

ADAPTED PHYSICAL ACTIVITY/EDUCATION

E-LEARNING

Definition of Adapted physical activity:

Adapted physical activity (APA) is a professional branch of kinesiology / physical education / sport & human movement sciences, which is directed toward persons who require adaptation for participation in the context of physical activity. From a sport science perspective, “Adapted physical activity science is research, theory and practice directed toward persons of all ages underserved by the general sport sciences, disadvantaged in resources, or lacking power to access equal physical activity opportunities and rights. APA services and supports are provided in all kinds of settings. Thus, research, theory and practice relate to the needs and rights in inclusive as well as separate APA programs” (Sherrill & Hutzler, 2008).

Participation in physical activity contexts means being included in both personalized and general physical activity programs in different application areas including, but not limited to:

- inclusive and special physical education,
- recreation and leisure time,
- competitive and elite sports, and
- rehabilitation and health exercise

Definition of Adapted Physical Education:

Adapted physical education is a sub-discipline of physical education with an emphasis on physical education for students with disabilities. The term generally refers to school-based programs for students ages 3–21; the more global term adapted physical activity refers to programs across the life span, including post-school sport and recreation programs. Various definitions of adapted physical education have been developed over the past 20 years). However, the definition by Dunn & Leitschuh (2010) seems to be most appropriate: “Adapted physical education programs are those that have the same objectives as the regular physical education program, but in which adjustments are made in the regular offerings to meet the needs and abilities of exceptional students” (2010, p. 5). Note that both general and adapted physical education share the same objectives.

Practical recommendation about inclusive physical activities/education:

It would be a great for teachers to integrate cooperative games into their daily activity plans. Having a fun cooperative game in physical education classes or as the first or last activity of the day is a great way for students to practice improving relationships, developing self-esteem, and being more accepting of differences.

Further, cooperative games develop opportunities for leadership skills, decision-making, communicating, and team building. Cooperative learning is an educational vehicle that can enhance, enrich, and promote overall personal growth of the students.

This document presents suggestions and modifications that could help facilitate a more successful inclusive group activity. Further, some fun cooperative games will be presented that, with little to no effort, students who have disabilities can be included.

One important step, often overlooked, is the post activity evaluation. After the group has completed the task, allow the students time to share their feelings and thoughts about the activity.

The teacher should help facilitate the discussion by (a) highlighting the instructional objectives, (b) identifying students’ personal strengths and leadership traits, and (c) asking them what they would do differently if given the opportunity to do the activity again.

Activities and games:

1. **Bugs on a Biscuit**

- Purpose is to get as many students on an object as possible (e.g., mat, chair, balance beam, etc.).
- 2 or 3 groups with everyone in the group standing or touching the object at all times while not touching the ground.
- Once the team gets situated, they must stay in that position for one minute without anyone in the group falling off.
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2. **Threading the Needle**

- Each person on the team must be passed through a suspended hula hoop "hopefully not touching" as they pass through the hoop.
- Two team members are allowed to start on the opposite side but must return to be passed through.
- Variations include having a specific order for students to pass through or having a time limit for completion of the task.
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3. **Chain Gang**

- Purpose is for everyone to move together.
- All students are blindfolded except the leader, and the leader can guide from the front or the back of the group.
- All students are to put rubber bands around their ankles, hands, or the wheelchair so everyone is connected.
- The leader is to navigate the group around the environment (e.g., locker-room, bleachers, playground, equipment, etc.)
- For the more experienced, limited communication can be implemented.

4. **Vampires**

- Purpose is for the humanoids to save the planet from the clutches of the Vampires.
- Everyone will be in a circle with their bandanas on.
- All going around the circle and "infect" the vampire by touching his/her shoulder.
- Inform the group that they are to start moving, slowly, with their bumpers up. (Whenever two students bump into each other they let out blood curdling screams).
- However, Vampires Can't scream! So, when you bump into someone and you don't get a scream back, you've just been infected or bitten by a vampire.
- When two vampires collide, and neither screams, then they both revert to human form.
- This game is usually played with a time limit.
- Be sure to have an open area free of obstruction.

5. **Cooperative Extended Skill Stations**

- Divide into small groups
- Each student within a group will have a particular/unique skill to perform at each station (skills can be written on a notepad).
- Students cannot physically help other teammates while trying to perform their skill but, they can give verbal support.
- Within each group, one student at a time should perform the skill, while the rest of the team cheers on and records a successful trial.

- Each team could visit 3-5 stations. Teams cannot move to next station until all team members have successfully completed their given skills. Note: Explain to students beforehand on how to be a good team member.
- Points could be given for each individual skill, then added to the team score for completion of each station and the overall success.

6. **Blind Shapes**

- For the group to form the rope into various geometric shapes (circle, square, triangle, or octagons) while wearing bandannas.
- Everyone is giving a long section of rope (several feet).
- Set up initiative in an open area free of obstacles.
- Instruct the group members to line up side by side in a circle then put their bandannas over the eyes.
- Once everyone is sightless, the facilitator can do one of two things, take the rope and place it in the hands of each participant or place the rope in the open area for the group to find.
- When all group members have the rope in hand, instruct the group to make a specific shape with the rope. For example, "Make a triangle with the rope". (state the type of triangle).
- Allow the group to inform you when they think they have completed the task. When the group is satisfied, have them remove the blindfolds to see what they have accomplished.
- Start the group with easier shapes and then move to more difficult ones (hexagon, octagon). Progress according to the ability of the group.
- Variations could include: Setting the group on the ground in a circle and having them "bandanna" themselves. Once the group is blindfolded, inform them they may talk and problem solve while sitting but once they stand it is a nonverbal initiative. Make a square, triangle, etc. Or ask if anyone in the group thinks they can make a shape while everyone else is nonverbal. Allow group members to respond to questions from their leader, but only to answer questions.

7. **Lilly Pads**

- For the group to cross an area, have obstructions to traverse around or over (using bandannas to stand on).
- Set the scenario and give the group half the number of bandannas as people. Use discretion! You may remove a bandanna, after a certain amount of time!
- The group may only start to get off the lily pads and onto the island (all aboard or a circle of rope) once the whole group is in the water on lily pads.
- A lily pad may only be moved forward when no one is on it! As many as 4 to 5 people can fit on a bandanna. Keep this in mind when deciding on how many bandannas to give your group!
- If someone is not very ambulatory, or cannot stand, a gymnastics mat or scooter board could be used.

8. **Shipwreck**

- To get ships to safety through group cooperation!
- Divide the class into groups of 8-10 students or 3 students plus a student that uses a wheelchair. Each group has one Hula Hoop as its ship.
- Instruct all members to hold the sides of "ship" as they move the length of the field.
- Groups are to move with their ship until you say "Shark!" Then all members board the "ship".
- If a group is not on board at the count of 5, they must begin again or the students' body part that is outside the circle can no longer be used.