

POST-PRIMARY

Physical Education

Guidelines for Teachers of Students with

MILD

General Learning Disabilities



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Introduction

These guidelines are designed to support the Physical Education (PE) teacher within the context of a whole school plan for students with special educational needs

These guidelines are intended to support the teacher of students with mild general learning disabilities who are accessing the Junior Certificate programme in Physical Education.

Similar materials have been prepared for teachers working with students accessing the *Primary School Curriculum* in PE. Continuity and progression are important features of the educational experience of all students, and for students with special educational needs they are particularly important. Therefore, all the exemplars presented here include a reference to opportunities for prior learning in the *Primary School Curriculum*.

In *Approaches and methodologies* individual differences are emphasised and potential areas of difficulty and implications for learning are outlined. These are linked with suggested approaches and methodologies for use in Physical Education classes.

The exemplars have been prepared to show how students with mild general learning disabilities can access the curriculum through differentiated approaches and methodologies. It is hoped that from these exemplars teachers will be able to provide further access to the remaining areas of the PE curriculum. A range of assessment strategies is identified in order to ensure that students can receive meaningful feedback and experience success in learning.

The Appendix presents potential adaptation and modification tables to assist teachers in the inclusion and engagement of all students in PE classes.

Approaches and methodologies

Consultation with and/or involvement in the Individual Education Planning process as well as teacher observation will assist the PE teacher in organising an appropriate learning programme for a student with mild general learning disabilities.

Individual differences in talents, strengths and needs

By adapting to the talents, strengths and needs of individual students the teacher can facilitate their progression within a PE programme. The teacher will use suitably differentiated methods during class.

Teaching strategies

When planning for teaching and learning in the area of PE a variety of teaching strategies needs to be considered. These will respond to potential areas of difficulty students with mild general learning disabilities may experience such as

- fine and gross motor skills
- behaviour and social integration
- balance
- spatial awareness
- left and right orientation
- language and communication
- self-confidence and self-esteem.

The tables that follow outline possible areas of difficulty that may be associated with a mild general learning disability, examine the implications for learning in PE, and suggest a range of strategies that may assist the student. It is important to remember that not all students with mild general learning disabilities face all of these challenges, nor is the list exhaustive. These are strategies which help overcome some commonly found areas of potential difficulty.

Addressing potential areas of difficulty for students with mild general learning disabilities

▲ Potential area of difficulty	= Implications for learning
Fitness levels	It may prove necessary to set targets to improve fitness.
+ Possible strategies	
<ul style="list-style-type: none"> ■ Include active warm-ups and drills for skills practice ■ Vary activities in the lesson to include the use of gross motor skills. Have regular short periods of exercise daily. Do cooling down exercises ■ Consult with parents/guardians ■ Encourage use of a fitness diary. (See Exemplar 7.) 	

▲ Potential area of difficulty	= Implications for learning
Language and communication	The students may have difficulty in processing directions or instructions because of poor short-term memory and concentration span.
+ Possible strategies	
<ul style="list-style-type: none"> ■ Keep instructions clear and simple, and have students repeat instructions ■ Give a demonstration of the task, do a verbal analysis of the task, have the student perform the task, and affirm the student's effort ■ Allow adequate time for students to respond to questions or to formulate what they want to say. 	

▲ Potential area of difficulty	= Implications for learning
Co-ordination and balance	The student may have difficulties with fine and gross motor skills.
+ Possible strategies	
<ul style="list-style-type: none"> ■ Teach a suitable gait for the skill, for example throwing and catching a ball, jumping and landing, balancing ■ Give good visual demonstrations ■ Reaffirm good examples and practices ■ Use additional equipment to suit the needs of the student, for example softer balls, larger targets ■ Provide physical support for students in performing a skill, for example jumping ■ See Potential Adaptation and modification tables in the Appendix. 	

▲ Potential area of difficulty	= Implications for learning
Spatial and body awareness	There may be safety issues for students engaging in movement exercises.
+ Possible strategies	
<ul style="list-style-type: none"> ■ Provide suitable group arrangements, for example restricting the area of movement, planning for the student to engage in <i>'follow the leader'</i>, using copying and contrasting exercises. ■ Use specific body parts in exercises, for example making a shape with the upper part of the body. 	

▲ Potential area of difficulty	= Implications for learning
Left-right orientation	It may be necessary to include regular exercises with these movements.
+ Possible strategies	
<ul style="list-style-type: none"> ■ Include warm-up exercises/stretchers in which students mirror the actions of peers or the teacher, for example 'follow the leader'. ■ Include exercises with equipment using both sides of the body. 	

▲ Potential area of difficulty	= Implications for learning
Behaviour	This will necessitate clear instructions in order to ensure the smooth progression of lesson.
+ Possible strategies	
<ul style="list-style-type: none"> ■ Establish a routine format for the class, and the expectation of desired behaviour. ■ Ensure that the student is suitably placed in the class to ensure optimum learning. ■ Check that the student is attending through reinforcing and questioning. ■ Involve students in demonstrations where possible. ■ Encourage the students, and assign tasks that give opportunities for success. 	

▲ Potential area of difficulty	= Implications for learning
Social integration	This will necessitate keeping an appropriate balance between co-operative and competitive activities, fostering enjoyment of activities with others, and encouraging the individual student's interest in particular aspects of the strands.
+ Possible strategies	
<ul style="list-style-type: none"> ■ Group students appropriately. ■ Use co-operative and fun activities regularly. ■ Give encouragement and acknowledge good effort. ■ Set skill development levels commensurate with students' ability levels. ■ Set reasonable targets for co-operative activities. These can be individual and/or group targets. 	

▲ Potential area of difficulty	= Implications for learning
Poor self-esteem	This may give rise to a fear of failure at PE tasks and activities, or a sense of helplessness—' <i>I cannot do PE.</i> '
+ Possible strategies	
<ul style="list-style-type: none"> ■ Create opportunities for experiencing success as often as possible. ■ Ensure enjoyable activities. ■ Recall skills/activities already mastered before engaging with new learning. ■ Set realistic targets. ■ Emphasise that learning involves making mistakes. ■ Give frequent encouragement. ■ Focus on students' strengths. 	

▲ Potential area of difficulty	= Implications for learning
Co-existing conditions, such as seizure disorders/epilepsy, vision impairment, hearing loss, attention deficit (hyperactivity) disorder (AD(H)D)	<p>These may affect the individual student's participation in some activities.</p> <p>In some cases peer awareness of the condition may be advisable in order to facilitate an appropriate timely response.</p>
+ Possible strategies	
<ul style="list-style-type: none"> ■ There will be an individualised response or set of responses for each student. ■ The teacher should acquaint himself/herself with the individual profiles of all students and seek direction from the designated staff member on how the school has been advised by parents/guardians to respond best to co-existing conditions. If the PE teacher determines that he/she needs extra guidance or direction then this should be sought in accordance with school policy. ■ Consider the adaptation and modification of activities. (See Appendix for suggestions.) 	

Some suggestions are included in the Appendix for further modification strategies for students presenting with additional disabilities that may hinder their access to PE.

Exemplars

The exemplars presented here are designed to show how the possible strategies outlined above can work in a PE class, model practice in mediating the *Junior Cycle Physical Education (JCPE) curriculum*, and serve the particular learning needs of students with mild general learning disabilities.

Structure

Each of the exemplars is preceded by a summary in the form of two tables. The first table is an introduction to the exemplar. It outlines the relevant sections of the *Primary School Curriculum*, the *Junior Cycle (Ordinary level) curriculum*, and the *Junior Certificate Schools Programme (JCSP) curriculum*. It also highlights some of the characteristics of students with mild general learning disabilities that relate specifically to the area covered in the exemplar, and lists some of the strategies used. In addition, a time scale and a list of resources are provided. The second table outlines the exemplar in more detail by providing suggested outcomes, supporting activities, and assessment strategies for a lesson/series of lessons.

No.	Syllabus topic	Exemplar Title	Page
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Exemplar 1: Physical Education

Syllabus topic: Aquatics

Aquatics

Primary School Curriculum (5th and 6th classes)	Junior Certificate (Ordinary level)	Junior Certificate School Programme
<p>Aquatics from infants to sixth classes</p> <p>Entry into the water and developing swimming strokes</p>	<p>Entry, movement in water</p>	<p>Swimming: Move unassisted and safely through water, demonstrating basic competence in common safety procedures and at least one stroke.</p>

Time scale: Dependent on each swimmer's ability the full range of learning and assessment presented in this exemplar may take up to four or five class periods.

Potential areas of difficulty

- Students may experience perceptual skills: difficulty in visual, tactile, and auditory perception.
- Visual demonstrations may be misinterpreted, and information received by touching, feeling, and making contact with water surface, floats, etc. may be misunderstood.
- Students may experience difficulty in hearing and comprehending verbal instruction, highlighting the importance of the appropriate use of voice and language.
- Students may experience difficulty with spatial awareness, directionality, and co-ordination skills.
- Students may experience difficulty in achieving centre of gravity and buoyancy when floating/gliding, and have difficulty when aiming to achieve a streamline floating body position.
- Students may experience inadequate short-term memory, creating difficulty in recalling and applying skills and activities.

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Strategies used in this exemplar

- Peer collaboration
- Provision of floatation devices when a student travels across the pool
- Reduction of the distance student has to travel
- Allowing students to gradually wet their faces before trying to immerse them fully in the water
- Using extra floatation devices when floating, gliding, and kicking
- Using wall charts displaying movements being taught

For additional information on potential adaptations and modifications in aquatics, refer to the Aquatics table in the Appendix.

Exemplar 1: Physical Education

Suggested outcomes	Supporting activities	Assessment strategies
<p>As a result of engaging in these activities students should be enabled to</p> <ol style="list-style-type: none"> 1. enter the water safely from a sitting position 2. travel across the pool with shoulders under the water 3. put their faces in the water and blow out bubbles 4. push out from the wall into a gliding position on front 5. kick the legs on front while using a float 6. demonstrate a combined push, glide, and kick technique 7. immerse their faces in water and blow out bubbles when in a frontal kicking position. 	<ol style="list-style-type: none"> 1. Adopt a peer tutoring system in the water with students experiencing difficulty. 2. Allow more advanced swimmers to enter the pool by crouch jump. (See JCPE guidelines.) 3. Have the students put their faces in water and blow bubbles when travelling across the pool. 4. Use absorbent materials such as sponges and cloths, or equipment such as buckets, to splash and pour water over the students' faces before they are immersed fully in the water. 5. Allow tactile manipulation of the float on the surface of the water before swimmers float with it. 6. Have the students put their faces in the water and blow bubbles when kicking across the pool. 	<ol style="list-style-type: none"> 1. Observe individual student performance in each of the tasks. Observation criteria would include: <ul style="list-style-type: none"> • seeing how much of the face the student is able to put in the water • looking for splashes from the feet when kicking • observing the knees to ensure they are not excessively bent • seeing how far individual students are able to kick across the pool before putting their feet down. 2. Self assessment through the use of students' verbal feedback 3. Self assessment through the use of student assessment sheets.

Exemplar 1: Physical Education

Activity 1

The student enters the water from a sitting position. (See JCPE guidelines.)

If a student is experiencing difficulty when entering the water have a peer demonstrate the correct execution of the movement. The peer will then stand in the water facing the student and offer encouragement when he/she is getting in. The teacher will be on deck explaining how the entry is done and encouraging and praising the student when he/she enters the water.

Activity 2

Get all students to walk/jog to the other side of the pool with their shoulders kept under the water. If a student is experiencing difficulty in this, have a peer walk/jog alongside and offer encouragement. If this fails hand the student a floatation device to hold onto for security. Alternatively, have a peer stand in front and hold the student's hands while he/she is travelling across. Reduce the distance to travel if necessary.

Activity 3

Allow students to practice immersing their heads and blowing out bubbles in the water while in a standing position before practicing this in a prone position. If students are experiencing difficulty in immersing their heads in the water allow them to practice by

- washing their faces with cupped hands/sponge/face cloth
- pouring water over their heads, for example from a bucket
- gradually getting them to put chin, mouth, nose, forehead, and finally full head in the water
- encouraging students to close their eyes and blow out bubbles when practicing these activities.

Activity 4

While students are standing in shallow water, holding their float straight out in front, get peer to demonstrate how the float is correctly held. Allow the student to hold two floats on top of each other for extra buoyancy. Ensure there is plenty of space between each student so they don't bump against each other.

Activity 5

The student kicks away from the side of the pool while holding a float out straight. Get a peer to demonstrate how this is done correctly. If a student is experiencing difficulty in floating, place a water woggle under his/her arms and/or waist to give extra buoyancy and security in the water. If numbers are large in the class divide them into groups as, for example, dolphins and seals. Let one group go off at a time.

Exemplar 1: Physical Education

Activity 6

The students glide out and kick their legs to the other side of the pool.

If a student cannot kick a full width of the pool provide a target distance the student has to reach, for example place a bright coloured cone on a deck that is half way across the pool. Emphasise a streamlined body position. Encourage them to

- kick from the hips
- make splashes with the ankles
- keep floats out in front.

An adaptation to the above activity or any activity that requires the student to go on his/her front or back would entail holding two floats on top of each other. The swimmer could have a water woggle under his/her arms and waist to give extra buoyancy and security in the water. Additionally, a peer could walk in front reinforcing the technique and offering verbal encouragement. If a student cannot kick his/her legs when holding onto a float, allow a peer to hold the student's hands and pull him/her across the pool, while practising kicking the legs. The peer can remove support gradually by holding one hand while the student uses the float to support the other hand. When the student is confident enough he/she can use the float with both hands for support. At this stage the peer should provide verbal support without physical contact.

Exemplar 2: Physical Education

Syllabus topic: Adventure Activities

Orienteering

Primary School Curriculum (5th and 6th classes)	Junior Certificate (Ordinary level)	Junior Certificate School Programme
Strand: Outdoor and adventure activities Strand Unit: Orienteering <i>The child should be enabled to</i> <ul style="list-style-type: none"> find controls in the environment using a map or plan. 	Adventure Activities: Recognition of symbols Orientation of the map Feature recognition Basic route planning Map memory	Outdoor education: Prepare for and participate in an outdoor education activity— orienteering.

Time scale: Dependent on each student's ability the full range of learning and assessment presented in this exemplar may take up to three or four class periods.

Potential areas of difficulty

- Transfer to real life, i.e. linking concepts learned in the classroom environment to a less structured event setting
- Drawing or setting a map
- Understanding concepts, for example symbol, scale, orientate
- Associating the orientating symbols with descriptors
- Following the correct route, and avoiding changing routes unknowingly
- Spatial awareness, for example processing a two dimensional representation
- Vocabulary/language difficulties, for example understanding the appropriate use of terms specific to orienteering
- Short term memory may pose problems in recalling and applying orienteering terms

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Strategies used in this exemplar

- Strategies used in the exemplar
- Peer collaboration
- Matching descriptive words with both map symbols and environmental features
- Drawing basic orienteering maps, for example of the school hall
- Locating items on a map and representing these with appropriate symbols
- Cross-curricular integration, for example map-reading in geography, measuring, the use of scale in mathematics

Exemplar 2: Physical Education

Resources

- The *Junior Cycle Physical Education Guidelines for Teachers* will provide a useful planning resource for teachers.
- The teaching of map reading/orienteering requires a significant level of pre-lesson attention in terms of map and course preparation. This aspect will diminish as the teacher becomes more accustomed to the area.
- Traffic cones, self-adhesive labels, maps of school grounds, and eight to ten control points

Suggested outcomes	Supporting activities	Assessment strategies
<p>As a result of engaging in these activities students should be enabled to</p> <ol style="list-style-type: none"> 1. associate symbols on the map with objects on the ground 2. set the map and establish the direction of travel 3. recognise orienteering symbols 4. draw simple maps representing the surrounding area 5. locate specified points in environment using a map provided or drawn 6. work with a partner to set and respond to an orienteering task 7. participate in a school-based orienteering event with a partner or as part of a team. 	<ol style="list-style-type: none"> 1. Encourage classmates to help each other. 2. Have a class discussion on which symbols represent environmental features and various surrounding objects. 3. Encourage students to insert symbols on a map representing various objects in the environment. 4. Have available a white/black board with the map symbols drawn on it. 5. Provide a map outline on which students have to fill in some details rather than drawing the whole map themselves. 6. Provide stickers of symbols. 7. Vary the levels of difficulty when planning the routes, and have some routes that are easier to follow than others. 	<ol style="list-style-type: none"> 1. Observe students' performance, in particular their successful completion tasks involving the following of particular routes. 2. Compare student maps with master maps. 3. Question students at various stages of each activity to establish extent of student learning. 4. Encourage self assessment through the use of student assessment sheets.

Exemplar 2: Physical Education

Activity 1

In pairs students draw a map of the school hall. They identify the position, scale, and orientation of items of equipment; The Teacher leads a review of maps that symbolise scale, placement, and shape (See JCPE Guidelines, <http://www.jcsp.ie/>); discuss the relationship between symbols and actual object; discuss relationship of symbols to individual objects.

Activity 2

The students draw five objects in the environment on a map. Some students may only be able to draw three objects on their maps. The teacher should ensure that students understand and recognise the symbols used in drawing the map. If necessary symbols should be clearly drawn on a white board so that students can refer to them. If a student is having difficulty in drawing a map the teacher can provide an outline map that the student can fill in. Alternatively, the teacher can provide stickers representing items in the environment that the student can stick onto his/her map.

Teaching support may include questions such as

- Is this shape/picture/sticker correct?
- What is its size in relation to the room?
- Does it look right?

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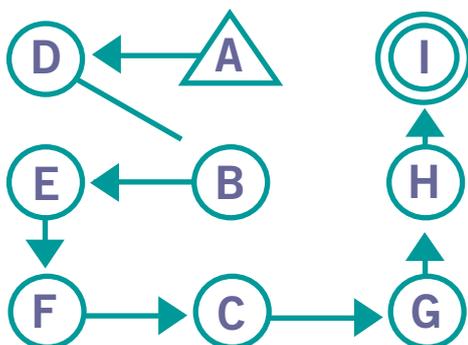
The teacher can also

- use clipboards to facilitate drawing
- limit the number of items to be entered on the map.

Activity 3

Following a set-out route

Mark nine road cones around a part of or all of the school hall with symbols/letters Set out in a master plan as follows:



Exemplar 2: Physical Education

Students in pairs follow course set out on the master plan. They should follow the route correctly and have the symbols/letters in the correct order.

If this proves difficult the number of cones can be reduced to six.

Teachers should ensure that they have a sufficient number of route cards prepared and symbols are easily identifiable. (See JCPE resource material, <http://www.jcpe.ie/JCPEguidelines2004.pdf>) If a student is experiencing difficulty in reading the card more detail should be provided on his/her card, for example more detailed information on the hall environment, bigger symbols, etc. Each route should have a different coloured line. Some routes should be easier to follow than others, thus providing routes that challenge all students. 'Thumbing' the map should be emphasised. Peers should be encouraged to support others who are having difficulty in 'thumbing' map by ensuring that they have their thumbs placed in correct position and that map is kept orientated in right direction. Teamwork should be encouraged in following the route and answers should be checked.

The following questions might be asked:

- Where are you now?
- Is your map set?
- Where are you going next?

General points

- Labels should be stuck inside the cones.
- The setting should be described.
- Ensure N is visible on the map.



Follow up activity

Students should draw a route and identify the correct code sequence.

Activity 4

Symbol recognition

Present a range of orienteering symbols. Request and encourage students to interpret the symbols and descriptions. Reveal the recognised interpretations. Students should be able to point out their position correctly. Then organise students in teams of four to six. Provide a page of symbols and a page of descriptors. (See JCPE resource material, <http://www.jcpe.ie/JCPEguidelines2004.pdf>). Draw a grid on two separate pieces of card. Draw or stick map symbols on one card and write the names of the symbols on the other. Discuss with the class different environmental features to put on cards, thus ensuring everybody understands each symbol.

Mix up and lay out the pieces of card around the school hall keeping the symbol and descriptor cards separate. The students run from one group to another trying to match the pairs. For students having difficulty recalling what matches, have a white board with the descriptors and symbols available on it to which the students can refer. Alternatively, if students have difficulty identifying the orienteering symbols, allow them have their own separate grids with actual pictures or photographs of the descriptors as well as the orienteering symbols.

Exemplar 3: Physical Education

Syllabus topic: Athletics

Jumping for distance and height

Primary School Curriculum (5th and 6th classes)	Junior Certificate (Ordinary level)	Junior Certificate School Programme
Strand: Athletics Strand Unit: Jumping <ul style="list-style-type: none"> • explore various ways of jumping • practice the standing jump for distance • developing a short approach run • practise jumping for height 	Athletics: <ul style="list-style-type: none"> • jump for distance and/or height • set personal challenges and compare performance to previous personal attempts • apply the safety procedures associated with participation in athletic activities • demonstrate knowledge and appreciation of the rules governing participation in events • display an appreciation and enjoyment of athletics 	Athletics: The student can take an active part in individual activities.

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Time Scale: Dependent on each student's ability the full range of learning and assessment presented in this exemplar may take up to three or four class periods

Potential areas of difficulty

- Lack of coordination skills, such as difficulty in coordinating arm and leg movements
- Understanding verbal instructions for activities
- Executing long jump
- Spatial awareness and directionality
- Applying previously learned skills/activities, for example jumping
- Poor listening skills and short attention span

Strategies used in this exemplar

- Peer collaboration
- Practicing various types of jumps and jumping techniques before learning the standing long jump and the standing vertical jump
- Providing a goal for the students to achieve, for example having to jump past the red taped line and land with two feet together

Exemplar 3: Physical Education

Resources

- The *Junior Cycle Physical Education Teacher Guidelines*, <http://www.jcpe.ie/> will provide a useful planning resource for teachers.
- The teaching of jumping skills and long/vertical jumps requires pre-lesson attention in terms of safely laying out the jumping area and clearly marking landing areas.
- Whistle, cones, ropes, speed bounce mats, tape measure, coloured tape, pre-marked mats on floor, clipboard, poster of muscles
- Wall charts of movements being taught
- For additional information on potential adaptations and modifications in track and field, refer to the Appendix.

Suggested outcomes	Supporting activities	Assessment strategies
<p>As a result of engaging in these activities students should be enabled to</p> <ol style="list-style-type: none"> 1. practice different ways of jumping and how each jump differs from each other, i.e. jumps for height, jumps for distance, and both 2. learn correct and safe jumping techniques 3. perform aerobic warm up and follow into stretching exercises. 	<ol style="list-style-type: none"> 1. Allow students to perform stretches from a seated/lying position on a mat if they experience difficulty with balance. 2. Use a large poster to highlight main muscle groups in the body and which muscles the students use in the current activities. 3. Use a brightly coloured marker tape to indicate clearly where students are required to land when jumping. The more visible it is the better. 4. When recording peers' jump performance ensure it is clearly identifiable to all students where the peer has landed, for example have distance measurements located along the landing mat to allow ease of recording. 	<ol style="list-style-type: none"> 1. Observe students' performance, in particular their successful completion of the long and vertical jump. 2. Question the students at cool down on the muscles being stretched and the ones that were used in the current activities. 3. Question the students on their knowledge of differences between aerobic and anaerobic activity. 4. Encourage self assessment through the use of student assessment sheets.

Exemplar 3: Physical Education

Activity 1

Aerobic warm-up

Students run and skip around hall.

Get all the students to run/skip in the same direction.

If the direction is to be changed, ensure that there is a clearly identifiable alerting sound to signal it, for example blowing a whistle.

Activity 2

Go into stretching routine

If students are experiencing difficulty in some stretching exercises, for example balance when standing, get them to perform the exercises in a seated/lying position on a mat. Alternatively, provide a clip-board with pictures of the main stretches so they recognise which one they have to do each time.

Activity 3

Introduce standing long jump

If students are having difficulty with where to stand/land, place a marker, for example a piece of brightly coloured tape on the mat. Ensure the marker is flush with mat.

Ensure students land with two feet together and bend their knees on impact with their feet flat.

Provide a visual demonstration for all of these activities.

Keep verbal instruction clear and simple:

- Jump with hands above head
- Jump with hands by side
- Jump with hands swinging

Activity 4

Introduce Step Long Jump

Progressing to jump with step before jumping.

Ensure that the student knows exactly where he/she has to jump, i.e. the correct direction and target landing area. Identify the landing area clearly. If necessary mark out a target area on a mat with coloured tape for students experiencing difficulty with gaining distance and landing. Keep the distance achievable yet challenging for their abilities.

Look for upright trunk, good leg drive, and upright head position.

Exemplar 3: Physical Education

Activity 5

Introduce Standing Vertical jump

Use the following sequence:

Straight leg jump

Bent leg drive – no arm action

Drive with legs, swinging arms

One step and jump.

In groups of 4 to 6, allow students to measure and record standing and vertical jump

Games: Jump Relay

In groups of 4 or 6. Group with fewest jumps (2 footed) from one point to another wins.

Provide visual demonstrations of all these activities.

Keep verbal instruction clear and simple.

Ensure that the landing mark is clear at all times.

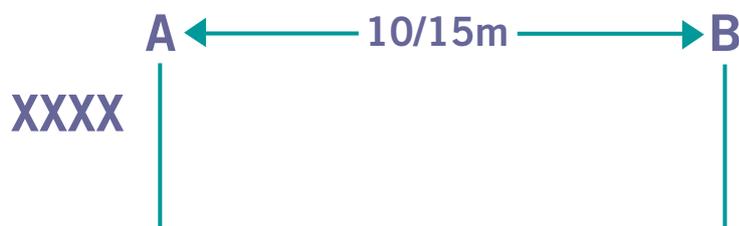
Ensure that students land correctly.

Ensure that all students are involved in jumping, measuring, or recording.

Ensure that the jumping area is clearly pre-marked.

Ensure that jump distance measurements are clearly marked at every meter to allow ease of recording.

Reduce the distance of target markers for pupils who experience difficulty in gaining distance, for example reduce to 5/10 m.



Activity 6

Cool down

Gently jog/walk and stretch.

Revise what was learned in class. Identify the main muscle groups being stretched.

Use a clip-board/poster to identify the whereabouts in the body of each muscle being used.

Exemplar 4: Physical Education

Syllabus topic: Dance

Dance

Primary School Curriculum (5th and 6th classes)	Junior Certificate (Ordinary level)	Junior Certificate School Programme
<p>Strand: Dance Strand unit: Exploration, creation and performance of dance</p> <p><i>The child should be enabled to</i></p> <ul style="list-style-type: none"> • Create and perform a more complex range of movements • Choose and respond with increasing sensitivity to a broader range of stimuli • Develop work with a group 	<p>Dance:</p> <ul style="list-style-type: none"> • Plan, compose, perform, extend and refine movement in various dance contexts • Explore and compose movement motifs/phrases with clarity • Co-operate in groups to discuss, select, and perform dances. 	<p>Dance and Gymnastics: The student can demonstrate skill, poise and movement-knowledge, responding to rhythm and music through the practice of dance and gymnastics</p> <ul style="list-style-type: none"> • Under instruction, move the body through space including movements through different levels and dimensions

Time scale: Dependent on each student's ability the full range of learning and assessment presented in this exemplar may take up to three class periods.

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Potential areas of difficulty

- Perceptual skills, such as difficulty in visual, tactile, and auditory perception
- Misinterpretation of visual demonstrations
- Difficulty in hearing and comprehending verbal instruction
- Difficulty in understanding some terms, for example spurting, shrugging
- Difficulty with spatial awareness, directionality, and coordination skills when moving
- Difficulty in maintaining a balanced body position
- Short-term memory, leading to difficulty in recalling and applying skills and activities

Strategies used in this exemplar

- Peer collaboration
- Discussing with class what words to put on body actions
- Visual chart with travelling and movement vocabulary written on it to which students may refer
- Using bibs of different colours to identify two groups
- Links with other curriculum areas, such as Music, English, Drama, Visual Art, Film, SPHE

Exemplar 4: Physical Education

Resources

- The *Junior Cycle Physical Education Guidelines*, <http://www.jcpe.ie/> will provide a useful planning resource for teachers.
- The teaching of dance requires a significant level of pre-lesson attention in terms of music preparation for the class.
- Word charts, brainstorming, word lists, pictures
- Music: *Heartscore/Daghdha/ Pulstar (Vangelis)*, *Oxygene: Jean Michel Jarre*
- For additional information on potential adaptations and modifications on dance refer to the Dance table in the Appendix.

Suggested outcomes	Supporting activities	Assessment strategies
<p>As a result of engaging in these activities students should be enabled to</p> <ol style="list-style-type: none"> 1. develop travelling with an awareness of pace 2. develop an awareness of body surfaces and shape. 	<ol style="list-style-type: none"> 1. In discussion with the class devise a chart list of travelling and movement words that are understood by all students. 2. Demonstrate words that may be difficult to understand, for example what a spurting action may look like. 3. Encourage students to practice or imitate as many of the words on the chart list as possible when moving and travelling. 	<ol style="list-style-type: none"> 1. Observe students' performance in the movement themes: how they move, and changes of direction and speed. 2. Question students at various stages of each activity to establish extent of their learning and the creative use of imagination in their movements. 3. Encourage self assessment through the use of student assessment sheets.

Exemplar 4: Physical Education

Activity 1

Movement idea/theme

At walking pace and using the whole space the students weave in and out among each other. At a given signal from the teacher they gallop, jog, skip, change direction, slow down, etc. The signal should be clearly identifiable, for example blowing a whistle, a voice command, or a tap on a percussion instrument.

If a student is not familiar with words such as *'gallop'* have a peer demonstrate it. Allow the student practice galloping (or any other movement) beside a peer who can offer visible and verbal support. Alternatively, suggest to student to imitate the galloping movement of a horse. If there are lines on floor of gym ask students to travel around these lines weaving in and out.

Activity 2

Circulating

- Repeat the travelling exercise but this time slowly, using different parts of the body, for example sliding, rolling.
- Choose some words from a brainstorm list and explore movement with different body surfaces.
- With a partner, take turns in making a shape which the other can move over, round, through, and under.
- Suggest to the students that they move as if in a slow-motion film, keeping the movement smooth.
- Have the partners mirror each other's movements.
- Ask questions such as, *'What part of the body is in contact with the floor?'* *'What part of the body surface is leading the movement?'* *'What part is being used, or is nearest to the partner's shape?'*

Activity 3

Clotting

- Students jog lightly using whole area. When the teacher calls a number, that number of students must instantly make contact with each other and freeze. This is repeated with the teacher calling different numbers each time. A peer can work with students who are experiencing difficulty.
- To encourage the use of the whole body different types of contact, such as wrapping or clotting, should be indicated. However, the teacher should use words that are clearly understood, for example hugging for wrapping.
- This exercise can be varied by allowing one of the students to hold up a number of fingers to indicate how many students should make contact while the teacher calls out the type of contact to be made.
- When deciding on the different types of contact that are going to be used the teacher should discuss the words that describe them with the students, and ensure that they are clearly understood.

Exemplar 4: Physical Education

Activity 4

Using music: *Oxygene* - Jean Michel Jarre

The class is divided into two groups, As and Bs. The As form individual shapes of their own choosing and remain still. The Bs then begin to move over, under, through, or round any of the As in their path, choosing when to vary the speed of the movement. At a given signal the Bs stop and form individual shapes and the As become the travelling group. If students experience difficulty in deciding how they should move through any still shape the teacher should discuss different movements with them, or suggest movements to them, for example going under the arms, going through the legs. If the students are confused as to who is an A and who is a B the exercise can be performed with the two groups wearing different coloured bibs or with As and Bs pinned to their chests.

Activity 5

This activity can be used as a follow up to Activity 4.

The As choose when to slow down and each finishes in contact with one of the B Group. The Bs then move away and circulate while the As remain still. This process can be repeated a number of times. The teacher ends the exercise by telling the students that the next time they make contact with a partner both must hold a freeze position. The body surfaces and the body shapes being used to make the position are then discussed. Peer support can be used to aid students who are experiencing difficulty in making contact with more than person.

Activity 6

Cool down: Stand, bend knees slowly.

Exemplar 5: Physical Education

Syllabus topic: Gymnastics

Travelling, balance, and weight transference

Primary School Curriculum (5th and 6th classes)	Junior Certificate (Ordinary level)	Junior Certificate School Programme
<p>Strand: Gymnastics Strand unit: Movement</p> <p><i>The child should be enabled to</i></p> <ul style="list-style-type: none"> • Select and link a range of gymnastic actions to travel on the floor • Practice and perform a range of skills 	<p>Gymnastics: Perform appropriate actions relating to the themes of travelling, balance, weight transference, symmetry and asymmetry</p> <ul style="list-style-type: none"> • demonstrate an ability to select, create, and perform a short sequence based on specific themes • show an ability to link movements and demonstrate an understanding of the basic concepts of space and time • refine and increase the technical competence of their actions. 	<p>Dance and Gymnastics: The student can demonstrate skill, poise and movement-knowledge responding to rhythm and music through the practice of dance and gymnastics.</p>

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Time scale: Dependent on each student's ability the full range of learning and assessment presented in this exemplar may take up to four or five class periods.

Potential areas of difficulty

- Perceptual skills, such as difficulty in visual and auditory perception
- Misinterpretation of visual demonstrations
- Difficulty in understanding information received by tactile perception, such as touching, feeling, or making contact with surfaces
- Difficulty in hearing and comprehending verbal instruction
- Difficulty in spatial awareness, directionality and coordination skills
- Difficulty in maintaining a balanced body position
- Difficulty in executing a forward roll
- Difficulty with centre of gravity when aiming to achieve a straight body position
- Poor short-term memory, leading to difficulty in recalling and applying skills and activities

Exemplar 5: Physical Education

Strategies used in this exemplar

- Peer collaboration in activities
- Modifying equipment to suit the abilities of students, for example a floor bench
- Providing supporting environmental structures for the students, for example a wall/bar for balance support
- Providing extra safety equipment, for example bean bags around the area where a new and difficult skill is being learned
- Allowing for progression in learning the forward roll
- Making links with other curricular areas such as Geography or Music

Resources

- The *Junior Cycle Physical Education Guidelines* will provide a useful planning resource for teachers.
- Whistle, mats, bench, bean bags, tape, cut out feet, physio ball
- Displaying wall charts of movements being taught
- Refer to the Appendix for additional information on potential adaptations and modifications on gymnastics.

Exemplar 5: Physical Education

Suggested outcomes	Supporting activities	Assessment strategies
<p>As a result of engaging in these activities students should be enabled to</p> <ol style="list-style-type: none"> 1. understand and perform appropriate actions related to the themes of travelling, balancing weight, and weight transference 2. demonstrate control of muscular tensions and body poise in a balanced position 3. create and perform a short sequence based on the themes of level 1 gymnastics in JCPE curriculum 4. show an ability to link movements and demonstrate an understanding of the basic concept of space. 	<ol style="list-style-type: none"> 1. Use imaginative skills when teaching activities, for example instead of teaching how to 'hop' teach how to 'hop like a rabbit'. 2. Use visual cues/targets when teaching skills. 3. Allow for progression, for example allow student to move around on hands and knees before getting them to move on hands and feet. 4. Use a physio ball to allow students experience the sensation of rolling before they are taught the full rolling skill. 5. Practice balancing on a flat surface on a defined and marked out space before practicing on a raised bench. 6. Teach a variety of jumps to students if they haven't previously learned them, for example jumping with hands by the side, with hands over the head, with arms swinging. 	<ol style="list-style-type: none"> 1. Observe students' performance and the successful execution of skills. 2. Use verbal or written assessment of students understanding of the skills, for example '<i>What is a gallop?</i>', '<i>What is a pivot?</i>', '<i>What is a forward roll?</i>' 3. Use pictorial worksheets of skills and ask students to identify the correct and incorrect execution techniques. 4. Encourage self assessment through the use of student assessment sheets on how they executed the skill.

Exemplar 5: Physical Education

Activity 1

Travelling

Encourage the students to find different ways of travelling round the room on their feet only, for example hopping, skipping, galloping, jumping. Encourage them to jump in different directions. If they are having difficulty in performing these activities get them to pair with a partner and imitate what he/she does. Alternatively, name animals that they have to imitate, for example a rabbit, a horse, monkey. Encourage them to use their imagination when imitating animals. Limit movements to certain animal groups, such as farmyard animals or jungle animals.

If students are having difficulty with balance and where to land when learning to jump, stick two coloured markers on floor, for example two cut out feet, to enable them to master jumping from a stationary position before jumping while travelling. Markers provide a target landing place for students. It is important to ensure that markers are flush with floor. Once a jump is mastered get the students to practice jumping around the space in different directions. If they are having difficulty with directionality, provide cues on the walls and in the corners. Mark each wall/corner with a different country and call out, *'Move in direction of America/Canada/Japan'*.

Activity 2

Travelling on hands and feet

Link two or three different ways of travelling on the feet.

Students having difficulty with balance and coordination could practice moving around on mats placed together. If students are experiencing difficulty with balance have somebody support them at their hips to prevent them from falling sideways. Alternatively, if students are still experiencing difficulty with balance allow them to travel on their knees and hands.

Encourage them to use their imagination when travelling, for example *'Move like a bear or an elephant'*.

Activity 3

Choose three different types of travelling actions and make up a sequence using each action.

Use travelling actions that were previously used. If a student is having difficulty in recalling the movements say, *'Hop like a rabbit, gallop like a horse, and then crawl like a bear'*.

Exemplar 5: Physical Education

Activity 4

Travelling using equipment

Run along bench and jump off the end.

If students are having difficulty with balance and co-ordination when travelling or moving on a raised bench mark out an area on a floor mat with brightly coloured tape that is the same length and width as the bench. This can be their '*bench*'. The teacher can modify the dimensions of the bench to suit the student. Encourage students to run along the '*bench*', zig zag over it, and jump from the inside to the outside of the '*bench*'. Also, encourage them to jump over the bench and perform a jump at the end. The teacher can place a target jumping area (two cut out feet) at end of the '*bench*'. When students' competence and confidence improve introduce a raised bench.

Activity 5

Balance

Encourage students to support their weight on large body parts, for example back, hips, shoulders, side, front. Allow them to see what peers are doing so that they can imitate them. If they experience difficulty with balance, allow them to use different strategies while trying to achieve balance, for example using a wall for support or keeping one hand/foot on the floor. Encourage them to maintain poise by saying, '*Can you stay like a statue in that position?*'. Gradually remove the supporting strategies as their ability to balance improves. Later, encourage them to use their imagination and find balancing positions like 'funny statues' in which they can only have one/two points of contact with ground.

Activity 6

Supporting weight on smaller body parts

This would involve combinations of feet and hands, for example two feet and two hands, two feet one hand, one hand two feet.

If students are experiencing difficulty with balancing exercises allow them to use a supporting structure, such as a wall, to lean against. Move them away from the supporting structure as their ability to balance improves.

Activity 7

Balancing on different body parts on a bench

If students experience difficulty with this, mark out a bench on the floor on which they can practise the balancing exercises before progressing to the bench itself, as in the previous activity.

Activity 8

Create a sequence

Create a sequence of two or three balances using a different shape for each balance. Use balances that were previously practiced. Provide supporting strategies if necessary.

Exemplar 5: Physical Education

Activity 9

Weight transference

Stand on one foot, and pivot on that foot. Continue pivoting on alternative feet.

Explain and demonstrate what 'pivot' means.

If students experience difficulty with this exercise, first get them to pivot on two feet and then on one foot. If they still experience difficulty allow them to hold onto a support, for example a bar first with both hands, then with one hand, and then with fingers only while practicing. Later, encourage them to try the exercise without support.

Activity 10

Forward roll

See JCPE guidelines, <http://www.jcpe.ie/> on how to teach this skill.

If students experience difficulty with roll have a peer or the teacher alongside them for support. Also, for safety, place bean bags or other supportive structures around practicing area. Begin by showing the students how to accomplish a tucked body position with a rounded back. This can be done either standing or crouching on a mat. Then get them to lie front-ways on a physio ball with rounded back and tucked in head, and have them roll forwards and backwards. Encourage students to push back from the floor using their hands and push forwards using their feet. This provides a sensation of forwards and backwards rolling. The teacher stands behind the students when they are performing this action, and encourages them to hold a balanced position with two feet and two hands on floor.

Following this, get student to go into a crouched position on the floor with hands flat on floor and heads tucked in. Encourage them to lightly push and lift up their feet and bring them back down to the ground. (This is similar to push off when using physio ball.) Support students at the hips for balance if necessary. Encourage them to push harder each time to give them the momentum to roll. Ensure the arms are bent to aid balance in the roll. A peer or the teacher should stand alongside students at all times when they are learning this skill. Remind them continually to keep their bodies tucked and their backs rounded.

Exemplar 6: Physical Education

Syllabus topic: Games

Net Games: Badminton

Primary School Curriculum (5th and 6th classes)	Junior Certificate (Ordinary level)	Junior Certificate School Programme
<p>Strand: Games Strand unit: Sending, receiving and travelling (Carrying and striking)</p> <p><i>The child should be enabled to</i></p> <ul style="list-style-type: none"> develop further and extend carrying and striking skills. 	<p>Net Games: Skilled performance in context</p> <ul style="list-style-type: none"> participate in a variety of games and develop the skills required for participation in games display a knowledge of basic principles and rules demonstrate technical competence commensurate with individual potential. 	<p>Games The student can take an active part in individual activities</p> <p>The student can take an active part in team activities</p> <ul style="list-style-type: none"> use equipment with enough skill to participate in the activity perform the basic movements associated with the activity, with enough skill to participate fully.

Time scale: Dependent on each student's ability the full range of learning and assessment presented in this exemplar may take up to three to five class periods.

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Potential areas of difficulty

- Poor perceptual skills, leading to difficulty in visual, tactile, and auditory perception
- Difficulty in hearing and comprehending verbal instruction
- Difficulty with spatial awareness, directionality, and coordination skills
- Difficulty in hitting the shuttle
- Difficulty in hitting the shuttle over the net
- Poor short-term memory, leading to difficulty in recalling and applying skills and activities

Strategies used in this exemplar

- Peer collaboration
- Providing opportunities for students to practice hitting a stationary target before playing the game
- Modifying the equipment by varying the sizes, weights, and textures of balls, and varying the rackets used
- Modifying the physical environment by changing the dimensions of the court and the height of the net
- Modifying rules to make allowance for students who have difficulties in participating
- Displaying wall charts showing the hitting skills being taught

Exemplar 6: Physical Education

Suggested outcomes	Supporting activities	Assessment strategies
<p>As a result of engaging in these activities students should be enabled to</p> <ol style="list-style-type: none"> develop a technical competence within their individual potential, especially in performing an overhead clear develop the ability to make appropriate responses (relative to their own abilities) to the particular problems posed by the game develop hand-eye co-ordination take part in various degrees of competitive play develop an understanding of the dynamics of team efficiency appreciate the benefits that participation in games can bring. 	<ol style="list-style-type: none"> Use floor mats to allow students to stretch from a seated/lying position. Allow students who experience difficulty to practice hitting the shuttle/ball against a wall prior to joining rally. Allow students who experience difficulty to practice hitting a ball attached to a line of protective wire or to use a tether ball*. During the second rally, The teacher guides students in keeping scores for each team. Students take turns keeping scores. Allow students to participate in a modified pyramid game with a partner and a team. <p>* A tether ball is a ball on a rope that is attached to an upright pole. When the ball is hit, it swings around the pole. A tether ball is used for improving hand-eye co-ordination as well as practicing racket sports.</p>	<ol style="list-style-type: none"> Observe students' performance and successful execution of skills, particularly the overhead clear. Ask questions, for example <i>'What is an overhead clear?'</i> <i>'What is a rally?'</i> Using pictorial worksheets of skills, ask students to identify the correct and incorrect execution techniques. Encourage students to use oral self assessment.

Exemplar 6: Physical Education

Activity 1

A. Warming up

Organise the students in groups of four.

X	X	X	X
1	2	3	4

Throw the shuttle over the net, run back to wall, touch, return in time to repeat. Group attempts to keep rally going.

If students experience difficulty with this exercise the teacher may modify it by giving them a ball to throw instead of a shuttle, by lowering the height of the net if they are having difficulty in throwing over it, or by reducing distance they have to run to by placing a cone or another marker that they have to touch instead of touching the wall.

B. Performing general stretches

If students experience difficulty with some stretching exercises, for example balancing while standing, get them to perform the exercises in a seated/lying position on a mat. Alternatively, provide a clip-board with pictures of the main stretches so that they can recognise what one they have to do each time.

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Activity 2A

Connecting with the shuttle

A co-operative rally

1 v 1 over net

The students hit the shuttle over and back using racket, trying to keep rally going.

Allow the students to practice hitting a shuttle or a ball against a marked target on a wall before joining rally. Alternatively, attach a piece of protected wire, for example clothes line wire, to each of the badminton net poles. Slide a small hoop onto this wire with a ball hanging off it on a piece of string, allow the students to practice hitting this ball along the wire until it reaches the other side. Practising with a tether ball is another useful exercise. This allows for hand-eye coordination practice as well as learning how to hold the racket correctly in order to have the face squarely hit the shuttle or ball.

Activity 2B

The students continue as in A, counting the number of consecutive shots hit. They set personal records.

Exemplar 6: Physical Education

Activity 2C

Change partners. Reduce the height of the net if it is too high for the rally. Give students balls to hit if they have difficulty in hitting a shuttle. (Experiment with different sizes, weights, and textures of balls.) In this activity success is based on the length of the rally rather than the number of successfully executed shots. Modify the activity by giving students another racket, for example a tennis racket that has a bigger head and/or a longer/shorter handle. Reduce the size of the court by outlining it with brightly coloured tape.

Ask the students:

'How can you keep this rally going?'

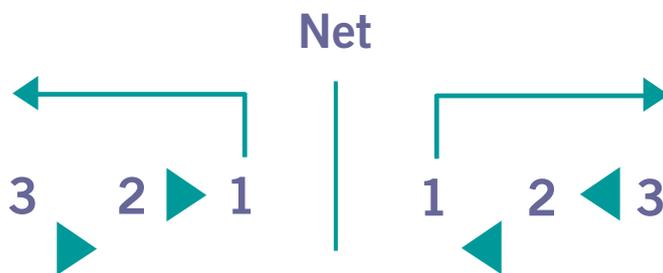
'Why does height help?'

'Does changing partners make a difference?'

Activity 2D

3 + 3 Co-operative rally using overhead clear skill

Players arrange themselves as in the diagram below. Each player moves to the end of the line after one shot. Players try to keep rally going, but the teacher should allow for interruptions to modify the rally for students experiencing difficulty in hitting a shuttle.



If students are having difficulty hitting a shuttle, have a ball ready for them to hit over when their turn comes. The opposing player doesn't have to return ball. He/she can hit shuttle over from the hand and the rally continues. Alternatively, have two separate rallies, one using the ball and the other using the shuttle. The students having difficulty hitting the shuttle can keep team scores during this rally.

Exemplar 6: Physical Education

Activity 3

Pyramids

3 v 3 Co-operative rallying

Team A and Team B play in half courts. Each team has an agreed number of shuttles. Each pair tries to have a rally of more than six shots. If this is achieved that shuttle is 'used up' and is transferred to other team. The team which uses up all its shuttles first (has no shuttles left) wins. If pairs don't achieve shots the team retains the shuttle and the next pair tries.

If a team pair includes a student experiencing difficulties in hitting the shuttle they could use balls and have a lesser number of them to get 'used up'. Also, the number of shots executed could be reduced, for example have a rally of four or more shots, and then ball or shuttle is 'used up'.

Exemplar 7: Physical Education

Syllabus topic: Components of Health Related Fitness

Health Related Activity

Primary School Curriculum (5th and 6th classes)	Junior Certificate (Ordinary level)	Junior Certificate School Programme
<p>SPHE Strand: Myself Strand Unit: Taking care of my body: health and well-being,</p>	<p>Health - related activity: To develop in the student an understanding of the role of health related activity in the promotion of well-being.</p>	<p>Exercise for life: Enjoy being active and understand the value of exercise in life.</p> <ul style="list-style-type: none"> • Understand that your heart becomes stronger with regular physical exercise • Understand that participation in regular exercise will strengthen your muscles.

Time scale: Dependent on each student's ability the full range of learning and assessment presented in this exemplar may take up to three or four class periods.

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Potential areas of difficulty

- Poor perceptual skills, leading to difficulty with visual, tactile, and auditory perception
- Misinterpretation of visual demonstrations
- Difficulty in hearing and comprehending verbal instruction
- Difficulty in understanding concepts such as '*CV fitness*', '*muscular endurance*', and other health related fitness (HRF) components
- Difficulty with spatial awareness, directionality, and coordination skills
- Poor short-term memory, leading to difficulty in recalling and applying of skills and activities
- Difficulty in remembering how exercises for circuit are performed

Strategies used in this exemplar

- Peer collaboration
- Use of pictures/posters of the human body showing where the muscles are found
- Use of cards along the circuit stating what exercise to perform as well as pictures of the exercise
- Providing visual information on the components of HRF, to enable better understanding
- Providing a choice of two exercises at each circuit station

Exemplar 7: Physical Education

Resources

- The *Junior Cycle Physical Education Teacher Guidelines* will provide a useful planning resource for teachers.
- The teaching of circuit training requires a significant level of pre-lesson attention in terms of exercise set-up preparation. This aspect will diminish as the teacher becomes more accustomed to the area
- Activity diary, circuit requirements, including balls, skipping ropes, benches, circuit station cards, boards, overhead projector, brightly coloured tape, posters, pictures of muscles
- Wall charts/pictures for various points on the circuit

Suggested outcomes	Supporting activities	Assessment strategies
<p>As a result of engaging in these activities students should be enabled to</p> <ol style="list-style-type: none"> 1. achieve a basic understanding of the components of HRF 2. be able to succeed in completing a full HRF circuit 3. be familiar with basic muscle groups in the body 4. experience activity relevant to each of the HRF components 5. identify the health benefits of regular activity. 	<ol style="list-style-type: none"> 1. class discussion on the importance of regular exercise and maintaining one's health 2. asking students to think of other exercises that work on specific components of HRF 3. encouraging students to set up the circuit so that they become familiar with what exercises are completed on each circuit 4. using a blank chart of the human body and allowing students to point out where certain muscles are located 5. highlighting an awareness of self-health by discussing activity diaries 	<ol style="list-style-type: none"> 1. Have students fill out a diary of daily activity. 2. Verbally assess students' knowledge of HRF components as well as the benefits of taking part in regular exercise. 3. Question students on their knowledge of basic muscle groups in the body. 4. Observe students' performance and the unsuccessful completion of the circuit.

Exemplar 7: Physical Education

Activity 1

Introductory discussion and brainstorming

Introduce the use of an activity diary. Pose the following question for discussion, *'How can regular exercise benefit you?'* Follow this with a question and answer brainstorm session. Ensure full class involvement and allow for plenty of talk/answer time.

Activity 2

Development

The teacher explains the components of **health related fitness** and promotes discussion on health benefits, using terminology that is easy to understand.

Focus on following benefits:

- it increases individual energy levels
- it improves the body's ability to meet the demands and stresses of everyday living
- it gives a greater sense of well-being
- it improves self-esteem
- it reduces the risk of lifestyle-related diseases by developing a strong heart and muscles, by managing weight, and by enhancing joint mobility.

The teacher explains

- **CV endurance** as the ability of the heart and lungs to provide oxygen to the muscles for continuous exercise over a sustained period
- **flexibility** as the ability to move joints through a full range of movement without discomfort or pain
- **muscular strength** as the ability of a muscle or muscle group to exert maximum force against a resistance
- **muscular endurance** as the ability of a muscle or a muscle group to exert a force repeatedly
- **body composition** as the relative percentage of muscle, bone, fat, and other tissue which comprises the make-up of the body.

When explaining these concepts try to provide as much visual information as possible such as a video or pictures of the HRF components. For example, use pictures of muscles positions and of overweight v non-overweight people to aid understanding.

Exemplar 7: Physical Education

Some suggestions for pictures:

- A picture of two people running, one running a sustained distance with ease and the other running a shorter distance who is out of breath and tired
- Two pictures, one of a person performing a stretch with poor flexibility and another of a person in same stretch with good flexibility
- Two pictures, one of a person lifting a heavy weight and another person lifting a lighter one, using these to explain how a person can lift the weight several times before the muscle fatigues
- Several pictures depicting people with various different body compositions.

Activity 3

Matching a circuit with an activity involving each component

- Precede the circuit with a brief warm up (pulse raiser, mobility and pre stretching).
- The circuit is followed by a cool down (pulse lowering and post stretching).
- At each circuit station the student identifies the HRF component being developed.
- During the circuit, a peer should work with students experiencing difficulty. A peer or the teacher should demonstrate all exercises visually before students attempt them. Have a card at each circuit station stating what exercise to be performed. If possible, provide a pictorial demonstration of the exercise on a card.

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The circuit can be modified in different ways, for example using different balls and ball sizes (sponge ball, tennis ball, soccer ball, basketball, beach ball), by allowing students to use knees ups instead of step ups, by reducing the length of the circuit for some students, and by having a choice of activities at each circuit station so that all students can to participate at every point of the circuit.

On completion of the circuit the teacher identifies the relationship between HRF components and individual exercises.

Activity 4

Activity Diary

- Distribute the activity diaries.
- Point out the health related components worked on.
- Discuss plans to keep a log for the following week.

Appendix

Potential Adaptation and Modification Tables

The following tables have been included to assist teachers in planning activities with a view to the inclusion and engagement of all students in Physical Education activities. While many students with mild general learning disabilities will not need any of these modifications some may have co-existing conditions (See p.7.). Teachers may also find them useful for other students in their classes who present with other disabilities.

These tables suggest possible modification and adaptation in four main categories:

- how equipment can be varied
- some suggestions for rules and directions
- how the environment in which the activity takes place can be modified or remodelled
- some grouping and instructional modes.

The tables deal with six common Physical Education activities: Soccer, Badminton, Gymnastics, Track and Field, Aquatics, and Dance.

Soccer

Equipment

Some visual modifications

Bright balls, tactile balls, bell balls, soft balls, different sized balls, balls on string, bright goals

Some sound variables

Bells on a net, a buzzer on a net, whistles, auditory balls

Markers – useful for students with co-ordination impairments

Smaller goals, wider goals, cones, nets

Other equipment

Wheelchair front bumper, shin guards, a score board, flip cards

Rules

Passing and shooting

Ground passing, passing to everybody before scoring, passing to 'John' before scoring, five passes before being allowed to score, a minimum of three passes, a timed dribble getting into the shooting zone counts as a score

Movement

Walking with the ball, running with the ball, positioning the ball for 'John', staying in the assigned area

Frees

Free shooting, throw-ins, free kicks

Other rules

No heading, undefended, time limitations, boundary limitations

Environment

The following can enhance the environment:

Bright boundaries, carpet squares, a shooting line, auditory lines, cones, applause, limiting the amount of movement, a smooth surface, music, silence, fan/fresh air, modifying the size of the field, cones in front of the net, keeping distractions to a minimum.

Instruction

Peer collaboration, physical assistance, hand signals, verbal cues, proximity to students, signs

Physical brailing which allows a blind or visually impaired student to feel a peer or teacher execute a skill or movement that was difficult to learn with previous approaches

Slowing down, demonstrations, verbal explanation, direct and indirect feedback, using first names, task analysis, problem solving, using smaller groups, and small sided games

Badminton

Equipment

Balls

Wiffle ball, tether ball, fleece ball, sponge ball, shuttle, coloured shuttle, balloons, noisy shuttle/ball

Rackets

Larger racket face, smaller racket face, longer racket, shorter racket

Nets

Lower net/no net

Rackets

Racket strapped to hand, arm rests removed from wheelchair

Rules

Points

Point for landing in certain areas of the court, playing five to seven points, points awarded for hitting shuttle, rally points

Court

No service box, staying in bounds, shorter back line, shorter service line

Play

Shuttle not allowed to hit the floor, one hit only allowed, alternate serve, two serves allowed, two-hit rule, unlimited bounces

Other rules

Time limit, sign for stopping, using basic sign language, using the non-dominant hand. Peer allowed to help another student hit the shuttle

Environment

Wider net, lower net, reduced court size, shorter court, wider court, narrower sidelines, bright boundaries, use of music, proximity, good lighting, small groups, visual aids, short simple cues, indoor and outdoor, positive atmosphere, distractions kept to the minimum

Instruction

Task analysis, direct and indirect feedback, demonstrations, verbal explanation, direct instruction, visual aids, verbal cues, visual cues, peer tutors, physical assistance, physical brailing, hand signals, universal signs, use of first name, repetition, routine

Gymnastics

Equipment

Mats

Different sizes, different colours, jig saw mats

Apparatus

Beam, low beam, horse, short horse, bench, parallel bars, spring board, trampoline, ropes, thick ropes, coloured ribbons, coloured rings

Balls

Different sizes, different colours, different textures, auditory balls

Other equipment

Whistle, bean bags for safety

Rules

Cooperation

Working together encouraged, working with a partner encouraged, giving physical assistance

Participation

Adequate space, no shoes on mats, all activities attempted, no horseplay, no flipping, taking turns

Other rules

Only loose-fitting clothing, vary number

Environment

Equipment

Lower bars, lower rings, lower equipment, wider beam

Space

Large mat area, shorter approach, longer approach, smaller space, larger space, bright boundaries, bright equipment, space surrounded with bean bags

Sounds

Music, small groups, low noise level

Instruction

Demonstration, facing students, verbal explanation, task analysis, direct and indirect feedback, physical brailing, peer collaboration, spotting, shaping, visual aids, verbal cues, hand signs, orientation

Track and Field

Equipment

Running

Lanes, bright lane lines, auditory start, timing device

Hurdles

Soft hurdles, low hurdles

Jumping

Sand pit, tactile jump boards, auditory jump boards, auditory high jump

Throwing

Various throwing objects, ropes

Shot put

Small shot put, soft shot put

Discus

Soft discus, light discus

Other equipment

Bean bags, target practice space

Batons

Different sized batons, batons of various colour, mats, weights, whistles, score sheets, task cards, visual aids, tape measure

Rules

Running

Warm-up, using a guide runner, observing time limitations, students run for a set time rather than set distance, run at own pace, get a head start, adjust times, emphasis on form versus time, reduce distance to run

Jumping

No jumping with shunts, shorter approach, longer approach, no high jump bar

Throwing

Using boundary limitations, using limited space, clapping in target areas, looking before throwing, clearing the surface, waiting for others to finish, throwing in any manner, using a bigger ring for shot put, having target lines closer to start position, throwing with good technique

Other rules

No time on field events, having a set number of trials, helping others, ability grouping, using checklist of activities, using hand signals

Track and Field

Environment

Setting limits

Bright boundaries, throwing line, tactile lines, auditory lines, larger lane lines, jumping line, chalk lines instead of hurdles, carpet squares, cones, ropes, long distance, short distance

Surfaces

Safe surface, clean surface, smooth surface, success-orientated surface, using small groups

Sounds

Music, silence, distractions kept to the minimum

Instruction

Peer collaboration, physical assistance, physical brailing, demonstration, verbal explanation, proximity to students, sign language, verbal cues, visual aids, direct and indirect feedback, slow down, task style, command, task analysis

Aquatics

Equipment

Pool

Lane lines, ropes, extension pole, rescue equipment, buoys, transfer device, chair lift

Floataction devices

Kick boards, pull buoys, water woggles (long cylindrical tubes), rafts, mats, aqua jobber, arm bands, floating vests

Apparatus

Egg flips, hula hoops, flippers, bright balls, bell balls, beach ball, sinking objects, snorkels, buckets, sponges, cloths

Other equipment

Whistle, goggles, aqua socks, aqua gloves, radio

Rules

Strokes

All strokes practiced, breath control, propulsion, kicking, arm strokes, swimming for time not distance

Floataction

Frontal position, supine position

Diving

No diving in shallow end, diving in deep end only, surface diving

Behaviour

Respect for others, no rough play, no splashing, no running, no jewellery, long hair tied up, hat must be worn, no chewing gum, keeping hands to oneself

Other rules

Enough space for group, large or small groups, lifeguard on duty

Environment

Boundaries

Shallow end of pool and deep end of pool marked off, lane assignments, roped areas, small space, large space

Limit markers

Tactile, auditory, warm water, clean and clear deck, supervised out of water, quietness, music, sharing pool with others, using pool alone

Instruction

Peer collaboration, brailleing out strokes, one-to-one-physical assistance, proximity to students, demonstration, clear instruction, verbal explanation, visual aids, direct and indirect feedback, task analysis, individual/small group instruction

Dance

Equipment

Music

Large stereo, slow music, fast music, music with bass, different types of music

Apparatus

Props, scarves, ribbons, scarves and ribbons with bells attached, footprints flush with the floor, carpet squares, coloured mats, wall mats

Other equipment

Wheelchair, walker, cones, poly spots, visual aids

Rules

Stay in own space, spread out and use space, observe boundary limits, change beat counts, short steps, long steps, different movements, mirror partners, slow tempo, fast tempo, respect classmates

Environment

Clear boundaries, flat surface, dry area, nothing on floor, smaller dance floor, larger dance floor, music of choice, lights to the beat, disco ball, same-size partner, distractions kept to the minimum, limit noise

Instruction

Peer collaboration, physical assistance, physical brailing, demonstrations, verbal explanation, visual aids, verbal aids, hand signals, direct instruction, proximity to student, shaping, direct and indirect feedback, task analysis, corrective feedback