

Taking Your Game to Smaller Areas

Adapted Physical Education Health Education



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Adapted PE & Health– 1st CP of NJ

*Head of School Athletics & Special Olympics Area 9 Track & Field
Scoutmaster Troop 5795-Special Needs Unit
Bloomfield Special Olympics Area 9 Coaching Staff Bowling & Bocce
Bloomfield Little League Challenger Baseball Area 8
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1ST CP OF NJ HIGH SCHOOL STUDENT

Athlete in 5 intramural sports
Special Olympics Track & Field Area 9
Interscholastic Basketball Travel Team
Boy Scouts Special Needs Troop 5795
Outside School:
Area 9 Bloomfield Special Olympics—Bocce & Bowling
Bloomfield Challenger Baseball Little League

2015 Eastern District SHAPE America Adapted PE Teacher of the Year (APE TOY)
2014 NJAHPERD Adapted PE Teacher of the Year (APE TOY)
1997 Hudson County Teacher Recognition Award
1997 State of NJ Governor's Teacher Recognition Award

1990-1998 PE & APE Bayonne Public School – Dr Walter F Robinson Elementary K-8
1990 East Stroudsburg University – B.S. PE Major (student teaching APE & PE)
1990 NASPE – Outstanding PE Major of the Year
1990 PAHPERD Outstanding Senior Award



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Head Coach Interscholastic Basketball Travel Team
MATP Advisory Board—NJ Special Olympics

Helpful hints:

www.sparkecademy.org

1-sign up-free App free professional development webinars different topics monthly, miss one go to webinar library

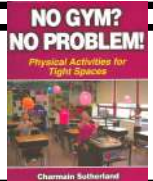
2- PE Lesson Plans—Access a collection of research-based, highly active PE lesson plans. Aligned to National PE Standards

Limited Space Lessons from SPARK SPARK-Limited-Space-Sample-Resource.pdf

3- Trainer Tips—teaching strategy and classroom ideas 4- Grant Finder 5- Conferences and Workshop

Sparkecademy webinar Aug 2015 : Charmain Sutherland No Gym, No Problem! Physical Education and Physical Activity in Tight Space . Author of: No Gym! No Problem!

Webinar Handout [NoGymNoProbtightspacehandoutpdf1.pdf](#)



www.humankinetics.com/.../indoor-limited-space-games

www.pecentral.org/websites/peprogramsites.htm

www.sparkpe.org/.../big-ideas-for-small-spaces

<http://www.heartlandaea.org/special-education/special-education-services/ape/adapted-physical-activities/>

Sparkecademy webinar Oct 2015: Dr. Nick Forsberg, a professor in the Health, Outdoor, Physical Education (HOPE) Subject Area in the Faculty of Education at the University of Regina, webinar "Teaching Personal and Social Responsibility (TPSR): Beyond a Goal/Standard to a 'Way of Being'"

When making Adaptations think: **ICE = I. Instruction C. Content E. Environment**

I would like to add to that: When making Adaptations think:

MICE = M. Mobility I. Instruction C. Content E. Environment

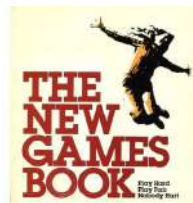
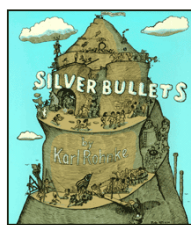
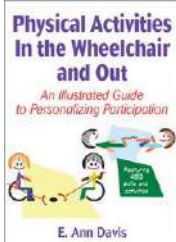
Wheeled displays to hold goal setting charts or station work



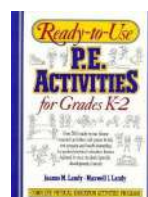
Buckets attach to chairs and walkers and assist in carrying items



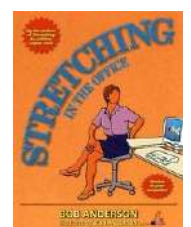
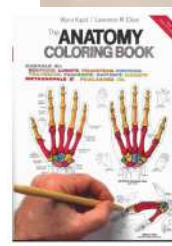
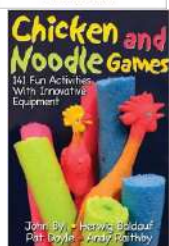
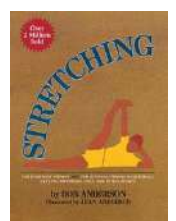
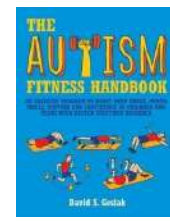
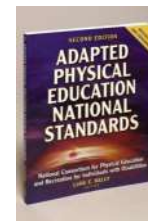
Invest in a great wagon for transport



"More New Games"



Any of the Ready- to-Use books



Activity Ideas for Smaller Areas Sharing Space *Picked Out of Gym to Classroom*



PRE MADE READY TO GO

STORAGE BINS CONCEPTS/SKILLS GRAB AND GO

Cross-Teaching Opportunities

communication between the classroom teacher of what they are learning in lessons, tie it into PE
HS learning about Italy. APE-Bocce; Learn the Tarantella dance

Current Event Opportunities

Time of Year, "X" Month; Seasons; Holidays; Weather; Olympic Year; March Madness; SuperBowl; World Series; What's "hot" now in music, dance, movies

Setting Goals, Evaluating Old Ones

Take the opportunity to create new goals, look at the ones working on in PT, OT, ST, classroom, transition program and APE

Make Portable Bulletin Boards

1. Concepts
2. Vocabulary Word Walls
3. Interactive



Network Ideas:

Conferences

Social Media



Create a Library List of

Interactive, Instructional, Assessment.... Apps
iPad YouTube Computer
Internet SmartBoard

Fitnopoly



Create games from pre-existing boards or make own



Jeopardy style games



Class Knowledge
Tournament

Prepare for
Student
Vs Staff
Game



Octoband



Chair activity bingo
cards \$39.95 LearningZoneXpress.com



Most popular video-all people involved

Videos on DVD use APPS for iPad YouTube on the SmartBoard

1. fitness exercise
2. yoga
3. Step Workout
4. Wheelchair or chair dance/exercise/yoga
5. Dance instruction
6. Instructional Sports Skill Dvd
7. Actual Sport Game—Analyzing & Reviewing





PUTTING SKILLS

OVER/THRU OBSTACLE SKILLS

GOLF ACTIVITIES



RELAYS—USE COLORS BUCKETS/PAIS/BASKETS

BEAN BAGS, BALLS, FOOD GROUPS



Wheelchairs

How many balls push off tray or grip into bucket in one minute



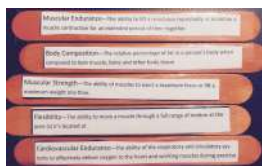
boomwackers

drums

Jam Session

Sticks used in class for marking laps

Use the fact sticks, matching sticks for knowledge bowl round or station work



Objective: student maintaining balance when letting go of walker while retrieving an object.

Lifegoal: opening door, getting item off a table while in walker

MONKEY SOUP: scatter monkeys throughout area, attach buckets to whchr or walker; retrieve monkeys until bucket is filled to make soup.



Hatfields & McCoys: Neighbors live with a fence dividing their properties. Having a snowball fight or getting rid of the trash, whatever.

Throw it over the fence to the neighbors property. After 5 minutes stop game count balls and team with least amount voted best neighbor.

Alternate hockey goals for wheelchair to come up to fence and throw ball over.



small area ideas for activities or games

Create a dance

Make groups of four:

Have each student make a movement, add it to the sequence, practicing the movement, add 1, practice add another, practice 1, 2, 3 together then add 4th movement. Do the movements to a count of 4 beat.

Have the group choose a song to do their movements to from a pre-chosen teacher list or one on the class playlist.

After the team practices the dance and now ready to demonstrate, have each group perform the dance.

Other ideas: teach the dance to all classes or an age group to perform at a later date, like PE Dance Show or a School Flash Mob.

Trash Ball

Equipment: Vocabulary Sticks or Matching Sticks or Fact Sticks or Sport Skills, Rules, Game Sticks

And ball (soft and small, rolled up sock, rolled up paper in shape of ball); a basket (trash can, plastic bin)

Activity: using the sticks that we use in our APE class doing laps or activities in the gym, students are divided into teams. Student picks a stick out of a bucket (hat) and hands it to the teacher/leader of game. The teacher asks a question using the information on the stick whether its in multiple choice form, fill in blank or in question form.

If student gets the correct answer he/she can take a shot, if made successfully his/her team gets a point.

Fitness stations



90°
Lunges

Alternate legs when stepping forward.

Bend forward leg until thigh is flat like a table (90° bend).

Keep your foot in front or even with your knee when bent.



90°
Squats

Try to keep your back straight!

Squat until thighs are flat like a table (90° bend).

Stretching your arms out and in front of your body will help you stay balanced when you squat.



Kickbacks

Fully extend one leg. Try to keep your foot at or above your body when fully extended.

Do 10 kickbacks with one leg and then switch to the other.



Mountain Climbers

This is a hard one! Remember, when one leg comes up, the other goes back. Try to do this in one motion.

Alternate your legs and bring your knees as close to your elbows as you can.

Leg Exercises Station

Perform each of the 4 exercises. 3 sets of 10 reps.

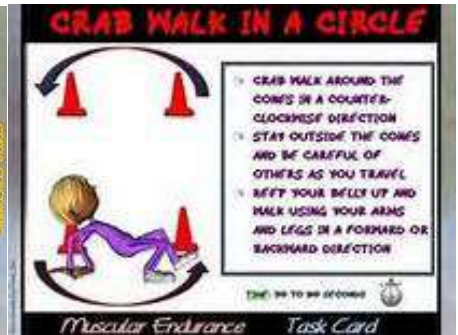


SIT AND REACH

- START BY SITTING DOWN ON THE FLOOR WITH YOUR LEGS IN FRONT
- REACH FORWARD TO YOUR TOES (OR PAST THEM) WITH YOUR HANDS, KEEPING YOUR LEGS STRAIGHT
- FEEL THE STRETCH IN YOUR LEGS AND HOLD IT FOR 15 SECONDS
- RELAX AND REST FOR 10 SECONDS AND THEN DO IT AGAIN A FEW MORE TIMES

TIME: 60 TO 90 SECONDS

Flexibility Task Card



CRAB WALK IN A CIRCLE

- CRAB WALK AROUND THE CONES IN A COUNTER-CLOCKWISE DIRECTION
- STAY OUTSIDE THE CONES AND BE CAREFUL OF OTHERS AS YOU TRAVEL
- KEET YOUR BELLY UP AND WALK USING YOUR ARMS AND LEGS IN A FORWARD OR BACKWARD DIRECTION

TIME: 30 TO 60 SECONDS

Muscular Endurance Task Card

Push Up Hockey

Two players will face each other in a push-up position. One player will have a beanbag. On the signal the player with the beanbag will slide it on the floor and attempt to move it though the other player's arms to score a goal. One must stay in the push-up position while playing the game. If you come down you must stop the game until both players return to the push-up position. (If needed both players can assume a modified push-up position.)

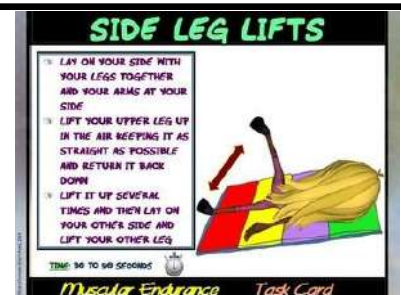



STAR JUMPS

Jump up in the air using both legs and stretch out at the top of your flight with your arms and legs as far apart as possible. Land with legs back together and arms by your side.

TIME: 30 TO 60 SECONDS

CARDIOVASCULAR ENDURANCE



SIDE LEG LIFTS

- LAY ON YOUR SIDE WITH YOUR LEGS TOGETHER AND YOUR ARMS AT YOUR SIDE
- LIFT YOUR UPPER LEG UP IN THE AIR KEEPING IT AS STRAIGHT AS POSSIBLE AND RETURN IT BACK DOWN
- LIFT IT UP SEVERAL TIMES AND THEN LAY ON YOUR OTHER SIDE AND LIFT YOUR OTHER LEG

TIME: 30 TO 60 SECONDS

Muscular Endurance Task Card

All these posters are found on Pinterest

Jump Rope



Select a Jump Rope and try each of the following challenges:
Who can jump the longest without missing?

How many tricks can you do from the chart?

Try jumping as fast as you can for 30 seconds.



Use the stacking cards to create pyramids.

3cups, 6 cups, 10 cups

3-3-3 3-6-3 3-6-10

6-3-6 6-10-6

10-3 10-6

Fitness Dice



Find a Fitness Dice card partner and a pair of dice. Take turns rolling the dice.

After you roll the dice, look at the Fitness Dice card to see which exercise you will be performing.

Both partners will perform the exercise together.



Can also make your own exercise activities by inserting cards to cube

Around the Back

Toss the bean bag over one shoulder to the floor. Pick it up with the other hand and toss it back over the other shoulder to the floor. Repeat!

Step Aerobics



Perform Step Aerobics while wearing a Pedometer. Perform the up up down down, wide wide narrow narrow, box step, and create a step of your own.

Remember to move fast to get as many steps as possible.

How many steps can you get while performing Step Aerobics?

* For more of a challenge use weights while stepping.

Body Part Tag

Pick up the ball, tag a body part (nose, chest, chin, forehead, elbow, neck, shoulder, etc.) and put the ball down. Repeat with the other hand.

Ball Touches

Touch your right elbow to the ball and return to the beginning position. Then touch your left elbow to the ball and return to the beginning position. Repeat.

Bean Bag Hockey

Toss the beanbag with one hand and catch it with the other. Repeat.

Station Work: Skeletal & Muscular Systems

1

Put The Skeleton-Puzzle together



2

Label the Bones



3

Read the facts about the bones



4

Attach the muscles to the bones



5

Build the hand
Read the facts



Create a Game

Divide into teams of 2, 3, 4 or more. Give each group a Create a Game worksheet and pen.

Have each team create a game using the designated skill, piece of equipment and/or game area.

In the next period of being in a larger space, have a team teach their game to the rest of the class. If you have 6 creating teams, you can space out the games to be different class periods.

Cross Teaching moment: Transition Age—job of a camp counselor.

Literacy Idea: with each game created make a binder book of the games which could be eventually copied into a book for the students to use at home or published.

CREATING GAMES

NAMES: _____ **Grade:** _____

During the course of the year, your class will be introduced to a wide variety of equipment. Sometimes when we see a piece of equipment we automatically think of one game, and maybe, one game only.

Here is your chance to create new, imaginative games utilizing these pieces of equipment. Remember that changing one rule, or one piece of equipment, or one skill can make a whole new world of fun for the game.

When creating your game try to be as creative as you can. Don't forget that we need to know everything because we have NEVER played your game before.

Fill in the necessary blanks to teach your class your NEW GAME or RACE or ACTIVITY or TASK.

Game Utilizing: BALLS

Name of the game: _____ Age group: _____

Where do we play the game?: (inside/outside; boundaries) _____

Is this a team game, or do we compete against ourselves? If it is a team game, how are you going to divide up the teams and how will we tell them apart? _____

Is it creativity a game, activity, task or race? _____

Equipment: What types of balls do you need? And How many?

playground balls _____ basketballs _____ soccer balls _____ volleyballs _____ tennis balls _____ footballs _____

hacky balls _____ swoosh balls _____ nerf balls _____ wiffle balls _____ softballs _____ beach balls _____

snowballs(yarnballs) _____ lacrosse balls _____ golf balls _____ ping pong balls _____ bowling balls _____

Other type of balls: _____

Do you need any other equipment in your game? List below: Tell how many!!! (hoops, jump ropes, goals, nets, scooters, pinnies, bean bags, balloons, frisbees, rings, paddles, bats, parachute, cones, bowling pins, bases, or any equipment found in the gymnasium store room) _____

Directions: How do we play the game? Remember that we have NEVER played before, so tell EVERYTHING!!!

Rules: Rules are important to a game/activity/task/race. Rules keep the students doing what they are supposed to be doing. Are there rules for your lesson? And if so, what happens if a student breaks a rule? _____

Safety Rules: We always want to be safe. Are there rules in your lesson to ensure that everyone is safely playing?

Draw a diagram of how you need to set up for the game with the equipment:

What skills are we practicing in our game?

throwing____ catching____ kicking____ dodging____
volleying____ dance skills____ dribbling w/ foot____ dribbling w/ hand____
running____ tumbling skills____ striking with our hand____
locomotor skill(jump,leap,skip,gallop,slide,hop)____ striking w/equipment____
cooperative skills____ problem solving skills____
fitness exercise skills:
cardiorespiratory endurance game____ agility game____ flexibility____
muscular strength/endurance game____

All games will be taught by the student to his/her class. Each game will be played during the appropriate lesson throughout the remainder of the school year to teach, practice, and master the skill or skills highlighted in the student's game.

CREATING A GAME FOR A SPORT UNIT: _____

(Name the sport/dance/fitness activity)

Name of the game: _____

What skills are we practicing? _____

Where do we play the game?:(inside/outside; court/grass/concrete) _____

What are the boundaries? _____

Is this an individual game, a partner game, a group game or a team vs. team game?

If a group game...how many in the group? _____

If a team game..do we need pinnies?____ do we need numbers?____

What equipment is needed? (don't forget to include how many) _____

Set-up: (How do you set up the equipment and playing area?) DRAW A DIAGRAM.

Directions: (how to play; rules involved; breaking the rules; scoring; are there winners) Remember that we have NEVER played before, so tell EVERYTHING!!!

Safety Rules: (We always want to be safe. Are there rules in your lesson to ensure that everyone is safely playing?)

Any safety equipment needed? _____

How should we warm-up before we begin the game? Any special stretching exercises; etc? _____

All games will be evaluated by the teacher and your classmates. Games will be taught to peers.

King Pin: two teams face each other with boundary line in middle. Each team has at least 5 pins lined up behind their playing area. Winning Team is the team who knocks down all the pins of opposing team first.

Defensive Goal: guard your teams pins to the other team doesn't knock them down.

Offensive Goal: throw or roll the soft foam or CATCH ball at the opposing team's pins to knock them down.



Lead Up: make a circle, inside the middle of the circle place 1 bowling pin; students will throw bean bags, CATCH or soft blown balls at the pin in attempt to knock it down; due to being in a circle the students can stop the ball if missed and keep in the area of play; if pin knocked down, cheer, put back up and try again.



Lead Up: place the pins in the middle bound-ary line. Goal is for all players to knock down the pins, no teams. This is a game to play if can-not guard pins or concept of pins being behind them.

Ring The Noodle students face partners in a line

A——B A holds a noodle

B attempts to throw a deck ring “ringing” the noodle



Team Ring Toss

Team A faces team B with cones in the middle boundary line. Each team receives 5 rings or hoops. Each player attempts to ring the cone. Count team ring-ers. Most wins



Measuring the Jump

Group gets a stack of “frog” shapes, measuring tape and pencil. Students begin at starting line. Team measures the distance of the jumps it takes for each member to jump like a frog, then adds them together to see how far their team frog jumped.

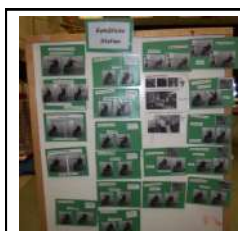


Mobility variation:

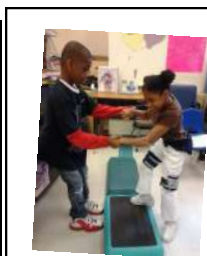
Use cata-pult to shoot a stuffed frog or inchworm off the tray or table.

Measuring the Inchworm

Group gets a stack of “inchworm” shapes, measuring tape and pencil. Students begin at starting line. Team measures the distance of the students body moves forward as an inchworm movement, then adds them together to see how far their team inchworm moved.



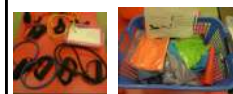
Gymsticks



Steps



Thera Bands & Tubing



Dumbbells



Pull-ups

Chin-ups

Flexed arm hang



stations



Exercise Ball



Medicine Ball Catch



Exercise Video



YouTube GoNoodle

Brainbreaks Spark



Sit Ups Push Ups



Plug In TV active games:
Put up on table to play using hands for those in wheelchairs or walkers.

Track & Field



Balance Boards & Balls



Parachute Games Depending on skills level and class size. Using homemade milk jug catchers toss bean bag OR small soft balls into jug: self tossing and catching skills OR in a small circle the person in the middle tosses to the outside circle



Monkey Song: box of stuffed monkeys, throw monkeys on the chute. Count the monkeys. Sing the song "10 little monkeys jumping on the bed" while waving chute up & down and then count monkeys left equals how many fell off. Begin song again w/amount of monkeys left

Old MacDonald's Zoo song: w/ bucket of beanbags or stuffed animals like the Cow chicken monkey tiger

Fly Away Bird song: place stuffed beanie birds on chute; sing "fly away fly away baby birds sitting on the fence are 15 birds fly away fly away baby birds" raise up chute so birds can fly

Under The Sea song: throw onto the chute stuffed sea creatures, move chute to song Under the Sea, teacher yells "SHARK" and throw up chute so the sea creatures can scatter into the ocean



Making targets for small areas



MULTI-CULTURAL GAME: CHOPSTICKS

Origin: Recalls the dexterous eating skills of Asian people.

Activity: Relay Race Skills: -hand coordination Teamwork balance

Equipment: 8 cones 120 ping pong balls 4 egg crates 4 chopsticks (at least)

Directions: (Variation: Give a time limit and the team with the most ping pong balls in the crate wins.)

1. Set up 4 relay lines behind cones with 10-12 students in each. Make sure the teams are even in numbers. If not, instruct a student on the smaller team (s) to go twice.
2. Set up 4 cones opposite of the team lined up for each team to walk/run to. At each of these cones, place an egg crate.
3. Give all students chopsticks (or first person in line). At the beginning of each line there will be a bucket of 30 ping-pong balls.
4. On "GO" signal the first camper picks up a ball and carries the ball between the chopsticks. If he/she drops the ball, he/she has to begin again. The student then returns to his/her team and gives the chopsticks to the next person in line.
5. The objective is to carry the ball to the far cone and to place it in the egg crate. Hands may not touch the ball!!!
6. When dropping the ball into the crate, you must be an arm's length away before you drop the ball. The team to fill the egg crate first with all 30 balls is the winner.

AFRICAN SAFARI

Skills: Teamwork skills

Variations: use dinosaurs, farm animals

Origin: Suggests an excursion to exotic Africa to observe animals in their natural habitat.

Activity: Cooperative/Teamwork Scavenger Hunt

Equipment: plastic animals of various species; paper bag for each group; score card

Directions:

1. Scatter plastic animals in a designated area.
2. Create a scenario that we are all African Safari Hunters searching for the animals of the jungle.
3. Each group will search for the animals and place them in bags.
4. After a designated time, all hunters will count how many their team collected.
5. Each animal is worth the point value listed below:

tiger.....100 panther....90 rhinoceros....80 gorilla.....70 monkey....60 zebra.....50 giraffe.....40 elephant....30

If area is big enough, let students take turns to go out and get an animal while riding a scooter.

SPARK Fit Wellness Challenge ACTIVITY

Physically Active Technology

Objective—Use technology to provide a more physically active environment at your school.

Equipment—• Technology such as: pedometers, heart rate monitors, GPS systems, interactive video games such as Wii Fit®, Wii Sports®, DDR®, etc.

Activity — • Discuss in your group how you will use technology to increase physical activity at your school. Examples of ideas:

- A. Action Video Contest (Challenge students to make radical videos of physical activities.)
- B. Pedometer Challenge (Use pedometers, challenge students to take 11,000 steps/day.)
- C. Heart Rate Intramurals (Using heart rate monitors during an IM sports program to graph the HR students have when they play. Include Calories burned, average and max HR, and time in their THR Zone.)
- D. Virtual Hike the Himalayas (Students wear GPS systems while walking each day and chart their mileage on a map of Mt. Everest.)
- E. Video Game Contests (Students play such interactive video games during lunch in the multi-purpose room.)

Evaluate: Was your tech program successful (good attendance, enjoyable, increased physical activity, etc.)? Why or why not? What changes would you make to improve your program?

SPARK ACTIVITY Avoiding Barriers to Wellness

Objective

Teach students to identify ways in which peers can support others with their wellness journeys.

equipment

Writing utensils and paper; iPad, SmartBoard

Teaching

Discuss various ways peers can help you stay on track when you want to stray and do something unhealthy. Create a list of these ideas.

1. Your challenge is to create a public service announcement (PSA) about how to avoid roadblocks to eating healthfully and being physically active.
2. Looking at your list, focus on those supportive behaviors you could create a skit or dialog about. The focus should be on eating and physical activity behaviors (not necessarily other at-risk behaviors.)
3. Choose a way to promote your message to your audience. It could be a school TV or PA skit, a blog, an article for a newsletter or newspaper, a post on the school website.
4. Share your PSA with your teacher and class. Use feedback to improve your message.
5. Share with administration and get permission to share with the student body.

Evaluate

What types of barriers do you feel are common among students your age? What are

your suggestions for overcoming them? What ideas did you come up with to address students' lack of physical activity?

Stacking Cups make pictures of different stacking sets and have the students attempt the task.

Also can use Stacking Buckets. See website for fitness task poly spots to do with the stacking poly spots.



3 cup



6 cup



10



3 — 3 — 3



3 — 6 — 3



3 — 10 — 3



3 — 6 — 10



10-10



6 — 6



6 — 6 — 6

Air Hockey on a cafeteria table, place foam noodles or mat balance beans as the table side guards, using table air hockey paddles, pucks and nets. (this set was purchased at Amazing Savings for \$5.00)



Broom Hockey

Bought at dollar store

Played on table or floor, tape goal

Ogosport single hit and catch; or play with class in a circle attempting to keep the ball in flight (this set was purchased at NJAHPERD State Convention for 1/2 price)



OGO Sport Small Flying Disk Game, Set of 2 Discs and 1 OgoSoft Ball \$31.94

Spooky Bean Bags

Homemade Halloween figures or use decorations from a dollar store (laminated) scatter on desk, table or floor have students use them as targets for bean bag throwing skills



Fall theme

turkeys, pumpkins & scarecrows scattered used as targets for bean bag throwing skills

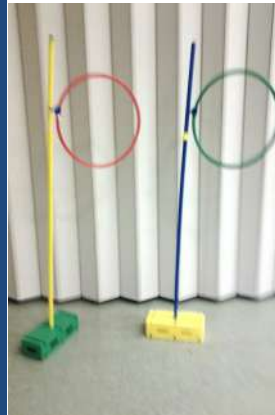
JUG CATCH Depending on skills level and class size. Using homemade milk jug catchers toss bean bag OR small soft balls into jug: self tossing and catching skills OR in a small circle the person in the middle tosses to the outside circle



Single Miniature Golf using various equipment to create a border and then obstacles to hit the golf ball through, paper plate can be hole, shoe boxes for tunnel, noodles for border, wiffleballs or yarn balls for golf balls



Throwing skills whether your teaching beginning skills or pitching skills you can bring it into the classroom. Move the desks and have the kids take turns. Create targets of various heights for the pitcher to pitch into strike zone. Or have a student be the batter without a bat. Let them use their hand as a bat. Have students be the umpire and call the balls and strikes. Student score by hitting their yarn ball to different distances marked on class floor with poly spots.



Sportime 3 in Yarn Ball Set, Set of 6, Assorted Colors \$14.02



Throwing skills same idea as the skill above but use the skill of quarter back football pass.

Each team gets a try to quarterback and pass into the net



Sportime UltraFoam 3-1/4 in Dia x 5-1/4 in L Striped Footballs, Set of 3

Throwing skills change it up to a foam frisbee

Indoor Horseshoes

create a few games going on at a time. Create a bracket where they have a class tournament.



Park & Sun Skore Tossing Target with Discs \$56.06



Champion Indoor/Outdoor Horseshoe Game, Set of 4 Plastic Horseshoes, 2 Rubber Mats and 2 Stakes \$19.34

Tic Tac Toe Bean Bag

using the circles from indoor hopscotch / connect Twister game, create a tic-tac-toe board and give bean bags of same color or shape to one player and a different color or shape to another player. (or team)



Building Towers
Building Teamwork
Problem Solving

Joy Carpets Hopscotch Carpet, 26 X 79 in \$28.66

Indoor Hopscotch whether you use hoops, a foam puzzle indoor set, or a hopscotch carpet, a game of hopscotch can practice hopping or jumping skills, tossing skills.



Wonderfoam Foam Hopscotch Mat, 14 pieces \$29.99

Minute to Win It Games get yourself a big plastic bin and start filling it with great activities from minute to win it. Timers can be bought at the dollar store or just do it to achieve the task with no timing involved.

go to www.minutetowinit.com or to YouTube.com and see numerous how-to videos of numerous games on the successful Minute to Win It t.v. show. Great for small areas.



A Bit Dicey



Breakfast Scramble



Pizza Pizza



Move On Up



Elephant March



Hut Hut Hike



Baby Blockin'



Tea Party



Tilt a Bucket



clipper



Johnny Applestack



Health & Fitness Concept Puzzles

print out information or pictures of health related sayings or pictures and create puzzles for teams of students to put together. Read & Discuss once done.



Frisbee Golf

smaller version of Frisbee golf. Portable and lightweight. Table top or on the floor/ground. Can set it in the middle of circle and have students toss mini Frisbees in. Got extras-party favor size





Zim Zam & Tetherball great as portable and self-contained game for striking w/hand or implement skills.



Table Tennis use classroom or cafeteria 6ft or 8ft tables and attachable table tennis nets. Modify for skills using wiffleballs instead of fast pace ping pong balls. Modify rules by awarding points for volley and for re-turned hit.



Carnival Games portable small carnival style games



Circus Skills



Deck Rings
\$3.74 each



Spinning Plates & Dowels Set of 12
\$41.99



Diablo \$14.84



Juggletime 17 in Juggling Scarves Set of 3 \$7.04



JuggleBug 18 in Juggling Clubs, Set of 3 \$19.74



Fun Gripper Juggling balls, Set of 3 \$14.62



Shapes using polypots or homemade shapes students toss the same shape bean bag onto target. CAN DO SAME W/ COLORS AND NUMBERS AND ALPHABET.



Educational Insights Shapes Bean Bags, Set of 12 \$22.49



Champion Shapes Vinyl Bean Bags, Set of 12



Educational Insights Number Bean Bags, \$28.50



Sportime 9 in Poly Numbered Spots, Set of 14 \$70.04



Martin Manufacturers 4 x 4 in Heavy-Duty Cloth Bean Bags, Pack of 12



Educational Insights Alphabet Bean Bags, \$37.49

Holiday Games

Build a Snowman



Holiday Games Build a Kwanza Table

Ribbons

grab a ribbon wand, scarf, ribbon circle and move to the music beat



Lawn Dice

create a circle and divide into teams, roll the dice, high # wins



Lawn Darts

toss your color dart to land in the circle.



Champion Lawn Toss Darts and Target Set, Assorted Color, Set of 8 \$8.39



Baggo Bean Bag Toss

toss bean bag into target hole

Baggo Beanbag Toss Game with Targets, Set of 8 Bean Bags and 2 Official Baggo Boards \$115.98

Indoor Bocce

toss your color bocce to get as close to the palino as possible for a point.

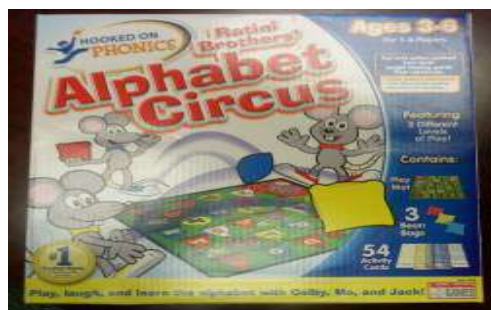
Sportime Ultimax Softbocce Game, Set of 12 Bocce Balls, 1 Jack Ball and Carry Case \$203.03



Sportime Pebbles Bocce Balls, Set of 8 Bocce Balls, 1 Jack Ball and Carry Bag \$35.99

Alphabet Circus

toss your bean bag onto the appropriate letter. Use the enclosed cards provided to spell out words.



BODY COMPOSITION CIRCUIT **National Standards** #3, 4 Self-management skills, monitoring physical activity, participation in physical activity, describe basic principles of training, #5, 6 Self-responsibility, challenge, personal growth

equipment

- 10 cones (for stations)
- Interval music (1 minute on/10 seconds off) and player (*SPARKfamily.org*)
- 20 Skill Cards: 3 *Aerobic Capacity Skill Cards*, 3 *Flexibility Skill Cards*, 4 *Strength and Endurance Skill Cards*, and 10 *Body Composition Skill Cards* (*SPARKfamily.org*)
- Read through Skill Cards for specific equipment needs
- 10 Shoulder Folders from Sporttime

Set up area

Create circuit by placing 1 *Body Composition*

Skill Card and 1 other Skill Card at each cone or desks, and/or in Shoulder Folders to form stations.

- Place needed equipment at each station.
- Disburse students equally among stations.

Teaching

1. Today you will learn about body composition by moving through a *Body Composition*

Circuit. Body composition is the amount of fat compared to lean body mass you have in your body. Lean body mass is the nonfat tissue made up of muscles, bones, ligaments and tendons. It is important to have a healthy amount of body fat: not too much and not too little.

2. (*Describe and have students demonstrate all stations with a focus on proper technique.*)

3. As you arrive at a station, read the *Body Composition Skill Card*. While answering the question, complete the task on the other Skill Card. When music stops, rotate to the next station clockwise.

4. Continue until stop signal.

5. Cues

- Work with others at your station to answer the question.
- Focus on your body cues. Is your heart beating faster? Are you breathing faster and harder? Can you still talk with your group?

6. . Think About...

- Review and ask students to answer questions on *Body Composition Skill Cards*.

Body Composition Station #1

Nutrition Labels

Listed beside each nutrient on a food label is the percentage of daily requirements that are contained in 1 serving. Name 2 more pieces of information you can get from a food label.

Body Composition Station #2

Nutrients Labels

There are 6 categories of nutrients: proteins, fats, carbohydrates, vitamins, minerals, and water. Which 3 categories provide the body with energy from Calories?

Body Composition Station #3

Calorie Reducing Strategies

If you eat or drink 100 more food Calories a day than you burn, you'll gain about 1 pound in a month. Name 5 strategies you can do each day to reduce Calories.

Body Composition Station #4

Replacing Items

Name 5 high-Calorie items you could eliminate from your diet and 5 nutritious foods they should be replaced with.

Skill Station #1

3 sets of 10 reps of bicep curls

Skill Station #2

3 sets of 10 reps of tricep extensions

Skill Station #3

3 sets of 10 reps of chest flies

Skill Station #4

3 sets of 10 reps of lateral raises

Body Composition Station #5

Serving Size

What foods do you consume that are likely to have more than one serving in one container? What can you do to limit your servings?

Skill Station #5

3 sets of 10 jumping jacks

Body Composition Station #6

Tracking Calories

Make your Calories count. How could you keep track of the number of Calories you eat in a day?

Skill Station #6

3 sets of 10 sit ups

Body Composition Station #7

Low Sugar Foods

Since sugars contribute Calories with few, if any, nutrients, look for foods and beverages low in added sugars. What foods are naturally sweet without added sugars?

Skill Station #7

3 sets of 10 push ups

Body Composition Station #8

Good Fats

Most of the fats you eat should be polyunsaturated and monounsaturated fats. You should keep total fat intake between 20% and 35% of Calories. What foods do you know of with polyunsaturated or monounsaturated fats?

Skill Station #8

3 sets of 10 reps step ups

Body Composition Station #9

High Sodium Foods

Research shows that eating less than 2,300 milligrams of sodium (about 1 tsp of salt) per day may reduce the risk of high blood pressure. Can you name at least 5 foods high in sodium?

Skill Station #9

3 sets of 10 of ski jumps

Body Composition Station #10

Calories Burned

Becoming a healthier you isn't just about eating healthfully. It's also about physical activity. Name 5 aerobic activities you enjoy that help control body weight by burning Calories.

Skill Station #10

3 sets of 10 of donkey kicks

Body Composition Station #11

60 minutes a day

Children and teenagers should be physically active for 60 minutes every day, or almost every day. How might you divide your physical activity to reach 60 minutes in a day?

Skill Station #11

3 sets of 10 of fire hydrants

Body Composition Station #12

Healthy Snacks

Eating healthy snacks is a great way to stave off hunger between meals. Name 5 healthy snacks to eat between the end of the school day and dinner.

Skill Station #12

3 sets of 10 reps of clams

Body Composition Station #11

60 minutes a day

Children and teenagers should be physically active for 60 minutes every day, or almost every day. How might you divide your physical activity to reach 60 minutes in a day?

Skill Station #11

3 sets of 10 reps of clams

Body Composition Station #12

Healthy Snacks

Eating healthy snacks is a great way to stave off hunger between meals. Name 5 healthy snacks to eat between the end of the school day and dinner.

Skill Station #12

3 sets of 10 of fire hydrants

Body Composition Station #13

Whole Grains

Make at least half your grains whole. What is the easiest way to get whole grains into

Skill Station #13

3 sets of 10 of hand grippers

Body Composition Station #14

Calcium Rich Foods

Your bones count on you for calcium-rich foods. Name 5 calcium-rich foods you enjoy every week.

Skill Station #14

3 sets of 10 of medicine ball toss

Fine Motor Skills Activities: make a box to store just a few listed



Slide pipe cleaners into holes made in paper towel roll



Slide color sticks into color slots of coffee can



Slide pipe cleaners into strainer holes



Slide pipe cleaners in slots of coffee can or plastic bucket



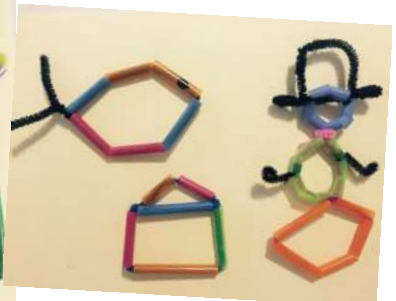
Finger pinch colored clothes pins or clips onto color shape



Lace the Cards



Using pipe cleaners and small cuts of straws create shapes



Using pipe cleaners and small cuts of straws be creative a make a design



Cut pool noodle into small pieces and thread clothes line rope to create a noodle necklace



This is a "new" dog toy. Finger tug of war between two people

SPARK Fit Wellness Challenge ACTIVITY

Letter to the Principal

Objective—Get the ball rolling on improving a specific health issue at your school.

Equipment—Paper and pen (or computer and printer)

Activity — Think about and research issues that relate to the health and wellness of the students, staff, and teachers at your school. Discuss with your group and decide on one that you all feel strongly about and that your school could improve. Write a letter to your principal about a health issue you feel your school needs to address. Your letter should include:

- 1.description of the issue 2. reasons for changing (do some research here)
3. your suggestions for improvement (include a plan with timeline, budget, if possible, and list those who will be involved)
4. Print 2 copies of the letter (1 for your teacher and 1 for the principal).
5. Deliver the letter to your principal.

Evaluate- Did you receive a response back from your principal? What comments did he/she make?

What happens next? Did any changes take place in your school as a result of the letter you wrote? If so, what types of

SPARK Fit Wellness Challenge ACTIVITY

Healthy Ideas Video

Objective—Create a short video celebrating ways your school promotes wellness.

Equipment—video camera or iPad, props for video and background area selected

Activity — Think about ways that your school promotes wellness of the students, staff, and community,

Discuss with your group and decide on several points that you all feel strongly about.

1. Your challenge is to create a 30-60 second video celebrating the ways your school promotes a healthy environment; teaches about a healthy related component, skill-related fitness component; wellness idea; public service announcement about health & fitness; sportsmanship; a sport; etc.
2. Once your group has decided upon the focal points, write a script and a storyline for your video. Examples of things you can include are clips of students/staff doing physical activities, quotes from students and staff, interview of the food services staff, and the different healthy issues or concepts; healthy eating; exercise.
3. When filming, make several takes of each scene and check the replay for lighting and sound before moving on. If needed to have others not in class be in the video, like nurse or cafeteria staff, set up time to do this.
4. After filming use a computer with basic video editing software to cut your video down to about 30-60 seconds. To increase the challenge, add music and text to the video!
5. Show the video to your class and teacher for feedback. If it is ready, take it to the rest of the school and community. Ask for feedback from your viewers. Can show on school t.v. or on monitor at lunch.

Evaluate- What type of feedback did you receive? Did they have any suggestions of healthy activities that could have been added to your video?

- Are you more aware of the healthy activities on your campus? What changes will you make now to be healthier at school?

Build a Pyramid OR Build a MyPlate National Standards #4 Understanding nutrition

Concepts #5, 6 Cooperation, accepting

challenges

equipment

- 4 cones (for boundaries)
- 2 pinnies
- 5 hoops
- *Food Picture Cards* laminated (SPARKfamily.org)
 - o Grains – 6 per group (total 24)
 - o Veggies – 5 per group (total 20)
 - o Fruits – 3 per group (total 12)
 - o Milk – 3 per group (total 12)
 - o Meats and Beans – 5 per group (total 20)
 - o 4 *MyPyramid Diagrams* (MyPyramid.gov)

Set up area

Create large activity area.

- Place *Food Picture Cards*, face up, in hoop in the center of the area.
- Form 4 groups and assign each group an “island” (hoop) on a corner of the activity area.

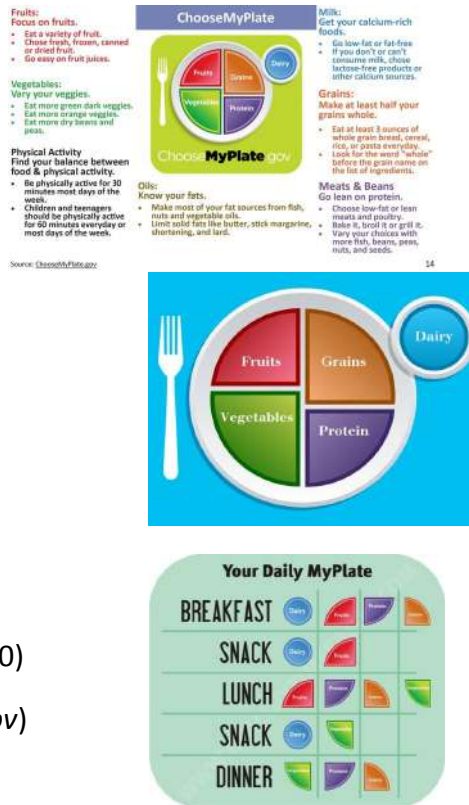
Provide each group with a *MyPyramid Diagram* or *MyPlate Diagram*.

- Create pairs within each island group.
- Select 2 students to be “sharks” who wear pinnies.

Game

The object of *Build a Pyramid or MyPlate* is to complete a food pyramid at your island. You do that by collecting food from the center island and bringing it home without getting tagged by a shark in smaller area there are no sharks, just get a card.

- On signal, 1 student from each pair from each island swims (runs) to the center to collect a food card then back to your home island. If you make the journey without being tagged, place the card on the correct area of your *MyPyramid*. Smaller area (no Sharks)
- If tagged, return the food item, then return to your island and tag your partner to signal their turn to swim. (no tag, everyone gets a card OR make junk food cards not to be on MyPlate)
- Continue until your pyramid/plate is completely filled with the correct number of servings (1 serving = 1 food card) needed each day from each food group (Grain=6, veggie=5, fruit=3, milk=3, meat/beans=5). Or fill in MyPlate with correct items.



May also use plastic foods Instead of photos.

Fill up 2-4 plates for a family meal.

Fill up plates for breakfast, lunch and dinner.

Objective—Provide a more physically active school environment at your school.

Equipment—• Equipment for the chosen activity/sport; Poster-making supplies; Computer/printer and paper

Activity — • Discuss ideas of various activities that your group could facilitate to increase physical activity before, during, or after school.

• Examples of activities: Dance Day (e.g., 20 minute free dance time in the multi-purpose room every Friday at lunch.) intramural Sports Program (e.g., groups compete in 3V3 basketball tournament.; Walking Club (e.g., staff/students wear pedometers and walk during lunch on Tuesdays/Thursdays to accumulate steps.); Challenge students to participate in a local 5 or 10 K walk/run.

1. Your challenge is to create a more physically active environment at your school by providing such activity either before, during, or after school.
2. Once you have decided upon an activity to facilitate, discuss with your teacher and administration. Find out what you need to have to make this idea a reality: facilities, equipment, parent permission forms, adult supervision, etc.
3. Decide on days and times it will be offered. How long will it last through the year? What do students need to get involved?
4. Advertise the activity using posters, PSAs, word of mouth, lunch rally, etc. Host a meeting to provide information and a sample of the activity to potential participants.
5. At least one of your group members and an adult must be in attendance each day to help run the program.
6. Get involved and bring your friends! Ask folks for feedback to help improve the program.

Evaluate- Was your physical activity program successful (good attendance, enjoyable, increased physical activity, etc.)? Why or why not?

• What changes would you make to improve your program?

Other ideas:

Safety Days—create stations for students to go to for learning about safety issues. Invite various outside resources to come. Fire safety-fire department; inoculations— health department; hygienist— dental health; Emergency Preparedness—Red Cross; Personal Safety—bullying or fingerprinting—local police department; DARE or Elks Drug Prevention Programs.

Special Sport Days—local teams come in and demonstrate, teach, and let students try skills of their sport. Soccer day, Lacrosse day; martial arts day, etc

Dance Events—multicultural dance activities invite special groups to come in and demon and teach a dance; a Zumba day.

Cooperative Games/Activities

Suggested References:

Craddlerock Outdoor Network. *High Ropes Manual*. Craddlerock Outdoor Network. 1992.

Craddlerock Outdoor Network. *Team & Low Challenge Manual*. Craddlerock Outdoor Network. 1992.

Fluegelman, Andrew. *More New Games!* New York: Headlands Press, Inc. 1981.

Fluegelman, Andrew. *The New Games Book*. New York: Headlands Press, Inc. 1976.

Rohnke, Karl. *Cowstails and Cobras II*. Project Adventure, Inc. Kendall/Hunt Publishing Company. 1989.

Rohnke, Karl. *Silver Bullets*. Massachusetts: Project Adventure, Inc. 1986.

Rationale for teaching unit:

Cooperative games and activities work with the personal confidence of the student, the physical ability of the student, and the ability of the student to interact within the group, thus, meeting the need of the three domains: cognitive, affective, and psychomotor.

Cooperative games and activities aid in the development of interpersonal skills, decision-making skills, problem solving skills, and risk taking skills will be useful in numerous life experience. Perhaps no greater equalizer exists than a challenging physical problem where students don't know "the" answer and all must work toward a solution, developing a relationship built on trust.

The cooperative activities include group initiative tasks which give the students well-defined physical problems. The group must work to solve each problem, developing the students' awareness of decision-making, leadership, and the relationship between members of a group. Group problems can build confidence as each individual dares to become part of the group, and can also aid in breaking down the boundaries of cliques and stereotypes.

Cooperative games and activities are designed to develop balance, coordination, agility and a willingness to trust, and to try, within a supportive, non-competitive but structured atmosphere. Through teaching, it is the aim of the instructors to foster a greater knowledge of self, of others within an immediate group, and of the larger environment.

Circle the Circle

Ask the group to form a hand-in-hand circle. Place two large hoops together between two people (resting on their grasped hands). See how quickly the participants in the circle can cause the hoops to travel around the circle (over the people) in opposite directions, through each other and back to the originating point. Use fairly large hoops for this activity. Variation: time group to see how long it takes to complete a rotation. Variation: instead of a hula hoop use three or four bandanas tied

Group Juggle:

Ask your group to form a circle facing one another, and that the circle's diameter is no more than 12-15 feet. Have available soft, throwable objects (nerf balls, yarn balls, bean bags), approximately two and up. One person in a group begins by throwing one object to a person on the opposite side of the circle to begin the pattern then crossing his/her arms to state that he/she already threw. This continues until everyone in the circle received and passed the ball to someone else. The last person returns the ball to the first person. Once the pattern has been established a trial run is performed. One complete successful run through is necessary before a second object is tossed in. When the decision has been made to add another object, the first person begins with first object-tossing begins, he/she waits until the first toss reaches the third person then begins with the second object.....third objectand so on. Goal is to see how many objects can be successfully group juggled

Aura

Divide the group into pairs. Do a demonstration of this activity before the group tries it. Partners stand face to face, about 1 1/2 feet apart. Both partners extend their right hand to shake the hand of their partner. Now, touch palm of partner. Close your eyes and

turn to the right 360 degrees. See if the "AURA" matches and if you and your partner's back of the palm matches and reconnects.

Debriefing: Focus on the feeling you had standing face to face. How did you feel when you closed your eyes and were turning around? Did you meet up with your partner?

Chronological Line-Up

Line up by age to the nearest year, month, day.

Line up by house #, lowest to highest.

Line up by month of birthday, Jan to Dec.

Line up by first name alphabetically A-Z; middle name; last name.

Variations:

1. task done using verbal communication
2. task done using only non-verbal communication
3. task done with 1/2 participants verbal and 1/2 participants non-verbal

Initiatives:

Purpose: Combining elements and activities which present challenges and excitement using storytelling; creativity and the imagination.

A. Acid River/Swamp Walk/Corporate Pastures

Storyline: Your group has to get across the highly polluted toxic/acid/lava river with three boards(hula hoops, carpet squares, polystyots) to help you. No one can touch the toxic/acid/lava river, so watch out!

Common issues: problem solving; leadership; creativity; communication; perspective; personal space.

Debrief: How did they decide on a plan? How concerned were they for each others well being (physically, emotioally)? Did they have fun?

For wheelchairs and walkers use a mat or carpet squares wide enough to fit the width of the wheels to cross over.

B. Tarzan Swing only can do if you have a climbing rope in your PE

Storyline: You're in the jungle being pursued by a band of "fine young cannibals". Your only way to safety is to swing on a vine over the bottomless pit. The cannibals are clever, though, and have left branches precariously perched on stumps on each side to let them know it anyone has crossed. If the branches (jump rope or wooden dowel balancing on two cones) are disturbed, they'll know that you've crossed and will follow you with ease. So be careful not to knock the branches off.

Additional Equipment: Hanging climbing able to swing forward and backward with ease and safety; mats for around and under rope.

Common issues: planning; resource allocation; perceived limitations; risk taking; self-esteem; individual performance in team goal.

Debriefing: Was an overall plan created? How were physical limitations handled? Were all ideas heard and listened to?

Must decide how are you going to get across a person in wheelchair or walker? Is there another way? Can you create another way?

C. Switcheroo

Storyline: You are two groups of prisoners on 18th century schooners and a hostage exchange has been arranged. Each boat will exchange one prisoner at a time. In order to ensure an equal trade, both sides must exchange prisoners at the same time using the wooden ramp (balance beam) set up between the schooners (mats at either end the beam). One group begins at one end of the ramp, the other group starts at the opposite end. But, be careful! The water beneath the ramp that connects the schooners is filled with sharks, and if the prisoner falls into the water, then he/she must return back for first aide, then he/she may try to be exchanged again.

Safety: Make sure there are mats surrounding and under the beam. Make sure that the prisoners waiting turns are spotting from the water(floor) area. Magically they will not be harmed by the sharks while spotting.

Common issues: balance, communication, trust, support, use of resources

Debriefing: How did it feel to be dependent on another person? What specific skills did it take to be successful? How would you teach someone else? How would you do it differently next time? Did you act as a team?

For wheelchairs and walkers arrange 2 beams at the correct width so their wheels would align with the beams to cross over.

The Wind Blows

Have group stand in a circle facing center (atleast 10-15 feet from center). Place a marker infront of each participant (leaf, poly spot, bandana, etc). Leader stands in center of circle and states "The Wind Blows if....." and states a characteristic. Any one that fits that characteristic must come away from his/her marker and change spots. May not go back to same spot but find a new one. The middle caller must take a newly opened spot. The last one out of a spot now becomes the new caller "The Wind Blows if....."

Examples: like ice cream are a student like to play basketball have black hair are Italian etc.

Message Mix Up

Start by making message word cards. (In advance) Divide each word in message by cutting up individual word cards. Place one message into separate bags or paper clips. Scramble up the message. Break into groups of 2 or more. Distribute the bags or paper clip groupings of message words. Give time to solve message. Let each group put up their own message.

Debreifing: Meaning of each message; draw or display message.

Example:

1. Achieving starts with believing.
2. It's never too late to eliminate hate.
3. Every winner was once a beginner.
4. Character is what you are in the dark.
5. Team - together everyone achieves more.
5. Winners never quit, quitters never win.
7. Play hard-Play Fair-Nobody Hurt

A Healthy Dose of M & M's (Music and Movement) NJAHPERD Convention March, 2012

Presented by Gregg L. Montgomery, 7 Marla Terrace, Flanders, NJ 07836 973-927-4862

Warm-Ups, Fitness, Instant Activities (Cooperative/Competitive)

1. **Sit up Snatch w/Scarves-** Groups of three people. Two people lie down with toes touching and knees bent in the sit-up position. The third person holds a scarf dangling down in the middle of the two. On the third person's signal, the two players must sit up and try to snatch the scarf before their opponent grabs it.
2. **Sit-up-Push-Up Combo-** Partner groups. One person lies down in the bent-knee sit-up position. The second person holds the first person's feet in a push-up position. One player does sit-ups and the other player does push-ups.
3. **Jumping Jack/Jill Club of America- (Rudy Benton)** Partner groups. One partner attempts to do 100 jumping-jacks/jills the other partner is their personal cheerleader during the session. If one completes the 100 Jumping Jacks/Jills then they become a member of the Jumping-Jack/Jill Club of America Play music during this event. Maybe the Stars and Stripes March!
4. **Rocky- (Don Puckett)** Play the theme song music from the movie Rocky and call out the four terms below at certain times during the music.
 - a. **Champions-**Jogging with your hands up in the air.
 - b. **Training-** Practice pretend jump rope skills without a rope
 - c. **Shadow Boxing-**Practice pretend shadow boxing far away from other people.
 - d. **Dead Bug-(Knock Down)** - Lie down on the floor and move your arms and feet up in the air.
5. **Thirty Second Exercises-** Give the class thirty seconds to do their most favorite exercises then give them thirty seconds to do their least favorite exercises. Maybe they need to do more of their least favorite to strengthen those muscles?
6. **15 Second Exercises-** Instead of telling children to do 10 push-ups and 20 jumping jacks, etc. Time them for 15 seconds or more and let them count how many each child can do themselves. Some may be able to do many more and some may not be able to do ten. Why should everyone do the same number of exercises when all children have different fitness levels?

BETH RUETER—HEALTH & ADAPTED PHYSICAL EDUCATION

Horizon High School—Cerebral Palsy of North Jersey

71-77 Okner Parkway Livingston, NJ 07039

Phone: (973) 535-1999 **Fax:** (973) 535-1268 **brueter@cpnj.org**

Head Coach of Athletics & Special Olympics Track & Field

Head Coach Interscholastic Basketball Travel Team

MATP Advisory Board—NJ Special Olympics



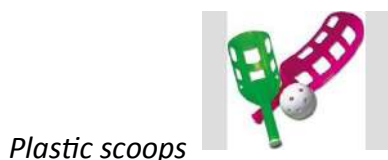
Adapted Physical Education (APE) Activities and Games

“Scoop Game”

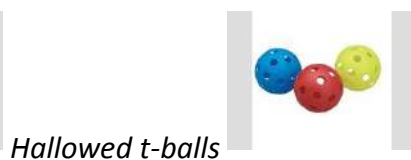
(This game is a version of adapted lacrosse; while using hand held plastic scoops, with plastic hallowed balls or small bean bags, to throw and catch.)

*This is a game in which the students could in an easier way, manipulate movements, while tipping/turning the ball/bean bag in the scoop to “throw” and “catch” the ball to themselves, as well as, to “throw” the ball to other students.

***Equipment needed for “Scoop Game”:**



Plastic scoops



Hallowed t-balls



Small bean bags

“Target Ball”

(This is an adapted ball throw game, with a Velcro target board and tennis balls.)

*Students have the opportunity to use the equipment needed for this game more independently, by doing several types of gross motor tasks; such as, releasing the ball to drop in a bucket and/or while throwing the ball onto the Velcro target board, (if physically capable and with hand over hand guidance as needed). The students could then remove and place the balls back onto the Velcro target board. The target board itself can be moved to initiate and promote more independent movement; such as, reaching, midline reaching and passing the materials, in order to throw the ball (higher or lower) onto the Velcro target board; depending on where the target is placed in front of the student.

Equipment needed for Target Ball:



Velcro target board



Tennis balls/Velcro balls