

ONE ACTIVITY/PROJECT THAT COULD BE SHARED WITH ELEMENTARY LEARNERS:

GOAL 2: Core Concepts And Principles

Academic Expectation 2.35 Students demonstrate knowledge, skills, and values that have lifetime implications for involvement in physical activity

A. One Sample Instructional Activity/Project for Elementary Learners that Incorporates this Academic Expectation Could Be:

Develop a display of drawing and photographs of individuals of all ages involved in physical activity in the home, in the community, at school, at the gym, at a senior center, or at the park. The teacher will ask parents to assist their children in finding and documenting opportunities for individuals and teams of all ages to participate in physical activities throughout the community.

B. Ways Students with DIVERSE EDUCATIONAL ABILITIES AND INSTRUCTIONAL NEED Could Demonstrate this Academic Expectation within this Sample Class Activity:

- (1) The student will accompany his mother playing a round of golf and write and illustrate a narrative of his experience.
- (2) The student will visit events at the Senior Olympics and interview a senior participant using his pre-programmed communication device.
- (3) The student will take photographs at a Little League baseball game.
- (4) The student will draw a picture of his observations of individuals working out on exercise equipment at a local gym,
- (5) The student will run to first base upon hitting the ball in a T-ball game.

(6)

(7)

(8)

(9)

(10)

C. Ideas for Providing Students with DIVERSE EDUCATIONAL ABILITIES AND INSTRUCTIONAL NEEDS Opportunities to Practice Basic Skills and Critical Activities Found on their IEPs While Participating in this Class Activity:

- (1) The student will grasp and hold a marker with hand-over-hand support to color an illustration drawn by a peer. {TARGETED SKILLS: motor skills, communication skills, social skills} {COACH: COMMUNICATION #7; SOCIALIZATION #19; SCHOOL #65}
- (2) The student and his father will manage the scoreboard at a little league game. [TARGETED SKILLS: critical community activity, motor skill, functional academic skill] {COACH: COMMUNICATION #7; SOCIALIZATION #9, #20; LEISURE/RECREATION #39; SELECTED ACADEMICS #42, #44, #46, #47}
- (3) The student will point to a sequence of picture symbols on a communication to describe his observations at a high school basket ball game. [TARGETED SKILLS: communication skills, social skills, critical recreation/leisure activity] {COACH: COMMUNICATION#2, #7, #8, #11; SOCIALIZATION #15; LEISURE/RECREATION #39}

(4)

(5)

ONE ACTIVITY/PROJECT THAT COULD BE SHARED WITH MIDDLE SCHOOL LEARNERS:

GOAL 2: Core Concepts And Principles

Academic Expectation 2.35 Students demonstrate knowledge, skills, and values that have lifetime implications for involvement in physical activity

A. One Sample Instructional Activity/Project for Elementary Learners that Incorporates this Academic Expectation Could Be:

Plan and implement a six-week physical activity program at a senior center. Develop motivational posters that encourage lifetime physical activity to be hung throughout the senior center. Develop a video so that seniors can carry on the physical activity program after the students leave the center.

B. Ways Students with DIVERSE EDUCATIONAL ABILITIES AND INSTRUCTIONAL NEED Could Demonstrate this Academic Expectation within this Sample Class Activity:

- (1) The student will demonstrate an aerobic activity for the video being shot by peers.
- (2) The student will work with a peer to create and illustrate a motivational poster.
- (3) The student will participate with peers in modeling exercises that can be done while sitting in a wheel chair.
- (4) Take Polaroid photographs of seniors and students participating in exercise routines.
- (5) Paste photographs onto a poster and caption the photographs to develop a poster for the students for their classroom.
- (6)
- (7)
- (8)
- (9)
- (10)

C. Ideas for Providing Students with DIVERSE EDUCATIONAL ABILITIES AND INSTRUCTIONAL NEEDS Opportunities to Practice Basic Skills and Critical Activities Found on their IEPs While Participating in this Class Activity:

- (1) The student will use his pre-programmed voice output communication to offer encouragement and support to seniors participating in the activity program. [TARGETED SKILLS: communication skills, social skills] {COACH: COMMUNICATION #2, #8, #11; SOCIALIZATION #13, #14; SCHOOL #66}
- (2) The student will greet seniors in a socially appropriate manner. [TARGETED SKILLS: communication skills, social skills] {COACH: COMMUNICATION #6; SOCIALIZATION #13, #14}
- (3) The student will imitate the model of a peer to participate in the exercise routine. [TARGETED SKILLS: communication skills, social skills, motor skills, critical recreation/leisure activity] {COACH: COMMUNICATION #7; SOCIALIZATION #13; SELECTED ACADEMICS #41, #42, #44}
- (4)
- (5)

ONE ACTIVITY/PROJECT THAT COULD BE SHARED WITH HIGH SCHOOL LEARNERS:

GOAL 2: Core Concepts and Principles

Academic Expectation 2.35 Students demonstrate knowledge, skills, and values that have lifetime implications for involvement in physical activity

A. One Sample Instructional Activity/Project for Elementary Learners that Incorporates this Academic Expectation Could Be:

What is happening in Special Olympics? How does Special Olympics support inclusive lifetime physical activity? Is Special Olympic an annual event or sustained, community-based, inclusive physical activity? How could Special Olympics be modified in your community to meet lifetime, inclusive physical activity for individual with and without disabilities? A letter with suggestions will be sent to the Joseph P. Kennedy Foundation that sponsors and supports the events.

B. Ways Students with DIVERSE EDUCATIONAL ABILITIES AND INSTRUCTIONAL NEED Could Demonstrate this Academic Expectation within this Sample Class Activity:

- (1) The student will make an oral presentation based upon photographs of his experiences in Special Olympics.
- (2) The student will participate in a discussion between Special Olympics participants and volunteers on how the program could be improved.
- (3) The student will answer "yes/no" questions about his participation in Special Olympics.
- (4) The student will dictate a letter to a peer about how Special Olympics allows him to make and sustain friendships through athletic competition
- (5) The student and a peer will create a display of photographs and illustrations depicting the inclusive, community-based aspects of Special Olympics.
- (6)
- (7)
- (8)
- (9)
- (10)

C. Ideas for Providing Students with DIVERSE EDUCATIONAL ABILITIES AND INSTRUCTIONAL NEEDS Opportunities to Practice Basic Skills and Critical Activities Found on their IEPs While Participating in this Class Activity:

- (1) The student will respond to questions asked by peers about his participation in Special Olympics. [TARGETED SKILLS: communication skills, social skills] {COACH: COMMUNICATION #8, #10; SOCIALIZATION #15}
- (2) The student will complete 75% of the steps in a teacher developed task analysis for folding the letter, stuffing the envelope, sealing the envelope, placing a stamp on the envelope, and putting it in the school outgoing mail box. [TARGETED SKILLS: functional academic skills, motor skills] {COACH: SELECTED ACADEMICS #42}
- (3) The student will use an adapted keyboard to type a letter that he dictated and a peer printed in manuscript. [TARGETED SKILLS; communication skills functional academic skills, motor skills] {COACH: COMMUNICATION #2, #7; SOCIALIZATION #19; SELECTED ACADEMICS #42, #44, #45, #46, #47, #49, #55; SCHOOL #67}
- (4)
- (5)

MORE IDEAS AND EXAMPLES:

GOAL 2: Core Concepts and Principles

Academic Expectation 2.35 Students demonstrate knowledge, skills, and values that have lifetime implications for involvement in physical activity

General Demonstrators of this Academic Expectation which May Appropriate for Individuals with DIVERSE EDUCATIONAL ABILITIES AND INSTRUCTIONAL NEEDS and Might be Adapted to a Variety of Age-Appropriate Activities:

The student will:

- (1) Wait for his turn when participating in a team sport.
- (2) Use weights and machines at the local gym in the intended, safe manner.
- (3) Answer the question, "Why is it important for children and adults to exercise?" in an appropriate manner.
- (4) Explain what it means to be a "good sport."
- (5) Participate in a regular aerobic walking program with a parent or neighbor.
- (6) Keep a journal of daily physical activity.
- (7) Demonstrate understanding of the rules and routines of one-on-one basketball.
- (8) Work out daily using the record/tape Get Fit While You Sit.
- (9) Work with is physical therapist to develop a individualized daily exercise routine.
- (10) Describe his participation in a regular water aerobics program at the YMCA.
- (11) Draw a picture depicting a rule for safe bicycle riding.
- (12) Independently fasten her bicycle helmet prior to riding her bicycle.
- (13) Walks down stairs holding the railing to steady herself,
- (14) Graphs his score bowling with a group of peers using a bowling ramp.
- (15) Participate in swimming lessons with a peer at the local YWCA.
- (16)
- (17)
- (18)
- (19)
- (20)

If you are using COACH-2,* the following Activities might fall within this Academic Expectation:

LEISURE RECREATION: #38, Engages in individual active leisure activities; #40, Engages in active leisure activities with others

* Giangreco, M.F., Cloninger, C.J., & Iverson, V.S. (1998). Choosing options and accommodations for children: A guide to planning inclusive education. 2nd Edition. H. Brookes: Baltimore.