggested Activity	Balloon Keep Up
Equipment	Balloon attached to a string suspended overhead
Formation	Individual
Procedure	<p>Position student underneath a suspended balloon. The balloon should be at a height that encourages the student to lift their arms(s) to hit it. The student is instructed and assisted, if necessary, to hit the balloon up. How long can the student keep the balloon up?</p> <p>Note: For students with little or no grasping skills, encourage hitting the balloon with the back of their hand or with a straight (extended) wrist.</p>
Variation	<ol style="list-style-type: none">1) How high can the student hit the balloon?2) Can the student hit the balloon forwards/backwards/to the side?3) How many times can the student hit the balloon up?

104

LEVEL IV – ELEMENTARY, JR. HIGH, SR. HIGH SCHOOL

Test Item	Pre-Strike
Learner Outcome	Lead-up activity to develop striking and throwing.
Suggested Activity	Mass Balloon Keep Up
Equipment	Balloon attached to a string and suspended overhead
Formation	Partners, small group or circle
Procedure	<p>Position students within reach of a balloon suspended overhead on a string. The students are instructed to hit the balloon up in the air. The object is to not allow the balloon to come to a rest. Students should be encouraged or assisted to use the back of their hand to hit the balloon and keep it moving. How long can the students keep the balloon up and moving?</p>
Variation	<ol style="list-style-type: none">1) Raise the height of balloon to encourage an overhead throwing motion.2) Hit the balloon so it travels around the circle clockwise, then counter-clockwise.3) Have students hold a racquet or use an assistive device to hold a racquet and hit the balloon with the racquet.4) Use right hand, left hand, head, or lower balloon and use leg(s).

105

LEVEL IV – ELEMENTARY, JR. HIGH, SR. HIGH SCHOOL

Test Item	Pre-Catch
Learner Outcome	Lead-up activity to develop striking, and catching.
Suggested Activity	Balloon Catch
Equipment	Balloon attached to a string suspended overhead
Formation	Individual
Procedure	<p>Position student in front of balloon suspended from a string. The teacher or an aide pushes the balloon towards the student, who is encouraged to catch (or trap) the balloon.</p> <p>If the student requires assistance or guidance, the teacher may stand alongside or behind the student, push the balloon and assist the student to move to catch or trap the balloon.</p>
Variation	<ol style="list-style-type: none">1) How many times can the student catch the balloon?2) Use balls of various sizes and weights.3) Hit the balloon directly up overhead and catch it on the way down.

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LEVEL IV – ELEMENTARY, JR. HIGH, SR. HIGH SCHOOL

Test Item	Pre-Strike
Learner Outcome	Lead-up activity to develop striking and throwing.
Suggested Activity	Table Top Tennis
Equipment	Table, balloon (or punch ball) attached to a string
Formation	Partners
Procedure	<p>Position students at opposite ends of table, either length-wise or width-wise, depending upon student abilities. One student strikes (serves) the balloon towards their opponent. The second student must strike the ball and return it to the student who initially struck (served) the balloon. How many times can the students strike the balloon back and forth?</p> <p>If the balloon is attached to a string, the students may retrieve their own miss-hits. For more severely handicapped students, the balloon may be suspended overhead with the balloon 2-3 inches or more above the table.</p>
Variations	<ol style="list-style-type: none">1) Points may be awarded to a student when their opponent (partner) can not return the balloon.2) Lightweight balls may be used.3) Balloon or ball may bounce once before being hit back (returned).

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LEVEL II, III – ELEMENTARY, JR. HIGH, SR. HIGH SCHOOL

Test Item	Pre-Catch
Learner Outcome	Lead-up activity to develop throwing, catching and/or striking.
Suggested Activity	Table Pong – (Aharoni, 1980)
Equipment	Table or desk, whiffle or foam ball, 2 wooden boards 2-3 inches high.
Formation	Partners
Procedure	<p>Students are encouraged to put their heads on the table and push the ball off the opposite (opponent’s) side of the table. Students are encouraged to block or trap (catch) their opponent’s shots. Students must propel the ball by either pushing or striking the ball.</p> <p>To control balls falling off the sides of the table, wooden boards (2-3 inches high) may be placed on each side of the table so only the opposite ends of the table are open. Depending upon the student’s ability, the boards may be placed to allow a 12-18 inch space.</p> <p>Note: Attach ball to a string so the students may retrieve a ball that falls off the table.</p>
Variation	<ol style="list-style-type: none">1) Points may be awarded as an incentive with games played to 5 points.2) Balls of varying sizes and weights may be used.3) Milk cartons with bells inside may be used for students with severe visual deficits.4) Emphasize catching by awarding points for catching (trapping) the ball.

LEVEL II, III – ELEMENTARY, JR. HIGH, SR. HIGH SCHOOL

Test Item	Pre-Strike
Learner Outcome	Lead-up activity to develop striking.
Suggested Activity	Table Bounce – (Aharoni, 1980)
Equipment	Table against wall or ping pong table with one end folded up at a 90° angle, and whiffle or foam ball
Formation	Individual
Procedure	Position the students at one end of the table with the whiffle or foam ball and instruct them to hit the ball against the wall. The student then attempts to strike and bounce the ball off the wall as many times as they can. The teacher may want to attach a string to the ball, allowing the student to retrieve balls falling off the table.
Variation	<ol style="list-style-type: none">1) For more involved students, attach the ball to a string and suspend the ball above the table. The ball may be hanging 2-4 inches above the table with enough string to allow the ball to hit the wall and bounce back.2) Use balls and balloons of varying weights and sizes.3) Score 1 point for each hit and student with most points in 60 seconds wins.4) Score 1 point for each hit and time student to see how long it takes to score 10 points, 15 points, and so forth. If more than one student, see who can get 10 points the fastest.5) Strike with right hand, then left hand.6) Strike ball using nylon hanger racquet.

LEVEL II, III – ELEMENTARY, JR. HIGH, SR. HIGH SCHOOL

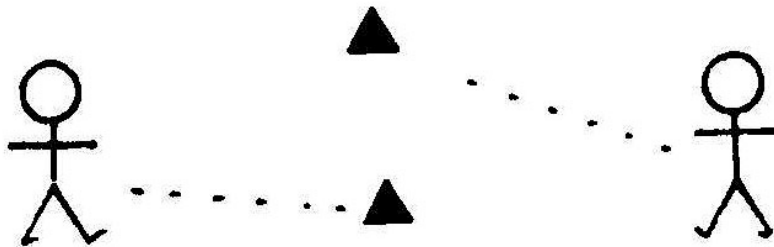
Test Item	Pre-Kick
Learner Outcome	Lead-up activity to develop kicking.
Suggested Activity	Kick Shuffleboard – (Aharoni, 1980)
Equipment	Masking tape, and small wooden blocks (plastic discs or pucks)
Formation	Individual
Procedure	<p>Use masking tape to form a triangle approximately 2 feet from student. The triangle should be at a distance away from the student that will be challenging but will also allow success. As skill improves, the distance can be increased.</p> <p>The student is encouraged to kick the wooden block so it will land inside the triangle. The triangle should be of sufficient size to allow success. Points may be awarded for each block landing inside the triangle. The triangle should be of sufficient size to allow success. Points may be awarded for each block landing inside the triangle. Utilize a circle instead of a triangle.</p>
Variation	<ol style="list-style-type: none">1) Use a large triangle and divide it into several sections worth different point values (e.g., 5, 4, 2, 1) as in regular shuffleboard.<ol style="list-style-type: none">a) Can student hit the 5 point zone?b) Can the student get 20 points?c) How many tries does it take to get 25 points?2) For more severely involved students, balls may be used.

LEVEL II, III – ELEMENTARY, JR. HIGH, SR. HIGH SCHOOL

Test Item	Rolling/Walking/Wheelchair Mobility/Creeping/Crawling/Pre-Kick
Learner Outcome	Lead-up activity to develop independent locomotion.
Suggested Activity	Human Bowling
Equipment	Mats (or carpeted area), plastic bowling pins (or quart-size milk cartons or foam cylinders).
Formation	Individual
Procedure	Place plastic bowling pins as if playing regulation bowling. Student is positioned on mat, 5 feet or more away from the pins, depending upon ability. The student may roll, creep, crawl, walk, or propel wheelchair to the bowling pins and knock them all down. Points may be awarded for each pin knocked down. Each attempt may be considered one (1) frame, with games consisting of 5 frames.
Variation	<ol style="list-style-type: none">1) Teachers may record how long it takes the student to knock the pins down.2) For students with limited movements, place pins in a circle around the student. Have the student knock all the pins down (Aharoni, 1980).3) Wheelchair students may propel to the pins and then kick them down.

LEVEL II, III – ELEMENTARY, JR. HIGH, SR. HIGH SCHOOL

Test Item	Rolling/Creeping/Crawling/Walking/Wheelchair Mobility/Pre-Kick
Learner Outcome	Lead-up activity to develop independent locomotion.
Suggested Activity	Knock Down
Equipment	Mats (or carpeted area), plastic bowling pins or foam cylinders or quart-size milk cartons)
Formation	Partners
Procedure	Position bowling pins 2-3 feet apart, with students 3-5 feet away from the pins, facing the pins and each other (see diagram). On the signal “Go,” each student moves as quickly as possible to their bowling pin. The first student to reach their bowling pin and knock it over wins.
Variation	<ol style="list-style-type: none">1) Increase distance between players and bowling pins.2) Increase number of bowling pins to be knocked down.3) Have students roll, creep, or crawl forwards, backwards, or sideways.4) Wheelchair students may propel chair to pins and kick them down.



LEVEL I – ELEMENTARY, JR. HIGH, SR. HIGH SCHOOL

Test Item	Walking/Wheelchair Mobility
Learner Outcome	Lead-up activity to develop independent locomotion.
Suggested Activity	Human Croquet
Equipment	Open play area, hoops, cones, boxes
Formation	Individual
Procedure	Place 4 obstacles around an open play area. The teacher should designate a starting point and number of obstacles from 1-4. The distance between the obstacles may vary depending upon the student's responsibilities. The student must move in any manner to the first obstacle and go through a hoop, proceed to the second obstacle and go over obstacle number three, and around obstacle number four.
Variation	<ol style="list-style-type: none">1) Require students to push or throw a ball or Frisbee through the course. The teacher may record the number of throws to complete the course.2) Increase the number and/or types of obstacles.

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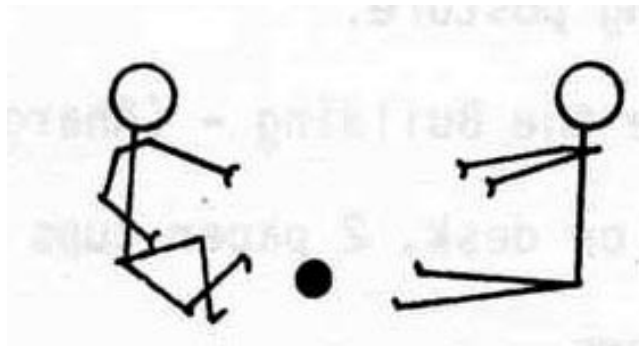
LEVEL I, II, III, IV – ELEMENTARY, JR. HIGH, SR. HIGH SCHOOL

Test Item	Maintenance of Posture
Learner Outcome	Lead-up activity to develop cardiorespiratory endurance, sitting posture.
Suggested Activity	Topple the Building – (Aharoni, 1980)
Equipment	Table or desk, 2 paper cups
Formation	Partners
Procedure	Position students facing each other at a desk or table. Place one paper cup upside down in the middle of the desk, an equal distance from both players. Place the second cup right side up, on top of the first paper cup. The students must blow hard enough to cause the top cup to fall. The student who succeeds in causing the cup to fall earns a point. Games may be played to 5 points.
Variation	<ol style="list-style-type: none">1) Increase distance between players depending on ability.2) Use a ping pong ball instead of cups and students must blow ping pong ball across table.3) Use a balloon attached to a string and student tries to keep balloon up in the air and moving for 10 seconds/20 seconds.

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LEVEL I, II, III, IV – ELEMENTARY, JR. HIGH, SR. HIGH SCHOOL

Test Item	Maintenance of Posture/Pre-Catch
Learner Outcome	Lead-up activity to develop catching and sitting posture.
Suggested Activity	Grab For the Gusto – (Aharoni, 1980)
Equipment	Mats, foam or Nerf ball
Formation	Partners
Procedure	Position students on a mat facing each other, at least arms length distance apart, with a Nerf or foam ball in between both students (see diagram). The teacher says, “Grab for the Gusto” and both students reach for the ball. The winner is the student who grabs the ball first. The teacher may want to adjust the distance and encourage students to grab the ball with one hand or two hands.
Variation	<ol style="list-style-type: none">1) Use one ball per student.2) Use balls of different colors and have students grab a specific color.3) Use more than 2 students in a circle formation, with all grabbing at one time.4) Use several balls with 3 or more students to a team. Students are given a number and when their number is called, attempts to be the first to grab the ball.5) Use objects other than balls.



LEVEL II – ELEMENTARY, JR. HIGH, SR. HIGH SCHOOL

Test Item	Segmented Log Roll
Learner Outcome	To improve coordination, balance, and muscular strength to demonstrate a mature rolling pattern.
Suggested Activity	Assisted Segmental Log Roll
Equipment	Mats
Formation	Individual
Procedure	<p>This activity should be conducted as closely to a one-on-one situation as possible. The students should be removed from their wheelchairs and placed on the mat. Teacher assistance is necessary for this level of skill.*</p> <p>Assistance should be given as follows:</p> <ul style="list-style-type: none">a) Student lying, arms at sides, legs straightb) Total head support is necessary to begin rolling pattern.c) The teacher should begin to slowly roll the child, supporting the head and turning the shoulders – carefully observing the student’s posture.d) The teacher may have to assist positioning the student’s arms and legs during the roll.e) The teacher should encourage as much independent moving by the student as possible. <p>*The teacher must have a complete medical history of each student before assisted movement of the child takes place.</p>

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LEVEL II - ELEMENTARY

Test Item	Creeping/Crawling
Learner Outcome	To improve coordination, balance and muscular strength to demonstrate a mature creeping/crawling pattern.
Suggested Activity	The Zoo
Equipment	Mats
Formation	Individual, scattered
Procedure	<p>The teacher explains that the class will take an imaginary trip to the zoo. The teacher then drives the bus, etc. to the zoo and assigns each student to demonstrate a particular animal. For those students working on creeping/crawling, assign animals such as alligators, snakes, horses, giraffes, etc. Pick four legged animals and animals that creep along the ground.</p>
Variation	A trip to the farm, circus, etc. can be used.

119

LEVEL I-IV – JR. HIGH SCHOOL

Test Item	Maintenance of Posture
Learner Outcome	To improve muscle strength, muscle endurance, flexibility balance and coordination to maintain an erect (functional) sitting or standing posture.
Suggested Activity	Individual Contracts
Equipment	None
Formation	Individual, sitting or standing
Procedure	The teacher sets up a “contract” with each student needing assistance in this area. As part of the normal “warm-up” session or at home with the help of family members, the student is contracted to maintain balance for specific amounts of time-increasing the time weekly or monthly.
Variation	This can be done with various activities, charting progress also allows the child to see progress over a period of time.

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LEVEL II – ELEMENTARY, JR. HIGH SCHOOL

Test Item	Pre-strike
Learner Outcome	To improve flexibility, coordination, and muscular strength to develop the beginning motor patterns of the strike.
Suggested Activity	Prone Strike
Equipment	Incline wedges, or padded ramp, or mats piled on each other, waste receptacle, small assorted objects.
Formation	Individual
Procedure	The student lies prone with shoulders and arms hanging over the edge of a stack of mats or an incline mat. Objects are placed on the floor in front of the student. The objective is to place the objects into a small bucket or waste receptacle in front of him/her. The teacher should emphasize raising the arm above the shoulders to drop the objects into the bucket.
Variation	If the child is unable to grasp objects, put the objects on a bench or other solid object with the bucket next to it so the child only has to knock the objects into the bucket instead of grasping them.

121

LEVEL 1 - ELEMENTARY

Test Item	Pre-Kick
Learner Outcome	To improve flexibility, balance and coordination to develop the beginning motor patterns leading to the skill of kicking.
Suggested Activity	Earthball
Equipment	Large cage-ball, or beach ball, mats
Formation	Individual, or semi-circle
Procedure	The students should be placed in the supine position either individually on a mat or in a semi-circle with their feet toward the teacher. The teacher instructs the student to attempt to kick the ball up in the air. The teacher assists the child by supporting the ball above the child's legs and feet.
Variation	Variations include: lying students closely together and have kicking contest between the students – trying to keep the ball in the air.

122

LEVEL III – ELEMENTARY, JR. HIGH SCHOOL

Test Item	Pre-catch
Learner Outcome	To improve coordination, flexibility and balance to develop the beginning motor patterns of catching.
Suggested Activity	Hot Potato/Grenades
Equipment	Nerf ball (6") or Nerf Football
Formation	Circle, seated on floor
Procedure	<p>The students sit in a circle facing one another. A “hot potato or grenade” is placed in front of one student. The object is to push the object to someone else, without getting “caught” with it when the teacher says the command “stop.”</p> <p>The teacher should emphasize visual tracking, arm extension, ball contact with two hands then a push away.</p>
Variation	Depending on the age group and skill level, some children may be instructed to first catch or trap the object then push it to a classmate.

123

POSTURE RATING CHART

NAME _____ AGE _____
 Last First SEX _____

Grade

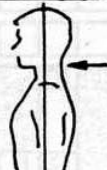








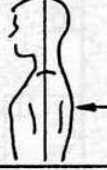


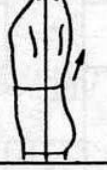





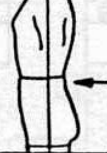


4	5	6	7	8	9	10	11	12
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 Rater's Initials _____
 Date of Test _____

7 HEAD ERECT GRAVITY LINE PASSES DIRECTLY THROUGH CENTER	4 HEAD TWISTED OR TURNED TO ONE SIDE SLIGHTLY	1 HEAD TWISTED OR TURNED TO ONE SIDE MARKEDLY	4	7	10						
7 SHOULDERS LEVEL (HORIZONTALLY)	4 ONE SHOULDER SLIGHTLY HIGHER THAN OTHER	1 ONE SHOULDER MARKEDLY HIGHER THAN OTHER	4	7	10						
7 SPINE STRAIGHT	4 SPINE SLIGHTLY CURVED Laterally	1 SPINE MARKEDLY CURVED Laterally	4	7	10						
7 HIPS LEVEL (HORIZONTALLY)	4 ONE HIP SLIGHTLY HIGHER	1 ONE HIP MARKEDLY HIGHER	4	7	10						
7 FEET POINTED STRAIGHT AHEAD	4 FEET POINTED OUT	1 FEET POINTED OUT MARKEDLY ANKLES SAG IN (PRONATION)	4	7	10						
7 ARCHES HIGH	4 ARCHES LOWER, FEET SLIGHTLY FLAT	1 ARCHES LOW, FEET MARKEDLY FLAT	4	7	10						

Total Page One

(Courtesy of the New York State Education Department. Screening has been modified to 7-4-1.)

7  NECK ERECT. CHIN IN. HEAD IN BALANCE DIRECTLY ABOVE SHOULDERS	4  NECK SLIGHTLY FORWARD. CHIN SLIGHTLY OUT	1  NECK MARKEDLY FORWARD. CHIN MARKEDLY OUT	4	7	10
7  CHEST ELEVATED BREASTBONE FURTHEST FORWARD PART OF BODY	4  CHEST SLIGHTLY DEPRESSED	1  CHEST MARKEDLY DEPRESSED (FLAT)	4	7	10
7  SHOULDERS CENTERED	4  SHOULDERS SLIGHTLY FORWARD	1  SHOULDERS MARKEDLY FORWARD (SHOULDER BLADES PROTRUDING IN REAR)	4	7	10
7  UPPER BACK NORMALLY ROUNDED	4  UPPER BACK SLIGHTLY MORE ROUNDED	1  UPPER BACK MARKEDLY ROUNDED	4	7	10
7  TRUNK ERECT	4  TRUNK INCLINED TO REAR SLIGHTLY	1  TRUNK INCLINED TO REAR MARKEDLY	4	7	10
7  ABDOMEN FLAT	4  ABDOMEN PROTRUDING	1  ABDOMEN PROTRUDING AND SAGGING	4	7	10
7  LOWER BACK NORMALLY CURVED	4  LOWER BACK SLIGHTLY HOLLOW	1  LOWER BACK MARKEDLY HOLLOW	4	7	10

TO OBTAIN TOTAL RAW SCORE:

- Determine the score for each of the above 13 items as follows:
 - 7 points if description in left hand column applies
 - 4 points if description in middle column applies
 - 1 point if description in right hand column applies
- Enter score for each item under proper grade in the scoring column
- Add all 13 scores, plus a constant of 9 and place total in appropriate space.

TOTAL RAW SCORE

4	5	6	7	8	9	10	11	12

Total

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