



Resources

Resources used in this training, as well as additional information regarding I am Moving, I am Learning content and trainings are available on our website:

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Learning Objectives

- To describe how to **vary, modify, and adapt** physical activity and motor skill development to different ability levels in young children.

Learning Objectives Continued

2. To identify **strategies** that **increase skills, development, and physical activity** participation for ALL young children.
3. To describe **how to design and structure the environment** to include ALL young children.




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Inclusive Thinking

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Defining Inclusion



“Inclusion is the full acceptance of **all students** and leads to a **sense of belonging** within the classroom community.”

-- FSU Center for Prevention & Early Intervention Policy

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Activity: Inclusive Me




What makes us who we are and how does it impact movement and play in our lives?




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Inclusive Me: Categories


Gender: How did being a girl or boy impact your play? 

Available Role Model: Did you have an active parent or caregiver? Older sibling or coach?

Family Structure: Big family or small? Extended family part of your household? Single parent? Multiple generations?

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Categories Continued

Personality Type: Introvert or extrovert? Do you like the outdoors? Group or solo activities? High energy or...? 

Ability Level: Were you quick to develop? Particularly athletic? Did you have any physical limitations or other potential barriers to your play?


Traditions: Did you grow up with any traditions that encouraged or discouraged play and physical activity?

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
Categories Continued

Culture




Belief System: Was physical activity and play valued in your culture? If not, how did that impact your motor development and sense of play?

Ethnicity: How did your geographic region impact your play and motor development? How about the time period in which you grew up?




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Inclusive Me

Gender:	Family Structure:	Ability Level:	<u>Culture</u> Belief System:
Available Role Model:	Personality Type:	Traditions:	Ethnicity:

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Partner Share: Inclusive Me

Share the top two or three factors you feel influence your play and movement/physical activity style.

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Group Share: Inclusive Me



1. What were the top two influencing factors?
2. Were you surprised by any of the information and how it influences your play and movement style?

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Motor Skill Development

One size DOES NOT fit all:

1. Individual
2. Multi-factorial





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Factors in Development

What can impact development?

- ✓ Socio-economic status
- ✓ Maturation of central nervous system
- ✓ Experiences
- ✓ Motivation & encouragement
- ✓ Communication
- ✓ Available role model
- ✓ Culture & values
- ✓ And ...




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 **Strategies for Fostering Movement Development**

1. Opportunity for repetition.
2. Variety of scenarios.
3. Purposeful and meaningful movements.
4. Success oriented activities.




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 **1. Opportunities for Repetition**

To form and strengthen a coordination pattern, the movement actions have to be repeated many times. **Manipulative, locomotor, and balance** skills need many opportunities for practice.




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 **2. Variety of Scenarios**

Different scenarios:

- ✓ Enhance the use of motor skills in variety of ways.
- ✓ Promote movement in a variety of settings and spaces.
- ✓ Promote the use of **movement concepts**.




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Activity: Recycling

Boosting Variety & Movement:

- Take it outside
- Move it to a multi-purpose room/hallway
- Add in wheeled toys
- Increase the distance
- Move in different ways



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Variety: Activities in Action

Let's Play!

-  Bumble Bee Bop 
-  Leaping Lillypads 

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Bumble Bee Bop



Get Ready:

You need a wide open space either indoors or outside to play. Materials: 5 to 10 cones or flowers you have made out of construction paper or poster board, depending on the size of your group.

Get Set:

Spread the cones/flowers throughout the play space and start with everyone standing at one end of the play space.

Go:

- Once everyone is standing together at the end of the play space, explain that they are all hungry bees looking for food. They must find flowers to find food.
- Participants fly (run, with arms stretched out) around the play space from flower to flower, saying, *Buzzzzzzzzzzzzzz!*
- Once they reach a flower, they have to stop, touch it, and pretend to eat before flying off to find more flowers.
- Encourage the bees to fly at varying heights (low, medium, high), speeds (slow, fast) and pathways (straight, zigzag, curved).

Leaping Lily Pads



Get Ready:
You need a wide open space either indoors or outside to play. Materials: 5 to 10 hula hoops, depending on the size of your group.

Get Set:
Spread the hula hoops out throughout the play space and start with everyone standing at one end of the play space.

Go:

- Once everyone is standing together at the end of the play space, explain that they are all frogs looking for a home and that the play space in front of them is a beautiful pond.
- Participants jump from the starting point to a lily pad of their choosing.
- Once they reach a lily pad, they have to jump up and down on the lily pad five times to make it their home. (You can have 2-3 frogs per lily pad as needed)
- Have them count out loud as they jump.
- Continue to play rounds until you reach 10 jumps
- Congratulate the frogs on finding beautiful homes!



Time to put on your *creative* thinking caps!



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Partner Share: Activity Scenarios

- Pick a movement skill (e.g., throwing, balancing, jumping, skipping, walking backwards, etc.).
- Identify at least three different scenarios you could design to practice the skill.



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Group Share: Activity Scenarios

What were our BEST ideas?!



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3. Success Oriented Activities


Maintain children's motivation and interest levels with activities appropriate for their level of skill development.

- ✓ Not too easy or too hard.
- ✓ Flexible, so kids can adjust and make choices.
- ✓ So that **ALL** ability levels can feel a sense of accomplishment.



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Success = Modifying Games



- ✓ Avoid games that typically exclude children or eliminate children from continuous active participation.
- ✓ Think about ways to maintain high activity levels and FUN for **All** participants.

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Designing & Structuring the Environment



- Appropriate equipment
- Environment set up (safety)
- Enhance sensory information



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Purposeful & Meaningful Activities



When designing and planning activities think about what your children:

- ✓ Like
- ✓ Value
- ✓ Know
- ✓ Enjoy



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Adapting & Modifying



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Different Ability Levels


- Provide choices.
- Structure the environment with your children in mind.
- Don't make assumptions.
- Value effort.
- Encourage.
- Offer assistance.
- Provide physical guidance.



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Teaching Success & Children with Special Needs

- ✓ Know your children: **LD, PD, BD, etc.**
- ✓ Ask parents about medical reports and recommendations.
- ✓ Learn the best method of communication with your children.
- ✓ Adjust tasks as needed.




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Keeping Culture in Mind





- ✓ Activity design
- ✓ Setting and environment
- ✓ Communication
- ✓ Participation style


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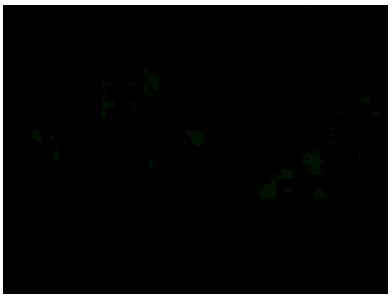
Adaptations in Action



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Video #1: Swat the Fly




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Source: Active Play! Fun Physical Activities for Young Children, Cortland, NY: Active Play Books (2008). Used with permission.
Music by Vincent © 1997, www.LighthouseRecords.com.



Group Share: Swat the Fly




1. How could you make it easier?
2. How could you make it more challenging?
3. How could you modify it for a child that uses a wheelchair?
4. How could you modify it for different cultures?


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 **Video #2: Stacking Tires**





Source: Videatives, Inc.; www.videatives.com 

 **Partner Share: Stacking Tires**





1. How could you make the activity easier?
2. How could you make it harder?
3. How could you engage more children?



 **Final Thoughts**

Questions & Answers







Resources

Presented by Sheila George

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