

ADAPTED PHYSICAL EDUCATION

Goals:

- To improve gross and fine motor skills
- To give student practice opportunities and exposure to motor skills
- To improve balance, coordination, strength and stability
- To support self-regulation, reduce anxiety and improve focus for all students involved
- To promote fitness

Space and Set up:

Keep equipment against the back wall. Students can help to set-up and pack away. Take photos of stations so that they can match the picture to each station to set up equipment. Keep equipment out of the way at the beginning to maintain a clear space for warming up.

Beneficial for students to help set up the station. (Put items out and equipment room door locked). Students should also help clean up. Do brief lesson on all stations at beginning and then watch and reteach as needed at station switch. Provide more structure. Talk about stations as challenges and improving on last time. Can you beat your last time? Can also use Boot Camp Circuit from Sensory Room. Consider using older peer mentors to help gather students and run individual stations.

Activity Suggestions:

For Cardio warm-up:

- Group ideas:
 - Parachute games: hold edge, lift, lower, walk around together, sit inside as it lowers down, change speed of movements.
 - General exercises:
 - Stretch up, hands up high; bend and touch floor
 - Arms out wide; left hand to right foot; right hand to left foot
 - Knees up – hold hands out in front, palms down; walk on the spot lifting knees up to touch hands. If too easy, do it while jogging on the spot or across the room.
 - Bum kicks – walk on the spot, lifting legs at the back so that heels touch buttocks. If too easy, do it while jogging on the spot or across the room.
 - Jog across the room
 - Walk across the room while holding a ball overhead – each student can hold a different ball (medicine ball, weighted yoga ball, exercise ball)
 - Pogo hops across the room – feet together, arms bent at the side, jump across the room, pumping your arms to generate momentum.
- Individual:
 - Stepping up/down
 - Step up squat, step down, repeat

- Run up, step down
- Jump up with 2 feet, then step down one at a time
- Jump/jog on the rebounder

Stations According to Equipment:

➤ **Exercise balls:**

- Standing – lift the ball from floor, overhead, to the right, to the left, make a big circle to the floor and back around to the top again.
- Sit on ball, raise one leg and hold, repeat with the other leg
- Lie over the ball, walk hands out on the floor, try a push-up
- Lie over ball, walk hands out on floor, pick up a beanbag and toss it to a target/bucket
- Sit on ball, have a partner also sit on another ball or stand on the Bosu. Pass the medicine ball to each other while balancing.
- Toss and catch the exercise ball with a partner
- Lie on back on a mat, lift legs up to kick the exercise ball with 2 feet. The adult will need to throw the ball at the student's feet.

➤ **Balance beam:**

- Walk forwards or sideways carrying a heavy ball
- Walk forwards, bend down to pick up beanbags along the beam, gather them up and toss to a target at the end before you get off the beam.
- Walk forwards or backwards, stepping over beanbags
- Stand on beam, face a partner who is standing on the floor, toss and catch a ball

➤ **Bosu:**

- Stand with knees slightly bent, catch an exercise ball
- Hold a rolling pin with 2 hands and use it to hit a beach ball back to your partner
- Stand with one foot on the floor and one on the Bosu, squat and stand, repeat.
- Position the Bosu at the end of the balance beam to make a balance circuit. The student can pick up the weighted ball at the start, cross the beam and then step onto the Bosu, toss the ball to the adult and step down.

➤ **Medicine ball:**

- Hold the ball and run across the room, pass the ball to your partner and he/she can do the same thing. Next time, cross the room 2x, then hand over to your partner. Each time add more crossing of the room. Aim for 5x across the room.
- Bowling – stand on the Bosu and use the medicine ball to knock down pins/shoe boxes. Set them up and repeat.
- Position the ball on the floor. With 2 feet together, try to jump over the ball and land on the other side. Jump around to face the ball again. Repeat. This one is harder than it sounds!
- Lunges while holding the medicine ball. This one might challenge motor planning but teach it in stages. Do both sides.
- Bicep curls holding the medicine ball, with palms facing up.

- Stick a target on the wall. Have the student stand on a designated spot. They toss the ball to the target and catch it. For safety, their legs should be bent and a squat to catch is ideal.
- **Wrist and ankle weights:**
 - Student can wear them to walk along the beam.
- **Parachute:**
 - Consider using this at the beginning to warm up or at the end to bring the group together. Play games like duck duck goose, call two names and have those students trade places by running under the parachute while others hold it up, form a tent and everyone gets under it, wave balls or bean bags off the parachute.
- **Tension bands:**
 - Hold and stretch out the sides, or in a diagonal in front of the body.
 - Stand on the band, bend knees, back straight, and lift band up along the side of the body.
 - Place both feet in the band, hold the ends with both hands, bend knees slightly, and take small steps to move sideways across the room.

Activity Suggestions according to Motor Skill:

Balance

- Use the more stable benches. Student can walk across straight, sideways, backwards, on tiptoes, and then carrying a medicine (in all positions) or use benches flipped over and walk along narrower beam for greater difficulty.
- Sitting on an exercise ball and lift one leg, other leg, both legs (best to do this beside a wall), throw a ball between partners while lifting a leg.
- Hopping on one leg, hopping down a line, walking on the lines, hopping on the lines, jumping from mat to mat
- Stepping Stones (the bigger ones are best... maybe order down the line from School Specialty) with yoga mats underneath so they don't slide around.

Coordination

- Use the hula hoops (skipping, rotate hoop around arms, legs, hips)
- Throwing and catching balls with scoops
- Skipping rope
- Throwing, catching and juggling scarves
- Jumping into hula hoops
- Dance station
- Scooter boards (laying down or sitting)
- Using the High Jump mat – put down and do log roll (hold a bean bag in between hands or feet), run across, use as a crash mat, put other mats under it and students can run against it and fall down onto mats.

Stability

- Rolling on stomach on the yoga ball with hands on floor and pick up bean bags and throw in the bucket
- Superman position on the balls
- Laying with upper back on ball and lifting each leg (this is more difficult)
- Medicine ball twist to pass to peers down a line and passing medicine ball over/under down a line of peers.

Ball Skills

- Basketball (dribbling, passing, shooting)
- Tetherball
- Shooting on hockey nets and passing with soccer ball or hockey puck.
- Kicking and dribbling through cones
- Tape a Target on the wall and shoot balls into it.

Activities can also be graded so that students start with easier versions of the activity then move to more difficult versions as they progress. Below are examples of how to grade some activities

BALANCE ACTIVITY

Sitting Balance on Exercise Ball

MATERIALS NEEDED: Large yellow exercise ball, stop watch, 2-5lbs hand weights, weighted ball



GRADING ACTIVITY (easiest to hardest):

1. Sit with both feet on floor and maintain balance with proper posture
 - a. If student requires assistance adult can provide support by:
 - i. Stabilizing ball from behind (maximum support).
 - ii. Stabilizing students at their hip bones from behind (medium support).
 - iii. Stabilizing students by holding one or both hands (light support.)
2. Lift one foot up at a time then the other.
 - a. If student requires assistance adult can provide support by:
 - i. Stabilizing ball from behind (maximum support).
 - ii. Stabilizing students at their hip bones from behind (medium support).
 - iii. Stabilizing students by holding one or both hands (light support).
3. Hold the foot up for a longer period of time, say 5 seconds (use stop watch to time). Then increase the time up to 30 seconds on each side. Student should be independent at this stage however a hand support can be offered if needed.
4. Then increase the number of reps – Start with 1 rep and build up to 10 reps on each side.

CHALLENGE: Student must be independently stable on ball to do these activities.

1. Add arm movements – bring both arms straight up to front/sides while maintaining one foot up.
2. Add arm movements with weights (2-5lbs) one foot up.
3. Peer/Adult faces person balancing on ball and throws weighted ball back and forth (5 – 15 times) (both feet on ground easiest – hardest with one foot up).

BALANCE ACTIVITY

Standing Balance on the Rock N Roll Stepper

MATERIALS NEEDED: Rock'n'Roll Stepper, Timer, whiteboard, whiteboard pens



GRADING ACTIVITY (easiest to hardest):

1. Student stands on stepper and maintains balance and posture without falling
 - a. If student requires assistance adult can provide support by:
 - i. Placing stepper close to the wall.
 - ii. Student steps on while facing the wall & using their hands on the wall for support.
 - iii. Adult can stabilize student at the hip bones from behind as needed.
2. Use the stepper with side to side movements (start with 10 – 20 steps/side; Total 40 steps)
 - a. If student requires assistance adult can provide support by:
 - i. Placing stepper close to the wall.
 - ii. Student steps on while facing the wall & using their hands on the wall for support.
 - iii. Adult can stabilize student at the hip bones from behind as needed.
3. Step side to side ≥ 60 total steps with no adult support however student can still use the wall.
4. Independently use stepper without holding on to the wall. Gradually increase time up to 5 minutes (use timer).
5. Use the stepper while writing on the whiteboard.

CHALLENGE: Student must be independently stable on the stepper to do these activities.

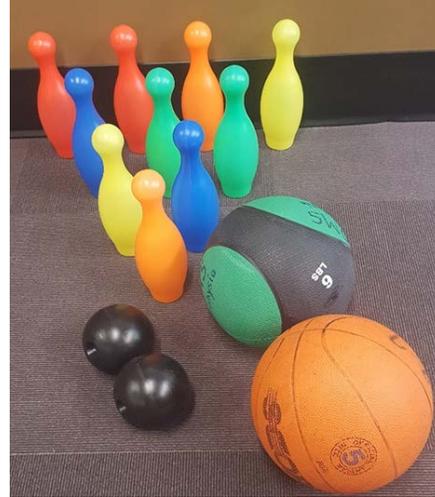
1. Add arm movements – bring both arms straight up to front/sides while maintaining balance (easiest) or while stepping (hardest). Repeat arm movements 10-12 reps.
2. Add arm movements with weights (2-5lbs) while maintaining balance (easiest) or while stepping (hardest). Repeat arm movements 10-12 reps.
3. Peer/Adult faces person balancing/stepping on stepper and throws weighted ball back and forth (5 – 15 times).

BALL SKILLS ACTIVITY

Bowling

MATERIALS NEEDED: Bowling Pin set, various balls (see photo)

SET UP: Have student set up the pins in the pattern shown below. Then the student can knock down the pins with each of the balls in the picture.



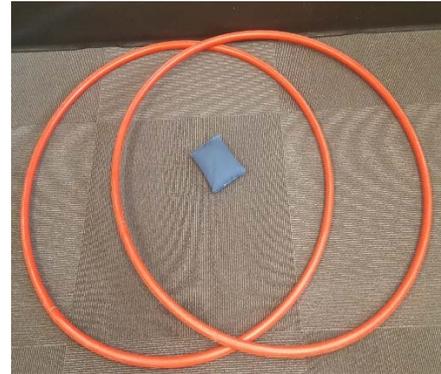
GRADING ACTIVITY (easiest to hardest):

1. Student to set up bowling pins by taking it out of case and arranging it
 - a. If student requires assistance adult can provide support by:
 - i. Use a laminated diagram to show placement of all 10 pins – assist student to match a pin to each spot.
 - ii. Use photo to set up correct pin placement – assist student as needed.
 - iii. Student places pin independently.
2. Roll the ball (underhand) into the pins to knock them down & set pins back up again. Repeat 3-5 times.
 - a. If student requires assistance adult can provide support by:
 - i. Adjust distance from pins (closer = easier & farther = harder).
 - ii. Assist student to roll the ball using 2 hands (wide legs w/ ball in between).
 - iii. Assist student to roll the ball using 1 hand.
 - iv. Try different balls (bigger/light balls first then progress to heavier/smaller balls to make it harder).
3. They can throw the balls to try to knock pins down.
 - a. If student requires assistance adult can provide support by:
 - i. Adjust distance from pins (closer = easier & farther = harder).
 - ii. Assist student as needed to throw underhand (easier).
 - iii. Assist student as needed to throw overhead (harder).
 - iv. Try different balls (bigger/light balls first then progress to heavier/smaller balls to make it harder).

BALL SKILLS ACTIVITY

Catching, Throwing and Kicking

MATERIALS NEEDED: variety of balls, small, soft and light (easy) and big, hard and heavy balls (hard), easy to grip balls, beanbags, hula hoops



GRADING ACTIVITY (easiest to hardest):

1. Catch, throw and kick balls back and forth to each other. Start with 5 reps, increase to 20 reps.
 - a. If student requires assistance adult can provide support by
 - i. Start with hand over hand as needed to show the student how to throw, catch, and kick if needed.
 - ii. Adjust distance from peer (closer = easier & farther = harder).
 - iii. Adjust the control of the force and direction of the throw and kick. Aim for more control and accuracy.
 - iv. Use two hands to throw or catch (easier) progress to one hand throw or catch (harder).
 - v. Assist student as needed to throw and catch underhand (easier).
 - vi. Assist student as needed to throw and catch overhead (harder).
 - vii. Kick with toe (easier), progress to kick with insides and outsides of feet (harder).
 - viii. Try different balls (bigger/lighter/softer balls first then progress to heavier/smaller/harder balls to make it harder).
2. Targeting a throw: Student can throw into the basketball tent and into the hula hoops on the floor.
 - a. If student requires assistance adult can provide support by
 - i. Start with hand over hand as needed to show the student how to throw, catch, and kick if needed.
 - ii. Adjust distance from peer (closer = easier & farther = harder)
 - iii. Use two hands to throw or catch (easier) progress to one hand throw or catch (harder).
 - iv. Assist student as needed to throw and catch underhand (easier).
 - v. Assist student as needed to throw and catch overhead (harder).
 - vi. Start with beanbags then try different balls (bigger/lighter/softer balls first then progress to heavier/smaller/harder balls to make it harder).

CO-ORDINATION ACTIVITY

Hula hoops

MATERIALS NEEDED: Hula hoops, timers



GRADING ACTIVITY (easiest to hardest):

1. Student will spin the hula hoop around their waist, arms, legs etc.
 - a. If student requires assistance adult can provide support by
 - i. Modelling how to use the hula hoop.
 - ii. Hand over hand as needed to show the student how use the hula hoop.
 - iii. Have student spin the hula hoop around arm and leg further away from themselves (e.g. around wrist easier than upper arm, ankle easier than thigh). Sit to spin hula hoop around ankle.
 - iv. Spin around waist slowly to start, adult can put hand on hips to show student how to move their hips.
 - v. Start with maintaining a certain amount of reps, e.g. 5 reps.
 - vi. Then time how long they can spin around a body part. Work on increasing the amount of time using the hula hoop.

CO-ORDINATION ACTIVITY

Skipping Ropes

MATERIALS NEEDED: Skipping ropes, timers



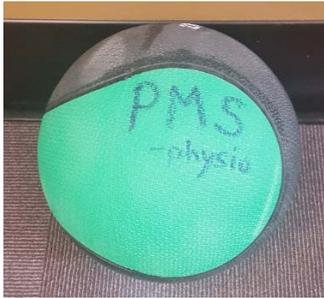
GRADING ACTIVITY (easiest to hardest):

1. Student will skip the skipping rope.
 - a. If student requires assistance, adult can provide support by
 - i. If student is unable to the skipping rope as intended, start with rope on the floor and have student walk (easier) then jump over it with both feet (harder).
 - ii. Lift rope off the floor by two people holding it at each end, then student walks (easier then jumps over it (harder).
 - iii. With two people holding the ends again, have the student jump while the skipping rope is brought under and over them. Start slowly (easier) then faster as tolerated (harder).
 - iv. Modelling how to use the skipping rope.
 - v. Hand over hand as needed to show the student how use the skipping rope.
 - vi. Count reps, start with 5 reps and work up to 60 reps.
 - vii. Then use a timer to time how long student is able to skip rope.
 - viii. Use the reps and time as a motivator to beat each time.

STABILITY & STRENGTH ACTIVITY

Weighted ball throws

MATERIALS NEEDED: Weighted ball, different weights preferable, exercise ball



GRADING ACTIVITY (easiest to hardest):

1. Students can catch and throw medicine balls back and forth to each other. Start with 5 reps and increase to 20 reps.
 - A. If student requires assistance, adult can provide support by
 - ix. Start with hand over hand as needed to show the student how to throw and catch if needed.
 - x. Adjust distance from peer (closer = easier & farther = harder).
 - xi. Use two hands to roll ball (easier) to each other then two hands to throw and catch (harder).
 - xii. Assist student as needed to throw and catch underhand (easier).
 - xiii. Assist student as needed to throw and catch overhead (harder).
 - xiv. Try different balls (lighter balls first then progress to heavier balls to make it harder).

CHALLENGE:

1. Sit on an exercise ball then then throw the medicine ball back and forth to a peer/adult.
2. Stand or sit on exercise ball facing partner – pass weighted ball using one bounce on the floor.

STABILITY & STRENGTH ACTIVITY

Opposite Arm and Leg Lifts

MATERIALS NEEDED: Hand and ankle weights 2 lbs. each, exercise ball, mat



GRADING ACTIVITY (easiest to hardest):

1. Students will lift opposite arm and leg. Start with 5 reps and increase to 20 reps on each side.

A. If student requires assistance, adult can provide support by

- i. Start on the floor on the mat, student on their tummy, assist with hand over hand as needed to show the student how to lift one arm up, then the other, then one leg up then the other.
- ii. Then lift both arms up together, then both legs up together.
- iii. Then lift one arm and opposite leg, repeat on other side. Student might need physical or verbal cues to get the pattern.
- iv. Increase reps as tolerated. Increase hold from instantaneously to 5 second hold.
- v. Repeat i to iv on the All fours. Give support and physical and verbal cues as needed.
- vi. Repeat i to iv on the Exercise ball. Give support at the ball (easiest) to at the hip bones (harder).

CHALLENGE:

Add weights to wrists and ankles to further challenge the student when they have mastered the exercise on the floor, on all fours and then on the ball.