

# Inclusive Physical Education Fun and Games for Everyone




Ventura County Special Education Local Plan Area (SELPA)

Mary E. Samples  
Assistant Superintendent

5100 Adolfo Road  
Camarillo, CA 93012  
(805) 437-1560, (805) 437-1599 – Fax  
[www.venturacountyselpa.com](http://www.venturacountyselpa.com)

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## MISSION STATEMENT

The purpose of this manual is to encourage Special Education teachers to plan and implement physical education into their daily routine. It is our mission to make this manual user friendly, and in doing so, have included many adaptations and modifications for each activity. The activities presented have stood the test of time and have been enjoyed by general and special education students alike. It is our belief that after utilizing these recommended activities, teachers will be less apprehensive and much more confident as they navigate the unfamiliar territory know as "Physical Education."

The committee members responsible for the development of this document are all Adapted Physical Education Specialists who work within the Ventura County SELPA. The committee members are dedicated to the successful use of this resource. Therefore, members will be available to address any questions, comments, or concerns. Please feel free to contact any of the following:

Name	District	Work Phone
Carolyn Barnes	Las Virgenes Unified School District	(818) 880-4000
Beverly Chavez	Oxnard Union High School District	(805) 385-2829
Jean Kent	Ventura County Superintendent of Schools Office	(805) 437-1560
Linda VonEssen	Ventura Unified School District	(805) 641-5049





## STRATEGIES FOR INCLUDING ALL STUDENTS

- β Use Special Education as a service not a place.
- β Foster student's involvement in extra-curricular activities.
- β Develop "Circle of Friends": A group of caring significant others that meet to develop an integration plan and work to implement the plan.
- β Allow students of varying abilities to serve as tutors/buddies for each other.
- β Encourage special and general education teachers to work together. (Team Teaching Collaboration).
- β Train teachers and administrators how to successfully integrate students.
- β Give all students strategies for effectively interacting with each other.
- β Utilize Cooperative Learning strategies and opportunities for all students.
- β Develop environmental accommodations and accessibility.
- β Deliver integrated therapy/related support services – speech, O.T., P.T., etc. in general education settings.
- β Anticipate difficult behaviors and intervene before they happen.
- β Encourage students to learn at their own rate together.
- β Allow and encourage parents to have dreams, hopes, and goals for their children.
- β Believe that all students can learn and succeed.





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## STEPS FOR MODIFYING THE PHYSICAL EDUCATION CURRICULUM

1. Can the student do the same activity at the same level as his peers?
- If not... 2. Can the student do the same activity but with adapted expectations?
- If not... 3. Can the student do the same activity with adapted equipment, rules or positions? An example in basketball could be to lower the basket or trash can, or allowing the student to score by hitting the backboard. Another example could be lowered volleyball net and allowing the ball to bounce before contacting.
- If not... 4. Can the student do a similar activity but with adapted expectations? An example could be a catch and throw instead of a bump in volleyball.
- If not... 5. Can the student do a different, parallel activity? Example of regular activity could be volleyball with parallel activity of handball, four square, or volley-tennis.
- If not... 6. Can the student do a different activity in a different section of the playing area, gym, etc.? Example of regular activity could be weight training while the different activity is foosball (table soccer).
- If not... 7. Can the student do a functional activity in another part of the physical education area? Example: if your regular activity is running events in track, the students who can't run, could get sent to the weight training class with another teacher.

### OTHER STRATEGIES.....

#### Providing Instructional Support

1. Partner Activities
2. Cooperative Groups
3. Peer tutors or buddies

#### Modifying Instructional Presentation Ideas:





1. Skill sequence progression broken down
2. Motivation/Reinforcement/Reward System provided
3. Rules changed
4. Groups rotated
5. Smaller time blocks used
6. Supportive team or unit groupings used
7. Provide a supportive environment—safety, consistency, idle time minimized  
feeling of security of changing area in locker room, someone on which the student can rely to ask questions whether it be teacher or buddy.
8. Use Circle of Friends

IT'S ALL RIGHT TO DO DIFFERENT  
THINGS  
IN THE SAME ENVIRONMENT!





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## FURTHER STEPS FOR ADAPTING THE CURRICULUM AND INSTRUCTION

- A. Modify Expectations/Goals
  - 1. Target fewer objects
  - 2. Change objects
  - 3. Modify mastery levels
- B. Create learning experiences that teach students to appreciate various skill levels in peers.
- C. Placement of an individual in the activity
  - 1. Assign a partner
  - 2. Analyze and assign positions in games in accordance with abilities
- D. Modification of the time of participation
  - 1. Permit students to rest at their own discretion or include rest intervals
  - 2. Allow for extra practice time
  - 3. Shorten or lengthen the playing time
  - 4. Alternate vigorous with quiet activities
- E. Adaptation of the skill
  - 1. Change the skill or motor requirement of the activity
  - 2. Adapt rules
  - 3. Allow participation at developmental levels
- F. Modify the equipment and or facility
  - 1. Limit the playing area
  - 2. Change the boundary
  - 3. Change the weight, size, color, height, etc. of the equipment
  - 4. Use wrapping, wrist cuffs, or pulleys when appropriate
- G. Modify the rules to equalize competition
  - 1. Allow the ball to be caught in volleyball
  - 2. Allow double dribbles in basketball
  - 3. Change the number of players on a team or at a position
  - 4. Have fielders count to 10 before throwing the ball to allow slower runners time to get to the base





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- H. Modify Teaching Techniques
1. Avoid or modify elimination type games
  2. Divide into smaller groups
  3. Break the skills into smaller components
  4. Present the activity using all three learning modes
  5. Simplify instructions
- I. When modifying activities
1. Learn about the handicapping conditions and associated characteristics
  2. Constantly reevaluate the effectiveness of the program
  3. Do not compromise the quality of the Physical Education program
  4. Keep in sight the "whole person"
  5. Ask person with disabilities his/her strengths, weaknesses, and needs
  6. Let common sense be your guide
- J. Peer Tutors – Handle with care and respect
1. Use for significant tasks – what they do is important
  2. Do not assume that they know anything about students with special needs
  3. State clearly the expected student performance
  4. Keep records of peer tutors – possibly sign in cards



# Activities





## Hula Contortion:

**GRADE:** K-2

**OBJECTIVE:** To develop spatial awareness, locomotor skills, motor planning and cooperation.

**EQUIPMENT:** Hula Hoops (one per student)  
A Whistle or Music

**ACTIVITY:** The class is divided into small groups, 5-10 students. Each child in a group is given a hoop, with the exception of one child. The students are allowed a few minutes to arrange themselves and hoops in an unusual position. While music plays the students arrange themselves. When the teacher blows a whistle or the music stops, the students hold their positions. The student without a hoop must go through all the hoops using different movements: crawling, rolling, going backwards, etc. After going through all the hoops the student changes places with another child in his/her group. The game continues until each child has been given an opportunity to go through the hoops.

### **MODIFICATIONS:**

- ★ The teacher calls out the way the hoops are arranged: line, circle, square, letter B, number 2, etc.
- ★ For students who use wheelchairs put a rope on the ground and go through all the movements listed above.
- ★ Students with mobility impairments can hold the Hula Hoop to be part of the "contortion".





## Lasso:

GRADE: K-2

OBJECTIVE: To develop eye-hand coordination of throwing and basic coordination of pulling and pushing.

EQUIPMENT: Hula Hoops (one per student)  
Jump Ropes (short - one for each student)  
Weighted boxes of various sizes or 5 gallon weighted buckets

ACTIVITY: Each student has a hula-hoop with a rope tied around it, the Lasso. Students stand and attempt to lasso a box (a cow, a horse, etc.) by throwing or dropping their hoop over the box. Once a student lassoes a box, he/she pulls the box in. This can be done with a quick jerk or by pulling hand over hand. The student can then push the box back out "to pasture" and try again.

## MODIFICATIONS:

- ★ The less skilled player can drop the hoop over the box. The more skilled player can hold the rope and twirl the hoop over his/her head before releasing the hoop to lasso the box.
- ★ Students can pull their boxes around the play area and other can attempt to steal their box (cattle rustling).
- ★ Instead of standing students can sit, kneel or ride on scooter boards.





## Pumpkin Fun:

GRADE: K-2

OBJECTIVE: Overhand throwing accuracy

EQUIPMENT: Backboard area to be used to apply targets  
Beanbags  
Chalk

ACTIVITY: Children line up behind a throwing line appropriate to ability. A chalk outline of a pumpkin is drawn on a handball wall for each child. Each child aims at the "pumpkin" using an overhand throw. Continue in this manner until 2 eyes, nose and a mouth are drawn! This can be adapted to all holiday seasons.

### MODIFICATIONS:

- ★ Move throwing line back or forward depending upon ability.
- ★ Determine criteria depending upon ability (# of successful throws).
- ★ Use various sizes of weights of balls.
- ★ Throw using two hands if needed.
- ★ Move target onto ground for students unable to throw.





## Snickers & Hoots:

GRADE: K-2

OBJECTIVE: Identify a body part or common bones.

EQUIPMENT: Empty indoor or outdoor space

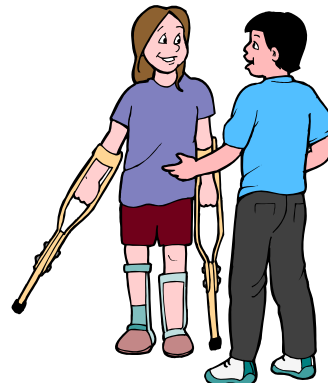
ACTIVITY: Children find a partner and partners stand back-to-back waiting to begin. Teacher gives commands and partners react quickly while touching. Following are examples:

- |                         |                   |
|-------------------------|-------------------|
| a. Hand to Hand         | g. Hip to Hip     |
| b. Shoulder to Shoulder | h. Elbow to Elbow |
| c. Side to Side         | i. Ankle to Ankle |
| d. Bottom to Bottom     | j. Cheek to Cheek |
| e. Toes to Toes         | k. Wrist to Wrist |
| f. Knee to Knee         | l. Back to Back   |

Teacher gives these commands in random order. Whenever the teacher says "SNICKERS AND HOOTS" all the players must change partners. With the new partner, they stand back to back ready to listen. Play resumes.

### MODIFICATIONS:

- ★ Children with disabilities should be paired with non-disabled children.
- ★ Teacher may give same command twice in a row to keep players alert.
- ★ Teacher may utilize specific skeletal names (bones) to incorporate the science curriculum with older children.





## What Do You Like To Eat, Mr. & Mrs. Owl?:

GRADE: K-2

OBJECTIVE: Running, agility and overhand throwing

EQUIPMENT: Yarn balls & Spot markers

**ACTIVITY:** Players are divided into two groups. One group is positioned side by side on an end line with many yarn balls beside them. These players are the owls. The other group, the mice, are positioned at a designated distance facing the owls who have their backs turned. When signaled to begin, the mice slowly and quietly make their way towards the owls. As the instructor asks, "What do you like to eat Mr. & Mrs. Owl?" Owls may reply anything absurd such as "Bananas", "Pizza", "Cookies", etc. When appropriate, the instructor will interject and answer "MICE!". At this time, the mice turn and run toward their spots while the owls turn and begin throwing yarn balls to tag them. Owls may throw as many times and catch as many mice as they can before the mice reach safety. After a designated period of time, players change places and continue the game.

### MODIFICATIONS:

- ★ Pair students up by ability and have the owl only throw to catch this particular mouse (i.e. a fast runner and a good thrower).
- ★ Utilize different animals and thus locomotor skills to equate speed and throwing ability. (Have foxes catch rabbits who jump back to their spots.)
- ★ Vary the distance that a particular mouse must travel to reach safety depending upon speed of mover and ability of thrower.





## Toy Soldier:

GRADE: K-2

OBJECTIVE: Underhand throwing

EQUIPMENT: Yarn balls and spot markers

**ACTIVITY:** Two in a group. As many groups as needed. One player is designated as the "TOY SOLDIER", the other is the "TOY MAKER". The "TOY MAKER" stands on a marker at a specific distance (depending on ability) from the "TOY SOLDIER". The "TOY MAKER" rolls the ball to hit the "TOY SOLDIER". If hit, the "TOY SOLDIER" begins moving in place by swinging his/her arms and legs. The "TOY MAKER" then tries to turn off the "TOY SOLDIER" by hitting him/her again with the fleece ball. The "TOY MAKER" continues in this fashion until he/she has turned the "TOY SOLDIER" On & Off several times. Switch the two positions after a specific period of time.

### MODIFICATIONS:

- ★ Vary the distance between partners depending upon ability.
- ★ Have 2 Soldiers side by side to increase the target size if necessary.
- ★ Allow Soldiers to move around within a designated area to increase the difficulty by throwing to a moving target.





## Colors (Scarf Activity):

GRADE: K-3

OBJECTIVE: Creative Movement & Rhythm Expression

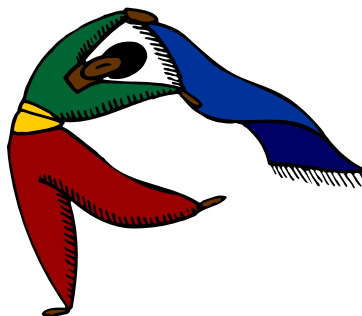
EQUIPMENT: "Colors" Music from Pocahontas, Large 3'X3' or 4'X4' Scarves, Regular Juggling Scarves

ACTIVITY: Students are given a scarf to explore with while music is playing. Let the students "flow" the scarf: up, down, twirl, side to side, over, under, in & out to the music.

- ◇ Organize a circle and have all walk into the center while lifting scarves.
- ◇ Walk out of center of circle pulling scarves down.
- ◇ In a circle have alternate people maneuver in & out of the circle through billowing scarves.
- ◇ All scarves to the ceiling – turn around.
- ◇ All scarves near the floor – make a figure 8.
- ◇ Partner up & go under each others scarf.
- ◇ Sit with partner and hold both scarves flat like a blanket
  - Bring ends together as in a rowing boat.
  - Bring ends together as in sit-up and back down
- ◇ Partners move through each other's scarf and create levels of movement (such as a matador holding the cape for a bull fight, etc.)

### MODIFICATIONS:

- ★ Vary scarf sizes to change activity look and difficulty. Tie scarves to wheelchairs or drape over student using a chair while another pushes to encourage wind under the scarf
- ★ Make streamers using crepe paper or material and straws or wooden dowels.





## Clean-up Your Own Back Yard:

**GRADE:** K-6

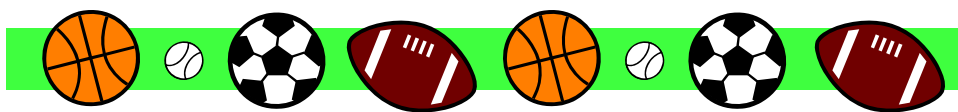
**OBJECTIVE:** Improve various ways of throwing. Throw balls one at a time over to the other side so that at the end of "X" minutes, your side has fewer balls than your opponents.

**EQUIPMENT:** One Nerf ball, fluff ball, newspaper ball, softball or balloon per player. Any court, i.e.; volleyball, basketball, badminton, with definite boundaries and a center line. Cones and tape may be used; if a court is not available.

**ACTIVITY:** Divide the class into teams of "2" teams. The two teams face each other on opposite sides of playing area. Give each player a ball. On the "go" signal, they may begin throwing their ball, and then picking up and throwing one ball at a time as balls land on their side. This continues until they hear the "stop" signal. Usually two minutes of throwing is plenty. Students then pick up the balls on their side and bring them to the center line. Count the number of balls on each side. The side with the fewest balls is the winner.

### **MODIFICATIONS:**

- ★ Vary the type of throw.
- ★ Use kicking instead of throwing. Increase the number of balls on each side.
- ★ Increase or decrease playing time.
- ★ Students using wheelchairs can pair-up with a classmate. The classmate must pick up balls for him/her.
- ★ If the student in the wheelchair can sit independently, they can sit on the floor to participate instead of using their chair.





## Parachute Activities:

GRADE: K-6

OBJECTIVE: Team work, grip, sequencing, upper arm strength, fine motor skills

EQUIPMENT: Parachute  
Tennis balls, bean bags, soft 6" - 9" ball, jump ropes  
Stuffed animals (frog balls, rubber chickens & Foxtails can be used if you have them)

ACTIVITY: Large or medium parachute surrounded by students. Use an over-hand grip and roll in one to three rolls for security (no handles) to ensure a good grip.

- ◆ **Chickens & Frogs:** Talk about what you are cooking for dinner and after making some popcorn with bean bags or tennis balls (common parachute activity), pop out all the popcorn and add your stuffed animals to make fried frog legs. Be sure to ham it up and talk about how yummy they taste. Be sure they get boiled and bubbled a lot as well as flipped up and over a few times. Now add more or different stuffed animals and cook them in the same manner. Watch them flip and turn as you toss them in the sky. Stop and pretend to eat them.
- ◆ **Pizza:** Is your next course. Have students sit down with straight legs and talk about the 1<sup>st</sup> step to make pizza – the dough. Toss the parachute and shake it back and forth to make it round and flat. The 2<sup>nd</sup> step is to pour on the sauce on the parachute and then shake it back & forth. The 3<sup>rd</sup> step is the cheese & toppings. Talk about these and all throw some on and enjoy with cheese & toppings. Talk about these and all throw some on and enjoy with what goes next. Now shake it and wait for it to bubble. Feet begin to kick and hands shake up and down. Do this until it is ready. Be sure to check it several times to make sure it is done. Now EAT!!!!
- ◆ **Shooting Stars:** Students are standing and holding parachutes with an over-hand grip. Throw as many Foxtails as you have on the parachute—beautiful colors!!! Now talk about what a Shooting Star is. Have students shake Foxtails to get them started. Now on the count of 3 whip or jerk the parachute to project the Foxtails straight up to the sky as if they are shooting stars and their tails stream. This is fun to see how high you can go and if you can catch them when they fall down.





- ◇ **Meteors:** Same as above except use a tennis ball instead of Foxtails and watch the "meteor" fly after you talk about what a meteor is. See how high you can get it to fly and catch it. Mix the "shooting stars" and "meteors" for lots of fun.

#### MODIFICATIONS:

- ★ Use other creative foods to cook. Even put student on top of the parachute to make pies or soup by bubbling them as you throw in ingredients and talk about it. This is great for students with severe disabilities as they love the color and wind around them. Simply lay them on their back (up to 3 students) and shake. Use "Lay down the parachute" and "Stop" before allowing students on or off the chute. Students who use wheelchairs do very well with all of these activities with assistance for holding on.





## William Tell Overture by Rossini Lummi Stix:

GRADE: K-6

OBJECTIVE: Rhythm, perceptual motor skills, mirroring, sequencing, bilateral control, proximal stability work, laterality, spatial awareness, classical music awareness.

EQUIPMENT: 2 Lummi Stix for each student, Short version of "Williams Tell Overture"

ACTIVITY: The song is infectious...Start out with instructions on "Lone Ranger" horse tapping with stix on the table or floor---move to the following at your discretion.

Tapping high

Tapping low

Tapping left

Tapping right

Tapping on table

Tapping with partner's stix

Tapping in a circle pattern clockwise and counter clockwise

On soft section of music rub stix across each other for soft swishing noise.

Students are to follow your lead with the above moves or create their own...Do what you feel—You will be amazed what happens when you listen to this music---it fills your soul.

### MODIFICATIONS:

- ★ Have the students lead; have a routine set; let each student create their own rhythm pattern or with a partner or group and demonstrate to others. Students with any disability enjoy this activity because of this musical selection.
- ★ Students with physical impairments can use different body parts for tapping.





## Exercise Machine:

GRADE: 1-6

OBJECTIVE: Strengths building and flexibility.

EQUIPMENT: 8-10 new inner tubes for ten-speed bikes or used inner tubes in good condition. (Some shops may donate if you explain the project). Remove the nozzle with a pair of scissors and tie tubes together in one large circle before beginning this activity.

ACTIVITY: After appropriate warm-up and stretching routine, as a group do the following muscle builders.



**\*Overhand Rowing** – Palms down, 18 inches apart row a boat for 30 seconds. (Sing if desired)

**\*Biceps Curl** – Palms up, 18 inches apart, as a group do 16 curls by the numbers up-down one, etc.

**\*Knee Touch & Lift** – Palms down, 18 inches apart. Touch knees & lift inner tube above, as a group, above your heads. Do a set of 16 to build endurance.

**\*Butterfly** – Palms down, hands next to each other and one foot on the band. Start with hands below waist, keeping elbows out, bring hands up to chest. Do set of 16 for endurance.

**\*Bow & Arrow** – Extend left hand to the side and pull inner tube back with right hand. Do 8 in each direction. \*\*Use overhand rowing in between each of the above exercises to make this more of an aerobic activity.

## MODIFICATIONS:

- ★ Each person to have their own inner tube, with the nozzle removed. Add music to increase enjoyment.
- ★ Students with mobility impairments can be assisted in movements by partners. Great inclusion activity.
- ★ Be concerned about safety at all times, don't over stretch the tubes, check for good knots, & watch for tears in the tubes. Keep away from face and neck areas and do not wrap tubes around hands or arms.





## Freeze Tag Not!:

GRADE: 2-4

OBJECTIVE: Locomotor skills, agility, and tagging

EQUIPMENT: None

ACTIVITY: One player is designated as "IT". Others begin randomly moving throughout the area. The player who is "IT" attempts to tag as many other players as possible in an allotted period of time. Players are safe & prevent themselves from being caught by "FREEZING" just before "IT" touches them. Should a player be moving when tagged, he/she squats down until touched & revived by another player. A new "IT" is chosen by teacher and play resumes in a similar fashion.

### MODIFICATIONS:

- ★ Pair one player who moves slowly with another who moves quickly and have both be "IT".
- ★ Have players perform a specific skill in order to re-enter the game. The number of repetitions may vary for different players.
- ★ Use different locomotor skills for the group depending upon the speed of the player who is "IT".





## Peace Release:

**GRADE:** 2-4

**OBJECTIVE:** Increase aerobic capacity and fitness level. Enhance cooperative learning techniques.

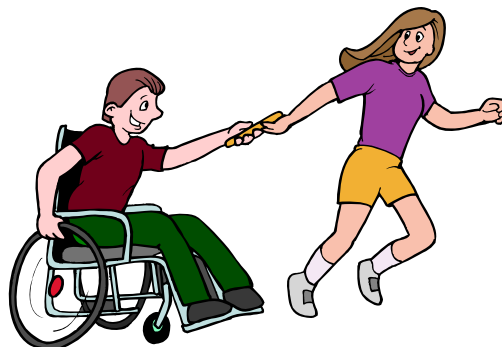
**EQUIPMENT:** For a class size of 20-30.  
4 milk cartons  
4 yellow beanbags (or other yellow apparatus)  
Gymnasium, multi-purpose room or playground area with boundaries

**ACTIVITY:** This is a non-competitive aerobic game of tag.

1. Four students have a milk carton, four other have a yellow beanbag (or yellow apparatus) representing sunshine.
2. Boundaries are set and students must stay within the area.
3. When the teacher says "Go" students scatter. When tagged by a milk carton, the student must do a continuous activity (run in place, jumping jacks, mountain climbers, sit-ups, etc.)
4. As students are doing the aerobic activity, they call for "Sunshine"
5. When tagged by a student with a yellow beanbag, they are free to go.
6. Depending on the grade and fitness level of the students, the teacher decides when to change the "Taggers" and the "Sunshine".

### **MODIFICATIONS:**

- ★ Children with limitations can serve as the sunshine group. Children tagged will learn to appreciate those "Sunshine" students. Children using wheelchairs can propel chairs independently and/or assisted.





## Spaceships and Meteors:

GRADE: 2-4

OBJECTIVE: To develop skills of overhand throwing and tossing.

EQUIPMENT: Half a basketball court  
Hula Hoops – one for each student.  
Beanbags – enough for half of the class.

ACTIVITY: Divide the class into two groups. One group will be Spaceships and the other will be Meteors.

- ◆ **Spaceships:** Stand on the center line and end line of the basketball court (their space station). Spaceships each hold a Hula Hoop. On command “Blast Off!” the Spaceships throw their hoops into the air toward the end of the basketball court.
- ◆ **Meteors:** Stand on the sideline of the court, inside a Hula Hoop, this is their space station, and hold a beanbag. Meteors try to throw their beanbags at or through the hoops, to collide with the Spaceships.

After the hoops and bean bags have landed, the groups retrieve their Spaceships & Meteors and return to their space stations. After repeating 2 or more times, the two teams trade places and throw again.

To trade places the Spaceships place their hoops on the ground while the Meteors place their beanbags inside their space stations. After repeating 2 or more times, the two teams trade places and throw again.

To trade places the Spaceships place their hoops on the ground while the Meteors place their beanbags inside their hoops. The groups move from a hoop with a beanbags to a hoop without a beanbags, or from a hoop without a beanbag to a hoop with a beanbag.

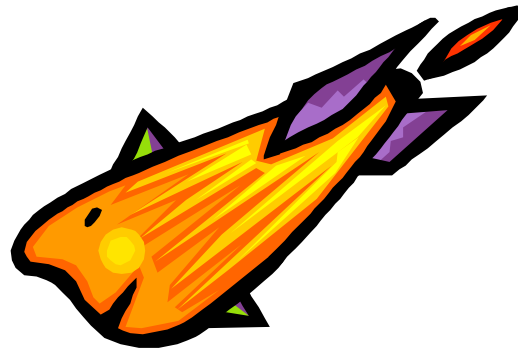




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## MODIFICATIONS:

- ★ Spaceships may be rolled instead of thrown. If using different colored hoops and beanbags, all the red hoops may be thrown with the red beanbags to knock them down, then yellow, then blue, etc.





## Top Gun High Five's:

GRADE: 3-5

OBJECTIVE: Increase social interaction among participants.  
Increase attending skills.  
Develop various locomotor skills.  
Develop spatial relationships and appreciation of personal space.

EQUIPMENT: Cassette player, up beat music, gym, multi-purpose room or playground

ACTIVITY: PHASE 1: All children move around the area while the music is playing. When the music stops, see how many "High Five's" You can give before the music starts again. Every time the music starts again, change the locomotor skill. For Example: Skipping, Galloping, Sliding, Fast or Slow, High or Low, etc.

PHASE 2: Children move about giving "High Five's" until the music stops and the teacher calls out a number. Children must quickly organize into groups of 2, 3, 4, etc. Children who do not get into a group quickly will then go to a designated area (center of the play area) called "Basic Training". (HINT: Effective method of organizing random teams).

### MODIFICATIONS:

- ★ Children unable to ambulate can participate by propelling their wheelchair or by being assisted by a classmate.





## Poison Ball:

GRADE: 3-6

OBJECTIVE: Gymnasium, beach ball, and yarn balls or newspaper balls

EQUIPMENT: Cassette player, up beat music, gym, multi-purpose room or playground

ACTIVITY: Divide class in 2 groups, of 8 or more, on either side of a playing area. Scatter yarn or newspaper balls evenly between the two groups. One Beach Ball is the POISON ball. On your signal students attempt to hit the POISON ball to their opponent's court. Only balls on their designated court may be thrown. More than one ball can be a POISON ball.

### MODIFICATIONS:

- ★ Use ramps & an 8" playground ball for those unable to throw
- ★ Allow partners to retrieve balls for those who need help.





## Blob Tag:

GRADE: 3-6

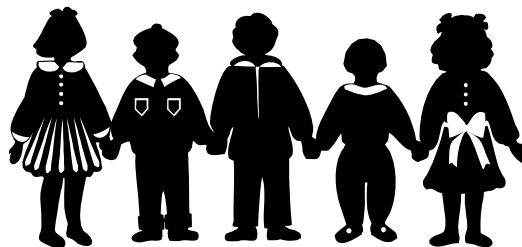
OBJECTIVE: To have students work together to finish task.

EQUIPMENT: None required

ACTIVITY: Define the area of play. Designate an "IT". When the "IT" tags any other person, they must join hands with the "IT" and the two try to tag fleeing players. When either end of the Blob tags anyone, they join an end and the Blob continues to encompass players. Fleeing players may not break through the Blob or dive under or over it. Slow at first, but strategy and good fun prevail.

### MODIFICATIONS:

- ★ Have players walk instead of run. Have players in pairs instead of individual – pair up students with disabilities with those without.





## Bucket Ball:

GRADE: 3-6

OBJECTIVE: Throwing, running, and cooperation.

EQUIPMENT: Large 5-10 gallon bucket.  
Tennis ball for each player  
Softball diamond  
3 bases and a home plate

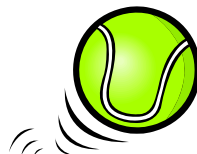
ACTIVITY: Divide the class into two teams.

**"Throwers":** Line up between home and 3<sup>rd</sup> base. Each team member has a tennis ball & throws it on the count of three. Balls must be thrown in fair territory and try to throw it into the outfield. All the "THROWERS" run the bases. Points are given for each person who crosses Home Plate before all balls are in the bucket. When outfield finishes filling the bucket, all runners must stop. There are no 1/2 points.

**"Fielders":** Bucket is in centerfield. Stand in field behind the baseline. Shag all balls & put into a bucket. When all balls are in the bucket "FIELDERS" are finished.

### MODIFICATIONS:

- ★ Pair students without disabilities with those who have mobility impairments.
- ★ Put a student using a wheel chair next to the bucket.
- ★ Use a "Super Base" for students with mobility impairments. (Super Base is a special base that the student need only reach for a home run. It should be easily accessible for students and a shorter distance.)
- ★ For students with mobility impairments this game can be set up on the playground.





## Impulse:

GRADE: 3-6

OBJECTIVE: Cooperative activity.

EQUIPMENT: None (Squeaky pet toy if using modified version).

ACTIVITY: The entire group, 10 or more, forms a circle and holds hands. One person squeezes the hand of the person next to them. When one feels the squeeze, they squeeze the next person's hand. When the IMPULSE gets all the way round the circle, the circuit is complete. Now time it. Then try to beat your record.

### MODIFICATIONS:

- ★ Make two teams, sitting across from each other, face to face. Have them hold hands with the pole next to them. Put the squeeze toy in between the first players of each line. The Impulse starts at the opposite end of the line. Have everyone focus their eyes on the toy except the two players in the front. At the other end, the teacher flips a coin to initiate the first squeeze (heads = squeeze and tails = no squeeze). There is to be no talking. The team whose impulse gets to the first person first, reaches out and squeezes the animal's toy. After each impulse, have the first person rotate to become the last person.





## Indoor Golf:

**GRADE:** 3-6

**OBJECTIVE:** Concentration and eye-hand coordination.

**EQUIPMENT:** 8-15 golf putters, class set of good used golf balls, and plastic cups for holes. (Putters may be donated or purchased inexpensively at your local thrift stores. Plastic putting cups really add to the game and may be purchased at Sporting Goods stores or Golf shops).

**ACTIVITY:** Students design a mini-golf course inside the room. A 9-hole course seems to work best. Most everyone has played at a miniature golf course and they should have great ideas. Lowest scores wins.

Other related activities would be best of ten from ten feet, and chart progress. Purchase a putting mat from a thrift store, invite other students to come and play the course. If the teacher doesn't play golf, invite a parent or staff member to teach the fine art of putting. Integrate into math by teaching measurement at the same time – ball distance from the hole. Addition can be used by having students keep scorecards.

### **MODIFICATIONS:**

- ★ Safety first. No fast wild swings, carry putters like a cane, golf balls are for putting only. Do not play catch with a golf ball. Plastic golf balls and clubs may also be purchased.
- ★ Use modified golf clubs and balls.
- ★ Can use a cardboard tube or PVC pipe to roll the ball down instead of hitting the ball.





## Hand Tennis:

GRADE: 3-6

OBJECTIVE: To enhance eye-hand coordination.

EQUIPMENT: Class set of "dead" tennis balls

ACTIVITY: A great lead-up activity to racquet sports. You can play Two-Square, Four-Square and Chinese Handball using a tennis ball. Scoring can be conventional tennis or ping-pong system with a game to eleven. One good variation is to string a piece of tape across two chairs on a Four-Square court, this adds to the game by giving the players a barrier along with a boundary.

### MODIFICATIONS:

- ★ Make a small paddle with handles as class project and add to the game.
- ★ Can use larger balls such as large playground balls, balloons, or balzac.
- ★ Use paddles or tennis rackets.
- ★ Add string to the ball and have someone hold it.
- ★ Pair up with a partner to catch-toss and hit instead of hit back and forth.





## Rock, Paper, Scissors, Dynamite:

GRADE: 3-6

OBJECTIVE: To increase cooperation with classmates.  
Increase cardiovascular fitness.

EQUIPMENT: Hula Hoop for safe zone.  
Rope  
Field area

ACTIVITY: Divide class into 2 teams (A & B). Line up at the center line of the field, one team on each side of the rope facing each other. Designate a safe zone for each team. One team tries to show a "symbol" that will make them the "Chasers". The symbols are:

"Rock" = a fist; that breaks scissor

"Paper" = a flat hand; that covers rock

"Scissors" = two finger; that cuts paper and cuts dynamite fuse

"Dynamite" = fist open and close; that blows up rock and burns paper

In a huddle each team decides which symbol they throw to the other team. It is vital that everyone on the team throws the same symbol and that each team has a second choice if there is a tie. Whatever team throws the winning symbol; they become the "Chasers". "Chasers" try to tag as many people as they can using a ONE finger tag before they cross the safe zone, located behind the teams. Anyone tagged becomes a part of the team who tagged them.

### MODIFICATIONS:

- ★ Use various locomotor patterns to slow down the game.
- ★ Use flash cards for students that are unable to make symbols with their hands.
- ★ Have another student assist a student using a wheelchair by pushing them on the grass area.
- ★ Can use a foam "noodle" for an extension device.





## Crazy Baseball Too:

GRADE: 4-6

OBJECTIVE: Batting, running and throwing.

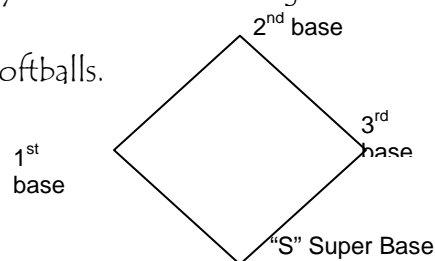
EQUIPMENT: Bats of various sizes and weights, tennis racquet, paddle, racquet ball racquet, and any other hitting implement you have access to. Game dice with single, double, triple, home run, roll again, and backwards on it. A batting tee. All types of balls, Frisbee, tennis and playground balls.

ACTIVITY: **Batting Team:** Must wait behind the backstop or lose their turn to bat. Batter must choose batting instrument, ball, and pitcher or tee before their turn. They must use the same implement all 3 attempts. Batter gets 3 attempts to strike the ball into fair territory, and run to appropriate base/bases. If 3 strikes occur, batter then rolls out the game dice and does what the dice says. Batter must still run all the bases indicated by the dice. If the ball is hit, it must pass the imaginary line between 1<sup>st</sup> and 3<sup>rd</sup> before the field team can play on it. The ball must also pass that line to be a fair ball. After 5 batters (or a predetermined number), the outfield comes in. Do not count outs. \*\*Keeping score is optional. Sportsmanship, teamwork, and skill development are more important than winning.

**Field Team:** All fielders must stay behind the imaginary line between 1<sup>st</sup> and 3<sup>rd</sup> bases. Balls caught on the fly, batter is out. (Out means next batter, they don't count toward change of positions). Fielders must tag runner or the base. On an overthrow, the runner gets 1 base. To gate a runner out at home, a fielder must throw the ball and hit the backstop before the runner tags home or Super Base.

### MODIFICATIONS:

- ★ Pair students without disabilities with children with disabilities for safety in the field. Allow students to kick ball, or throw a Frisbee instead of batting.
- ★ "S" for Super base is for students with physical/mental challenges. The child need only reach that base for home run.
- ★ Can use Foxtails for Frisbees instead of softballs.



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