# **Chapter 4: Activities**

## **Including Everyone**

### **Carol Scaini and Jeannine Bush**

# 1. Circle Bowling

***Social Skills***

* Taking turns
* Waiting one’s turn
* Staying focused on task when working with a group

***Equipment***

* Bowling pins or empty plastic bottles
* Large ball

***Setup***

* Divide the class into groups of four to six students each.
* Have groupssit in a circle, either in chairs or on the ground.
* Place the bowling pins in a cluster in the centre of the circle.

***How to Play***

1. One student begins with the ball and rolls it forward in an attempt to knock down the pins.
2. The next student in the group tries to knock down the remaining pins.
3. Repeat until all pins are down.
4. To play again, students set the bowling pins back up in the centre of the circle.

***Variations***

* Use a larger ball.
* Have students roll the ball off of their lap or down a ramp.
* Have students move closer to the bowling pins.
* Have students stand up to roll the ball.
* Focus on form—stepping with the opposite foot forward, bending the knees, and keeping the eyes on the target.
* Use multiple balls for multiple chances.
* Break the groups apart and stage individual bowling games following traditional bowling rules.

***Look-Fors***

* Students roll the ball with one hand or both (if necessary) hands.
* Students aim for the target.

Adapted by permission from L.K. Canales and R.K. Lytle *Physical Activities for Young People With Severe Disabilities* (Champaign, IL: Human Kinetics, 2011), 56.

# 2. Sit-Down Volleyball

***Social Skills***

* Waiting one’s turn
* Staying focused on task

***Equipment***

* Beach ball
* Two chairs or badminton poles
* Badminton net or 3.5-meter rope
* One poly spot (or marker) per person

***Setup***

* Divide the class in half and set up two sit-down volleyball games.
* Tie each end of the rope to a chair or set up a badminton net in such a way that it touches the ground.
* Place poly spots or markers evenly on both sides of the net (or rope) to indicate where students should sit.

***How to Play***

1. Students sit on poly spots; high- and low-skilled students are distributed evenly on each side of the net.
2. Use the cues “two hands above your head so I know you’re ready” and “keep your eyes on the ball.” Students strike the ball forward using both hands (or the head) to propel it over the net.
3. Students can hit the ball multiple times on one side of the net before it goes over.
4. If the ball touches the ground, a student can throw it over the net to begin the volley again.

***Variations***

* Allow students to catch the ball.
* Allow students to push the ball off of their lap (or a lap tray) and have a teammate strike it before it hits the ground.
* Serve the ball yourself.
* Have students sit in a circle and volley to each other.
* Allow the ball to bounce between strikes.
* Indicate how many times students can strike the ball before it touches the ground.
* Allow students to serve the ball over the net.
* Use traditional volleyball rules (e.g., three hits before the ball must reach the other side of the net).

***Look-Fors***

* Students track the ball and catch it with two hands.
* Students throw the ball with one hand or both hands, either to a teammate or over the net.

Adapted by permission from L.K. Canales and R.K. Lytle *Physical Activities for Young People With Severe Disabilities* (Champaign, IL: Human Kinetics, 2011), 20.

# 3. Dribbling Bingo

***Social Skills***

* Starting a conversation
* Standing at an appropriate distance
* Asking questions
* Taking turns while talking
* Waiting one’s turn
* Staying focused on task

***Equipment***

* Soccer ball for each student
* Modified bingo card for each student
* Washable marker for each student

***Setup***

* Create a bingo card for each student; instead of numbers, use pictures.
* You can use basic clip-art images or image software (e.g., Boardmaker) to make communication boards. The pictures should be of common objects that students can discuss.

***How to Play***

1. Give each student a bingo card, a marker, and a ball.
2. Tell students that they will each use their feet to dribble a ball to a peer.
3. Upon reaching the peer, the dribbler asks a question based on one of the pictures on the bingo card. For example, if a student has a picture of a dog, he or she could ask, “Do you have a dog?” The dribbler then crosses off that block on the card and moves on to another peer.
4. Encourage students to try to cross off an entire row or column of pictures.

***Variations***

* Instead of completing a row or column on the bingo card, students keep dribbling until someone marks off all of the squares; alternatively, see who has the most squares checked off after a certain amount of time has passed.
* Students dribble the ball until you say “talk,” at which point each student dribbles to the closest peer and asks a question based on a picture on his or her bingo card.
* Instead of discussing their images, students each find a peer who has the same picture.
* Students select picturesof items with which they are working in other subject areas.

***Look-Fors***

* Students interact with each other.
* Students move the ball with their feet in a controlled manner.

Adapted by permission from M. Alexander and S. Schwager *Meeting the Physical Education Needs of Children with ASD* (United States: Human Kinetics, 2012), 20.

# 4. Bench Ball

***Social Skill***

* Staying focused on task

***Equipment***

* Established line
* Several soft balls

***Setup***

* Divide the class into two teams.
* Each team designates a catcher.

***How to Play***

1. The catcher crosses over to the opposite side of the court and stands on the designated line located in the other team’s zone.
2. A neutral zone surrounds each team’s designated line to prevent players from running into the catcher.
3. Players throw the ball to their team’s catcher.
4. If the ball is caught by the catcher, the thrower joins the catcher on the designated line and acts as another catcher.
5. If a player moves off of the designated line, the player must return to his or her team’s side and try again.
6. The game continues until an entire team is standing on its designated line.
7. Opponents may block throws and intercept passes but may not touch anyone standing on the designated line or enter the neutral zone.

***Variations***

* Use oversized or regular-sized balls to be rolled instead of thrown.
* Make the playing area smaller.
* Do not allow opponents to block or intercept a ball that has been thrown or rolled.
* Allow students to use a hockey stick or other object to help send the ball to the catcher.
* Instead of a designated line for catchers to stand on, set up an area that is one meter wide.

***Look-Fors***

* Students throw the ball to their team’s catcher.
* Students work together to block or intercept opponents’ passes.

Adapted by permission from CIRA Ontario *Great Gator Games* (Ancaster, Ontario: CIRA Ontario, 1998), 51.

# 5. Pool Noodle Tag

***Social Skills***

* Staying focused on task
* Making eye contact
* Using appropriate tagging techniques
* Developing cooperation skills
* Understanding game rules

***Equipment***

* Four to six pool noodles

***Setup***

* Select four to six students to serve as taggers.
* Provide each tagger with a pool noodle.

***How to Play***

1. Taggers may tag players below the waist.
2. Students move freely around the playing area while trying to avoid being tagged.
3. Once a student is tagged, he or she must stop, hold up a hand, and wait for a high five.
4. A free student can free a frozen student with a high five.

***Variations***

* Designated a student to be the “unfreezer” who frees players who have been tagged; the unfreezer cannot be tagged.
* Pair students up and allow them to run separately; both partners must be tagged before they are out.
* Change taggers often.
* Divide the class into four teams and provide each student with a pool noodle. Teams work together to tag members of other teams. Students who are tagged may be unfrozen only by their own teammates.

**Look-Fors**

* Students breathe heavily.
* Students engage in moderate to vigorous physical activity.
* Students work to evade other players.
* Students demonstrate spatial awareness by moving away from objects and other players.
* Students work together to avoid being caught by the tagger.
* Students work together to unfreeze tagged players.

Adapted by permission from CIRA Ontario *Great Gator Games* (Ancaster, Ontario: CIRA Ontario, 1998), 51.

# 6. Matching File Folder Activities

***Social Skills***

* Taking turns
* Waiting one’s turn
* Staying focused on task

***Equipment***

* File folders
* Numbers and photos that illustrate those numbers

***Setup***

* Divide the class into groups of four to six students each.
* Create an activity file folder for each team.
* The activities include matching games. With Velcro, placenumbers on one side of the file folder and pictures to showcase the numbers on the other side of the folder (e.g., number 4 on the left side, four pictures of bunnies on the right side).
* You can use any basic clip-art images or image software (e.g., Boardmaker).
* The pictures should be of common objects that students can discuss.
* Each team stands in single-file formation behind a starting line while facing the activity file folders on the other side of the gym.

***How to Play***

1. The first player runs to the team’sactivity file folder, picks up one number from the left side of the folder, places it on the picture corresponding to that number, runs back to the rest of the team, and tags the next player in line.
2. The second player carries out the same process.
3. Play continues in this manner until all numbers in the folder have been matched with their corresponding picture.

***Variation***

* Change the activity by altering what the students will match (e.g., letters, colours, shapes).

**Look-Fors**

* Students engage in moderate to vigorous physical activity.
* Students wait their turn.