

PRIMARY

Physical Education

Guidelines for Teachers of Students with

SEVERE and PROFOUND

General Learning Disabilities



Contents

Introduction	3
School planning	6
Classroom planning	8
Exemplars	34

Introduction

Physical education develops the body's strength, promotes physical well-being, and provides opportunities for the early physical development of body awareness, spatial awareness, and safety.

Each student should be enabled to experience physical activities safely and to explore a wide range of stimulating equipment, to the full extent of his/her capacity and with as much help as is necessary.

Activities suggested in the *Primary Curriculum Guidelines, Physical Education* provide opportunities through which students can improve fine and gross motor co-ordination, concentration, listening skills, self-esteem, self-confidence, games skills, creativity, and the ability to co-operate and communicate with others. Some students with severe and profound general learning disabilities have good physical ability, and the teacher may need to access *Guidelines for Teachers of Students with Moderate General Learning Disabilities*, for more advanced activities.

Many students will need physical assistance to enable them to participate in physical activities. In addition, the consistent use of clear language for specific movements can help the student to anticipate and understand what is required, and can prepare him/her for taking over part or all of the movement.

3

Considerable care must be taken when formulating a physical education programme for students with severe and profound general learning disabilities. Because of complex physical needs, some students may already be undergoing a comprehensive physiotherapy programme. Therefore, a team approach to the planning of physical education is often required.

Advice from other professionals may be needed to ensure the safety and well-being of the student. At the same time, it is essential that every student is encouraged to gain access to the broadest range of curriculum experience in this area. Each student should be enabled to experience physical activities safely and to explore a wide range of stimulating equipment, to the full extent of his/her capacity and with as much help as is necessary.

All students with severe and profound general learning disabilities require sensitive and careful handling when being assisted to participate in physical activity. Observation of the student's reaction to movement is critical, and activity should cease immediately if changes in skin tone, such as pallor, flushing, or excessive sweating are noticed. Movement should also cease if there is an excessive change in a student's breathing pattern.

Overview of content

The content is divided into six strands:

- Athletics
- Dance
- Gymnastics
- Games
- Outdoor and adventure activities
- Aquatics.

Athletics

The athletics strand examines the underlying movement associated with the activities of running, jumping and throwing. The emphasis is on exploring and examining these diverse activities at their most elemental level, including sliding, crawling, reaching and grasping. Each activity should be adapted appropriately to suit students' abilities, while providing a sense of challenge and achievement.

Each student can be enabled to engage in a number of athletic movement activities. As the student develops a greater sense of body awareness the introduction of objects of different shapes, sizes, textures, and weights is explored. The tasks should be appropriate to the abilities of individual students and provide them with opportunities for achievement.

Dance

Dance, however narrowly or widely interpreted, is a fundamental form of exercise. It can be both relaxing and exhilarating, offering fun and enjoyment. Through dance the student explores a range of parts of the body, body actions, and shapes. Balance and co-ordination may be challenged while the student is stationary or moving. Some students will enjoy dance at a sensory level, while others may come to understand that dance is a medium for the expression of ideas, thoughts and feelings.

Enjoying working together and responding to the beat of the music is an important aim of the dance curriculum. Simple movements can be performed to given rhythmic phrases. Uncomplicated co-ordination activities can help the group to gain confidence in working together.

Gymnastics

Gymnastics for students with severe and profound general learning disabilities seeks to promote the control and management of body movements. The students explore and experiment with movement on a variety of appropriate surfaces and equipment. Some students will progress to sequencing body movements.

4

The activities selected are designed to engage each student at an appropriate level. The emphasis is on body actions such as rolling, swinging, balancing, and stretching. The qualities of strength, gentleness, firmness, and stability are introduced. Each task entails new challenges while consolidating achievement in others, and creates opportunities to develop a greater sense of identity and self-awareness.

Games

This strand aims to provide the student with opportunities to participate in the underlying skills that give games their structure. The key skills examined are sending, receiving and travelling. The games programme provides opportunities to use a selection of equipment of varying size, shape, texture, colour, and pace. Handling skills, hand-eye co-ordination, carrying, and striking are explored through a variety of selected activities.

Throughout the games programme students are presented with appropriate tasks for developing skills and understanding, working individually, in pairs, and as part of a group. With increased exposure to these activities they gain a greater understanding of how games are played, leading to a sense of achievement and satisfaction.

Outdoor and adventure activities

Outdoor and adventure activities can cover a wide spectrum of activities, from the easily accessible to the more adventurous. Schools are encouraged to select activities that are suited to their circumstances and that are appropriate to the needs and abilities of the students. The pursuits detailed in these guidelines concentrate on activities that make the best use of the school environment and the locality. Everyday activities such as walking in the environs of the school can be transformed into sensory adventures, while finding one's way to a familiar or unfamiliar place can become a challenging and stimulating orienteering activity.

Aquatics

Aquatics contributes to the mobility, independence and self-determination of the student. It provides an element of freedom, risk and challenge, especially to wheelchair users and those who would be unable to move freely otherwise. The aquatics programme is concerned with ways of introducing the student to water and developing confidence in and around water, through participation in activities that promote exploration and experimentation. A correct water temperature is essential, especially for students with exceptionally high muscle tone. Water safety is paramount throughout all aspects of the aquatics programme.

School planning

The Primary School Curriculum: Physical Education, Teacher Guidelines contains advice on planning, some of which is applicable when planning for students with severe and profound general learning disabilities. Some aspects which may need to be considered when planning for this group of students include the following.

Curriculum and organisational planning

A broad and balanced curriculum

As in all other subject areas, teachers should be working on a number of strands in physical education at the same time. Decisions on the effective selection of strands will be based on the individual needs of this group of students. The content in many of the strands will have similar aspects, and use may be made of common key teaching themes. Planning will ensure that these strands run consecutively, thus promoting consolidation of learning. Each new learning experience should build, where possible, on previous learning.

6

Time

Timetabling is very important in school planning for physical education. All classes need to have sufficient access to the physical education facilities of the school, and the use of facilities outside the school will also need to be planned. Students with learning disabilities can have a limited attention span, and some may not be physically able for a long session. These factors need to be considered when planning the length of sessions.

Special Olympics

Special Olympics Incorporated offers an excellent programme of sports training and athletic competition for all students with a disability who are over eight years of age. Generally, the Motor Activities Training Programme is suitable for students with severe and profound general learning disabilities. This is designed for students who would not be able to participate in official Special Olympics sports, but the booklet offers a wealth of ideas for physical education activities. The programme emphasises training and participation rather than competition, with activities being broken down into manageable steps. It may be possible for the students to take part in area or regional events. Parents are encouraged to attend and help to make it an exciting day out for all involved.

Atlanta-axial instability

Atlanta-axial instability is present in a small percentage of people with Down's syndrome. This refers to a laxity of the ligaments or muscles supporting the first two cervical vertebrae in the neck. Forceful forwards or backwards bending of the neck may dislocate the upper cervical vertebrae causing damage to the spinal cord. Parents/guardians of students with Down's syndrome should be contacted to check on their child's status with regard to this condition.

It is important to limit certain movements or activities for students who

- have been diagnosed as having atlanto-axial instability
- have not yet been assessed for this condition.

The parents/guardians of all students with Down's syndrome should be requested to contact the family doctor or appropriate specialist to discuss assessment for this condition.

7

Activities to be avoided for students with atlanto-axial instability include

- certain gymnastic manoeuvres (forward rolls, backward rolls)
- diving into a swimming pool or using the dive start in swimming races
- the butterfly stroke in swimming
- the high jump
- soccer.

However, it is important to stress that students with this condition can still safely pursue a wide range of physical activities.

Classroom planning

Much of the planning advice in the *Primary School Curriculum: Physical Education, Teacher Guidelines* will be applicable for students with severe and profound general learning disabilities, but the following points may also need consideration.

Curriculum and organisational planning

Ensuring the safety of students

Full medical approval for planned physical education activities should be obtained for all students. Consultation with other professionals such as a physiotherapist or an occupational therapist may also be required to make possible the optimum participation for students with exceptionally high or low muscle tone. These students may need preparatory exercises before undertaking physical activity.

Specialised equipment

It is important that all classroom staff are familiar with the correct use of specialised equipment, such as

- wheelchairs
- hoists
- walking aids
- postural aids
- orthotics.

8

Support from other professionals in the use of such equipment may be required. The regular maintenance of equipment also needs to be organised.

Giving physical assistance

Many students will need a high level of physical assistance to enable them to participate in physical education activities. Advice on giving the necessary assistance may be found in the *Approaches and methodologies, Primary School Curriculum: Physical Education, Teacher Guidelines*.

What can I, the student, learn through physical education?

- I can participate in activities to develop awareness of my body position in space.
- I can learn to co-ordinate and control my body movement.
- I can experience and learn to carry out a range of new body movements in a variety of contexts.
- I can learn new gross motor and fine motor skills.
- I can participate in activities to develop physical strength and stamina.
- I can improve my concentration and develop my listening skills.
- I can learn how to co-operate with others.
- I can gain confidence and improve my self-esteem by participating to the best of my ability in individual and team events.
- I can gain an appreciation of the joys and disappointments of being part of a team.
- I can learn to challenge myself physically, and to appreciate my achievements.

Athletics - Throwing

Attending	Responding	Initiating
<p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> ■ prepare for throwing movement <ul style="list-style-type: none"> – <i>have his/her arms gently flexed and stretched</i> – <i>have shoulders and arms rotated in an outward circling movement</i> ■ develop awareness of gross motor throwing movements <ul style="list-style-type: none"> – <i>be enabled to stretch his/her arms above the head as much is as safely possible</i> – <i>twist the upper trunk, swing the arms</i> ■ feel a variety of objects for throwing <ul style="list-style-type: none"> – <i>hold and interact with beanbags and balls of different sizes/different weights/textures</i> – <i>feel and look at a quoit/tennis ball/frisbee/boomerang (see Glossary.)</i> ■ develop awareness of the fine motor skills of grasping and releasing <ul style="list-style-type: none"> – <i>look at the fingers close and open around an object as it is picked up and released</i> ■ attend to and experience the movement of the arm in an over-arm throwing action <ul style="list-style-type: none"> – <i>(with appropriate support) bring his/her arm up and over the shoulder in line with the head</i> – <i>finish with the arm out in front of the body.</i> 	<p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> ■ imitate demonstrations of a variety of gross motor throwing activities <ul style="list-style-type: none"> – <i>stretch with decreasing help arms above his/her head</i> – <i>twist upper body</i> – <i>lift legs one at a time, swing arms</i> ■ indicate awareness of different sensations created by handling a number of throwing objects <ul style="list-style-type: none"> – <i>anticipate the weight and size of familiar objects</i> – <i>show interest in handling new objects (see Attending for a variety of objects.)</i> ■ perform fine motor throwing movements with decreasing assistance <ul style="list-style-type: none"> – <i>reach for and grasp a beanbag/ball/quoit</i> – <i>attempt to release an object into a container</i> ■ attempt to control the movement of his/her arm during an over-arm throwing action <ul style="list-style-type: none"> – <i>try to lift his/her arm up and over the shoulder</i> – <i>attempt to throw an object out in front.</i> 	<p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> ■ participate independently in gross motor movements to prepare for throwing <ul style="list-style-type: none"> – <i>stretch the hands high and hold</i> – <i>shake the legs and arms</i> – <i>twist the upper body, bend down to touch toes with flexed knees</i> ■ experiment with handling throwing objects of different shape, size, texture, and weight <ul style="list-style-type: none"> – <i>interact independently with familiar throwing objects</i> – <i>actively experiment with new throwing objects such as the shot or discus (see Glossary.)</i> ■ experiment with grasping and releasing a variety of objects suitable for throwing practice <ul style="list-style-type: none"> – <i>choose objects to hold and release, grasp objects independently and release them into a container</i> ■ actively observe a demonstration of an over-arm throw and make a reasonable attempt to complete the action independently <ul style="list-style-type: none"> – <i>watch the demonstration and attempt to copy movement independently</i> – <i>watch his/her own attempts in a mirror.</i>

Attending	Responding	Initiating
<p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> ■ attend to holding objects while using the over-arm throwing action <ul style="list-style-type: none"> – <i>grasp and hold throwing objects as above (with support)</i> – <i>attend to the sensation of the movement of his/her arm while trying to throw the object</i> ■ have opportunities to play as part of a team during a group throwing activity <ul style="list-style-type: none"> – <i>be aware of others in the group, develop an awareness of taking turns and cheering on team-mates, attend to the atmosphere of excitement in team throwing events.</i> 	<p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> ■ with decreasing help, hold an object while attempting the over-arm throwing action <ul style="list-style-type: none"> – <i>grasp and hold a ball or shot while trying to throw it in an over-arm movement at a target (see Glossary.)</i> ■ show interest in others while participating in a team event in throwing (throwing for distance, throwing to knock objects that make noise when knocked) <ul style="list-style-type: none"> – <i>wait in line to take a turn, when turn is finished hand ball or javelin to the next person in line</i> – <i>react to general atmosphere of excitement or disappointment at the team's performance.</i> 	<p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> ■ initiate a selection of suitable objects to hold in his/her hand while practising the over-arm throw <ul style="list-style-type: none"> – <i>choose between a variety of throwing objects/select each throwing object one at a time/experiment with ways of throwing it in an over-arm movement at a target/for distance</i> ■ show an understanding of being part of a team while playing throwing games, for example <i>go with the team to a certain point and line up to take turns, cheer on team members throughout the game</i> <ul style="list-style-type: none"> – <i>communicate excitement or disappointment, as appropriate.</i>

Athletics - Throwing

Attending	Responding	Initiating
<p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> ■ experience the sensation of moving up and down while lying/sitting/standing <ul style="list-style-type: none"> – <i>observe and experience the sensation of being gently bounced on an air mattress/bouncing castle/bed/trampoline/physiotherapy ball</i> – <i>listen to the language of 'up' and 'down,' 'high' and 'low' used with the movement</i> ■ become aware of stepping <ul style="list-style-type: none"> – <i>place and then follow with assistance a set of coloured footprints/coloured shapes/ carpet pieces (laid down close together around the room)</i> – <i>attend to the sensation of lifting and placing his/her feet (carried out in bare feet to heighten awareness of textures, if necessary)</i> ■ have an opportunity to feel the sensation of striding <ul style="list-style-type: none"> – <i>look at the footprints/shapes/ carpet pieces (gradually placed further apart) on the floor and with appropriate support stretch his/her legs to reach the next point.</i> ■ attend to the contrasting movements of taking short steps and then striding <ul style="list-style-type: none"> – <i>(with support) feel movement actions associated with interchanging between short steps and striding</i> – <i>be enabled to follow footprints etc. placed at differing distances.</i> 	<p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> ■ show some ability to move up and down while lying/sitting/standing <ul style="list-style-type: none"> – <i>bounce with decreasing assistance (see Attending)</i> – <i>crouch down low and then stretch up high while standing and holding onto a person/stable object</i> – <i>respond physically to instructions regarding 'up', 'down', 'high', 'low'</i> ■ respond to stepping activities around the room <ul style="list-style-type: none"> – <i>help to place footprints/ shapes/ carpet pieces around the room</i> – <i>react to the sight of the pieces by stepping onto them</i> – <i>step from one to the other with decreasing assistance</i> ■ make attempts to stride <ul style="list-style-type: none"> – <i>with some prompting and visual demonstration attempt to stretch the legs to reach each point while moving on footprints/shapes carpet pieces around the room (the distance between them being gradually increased)</i> ■ show a reaction to mixing short steps and strides <ul style="list-style-type: none"> – <i>imitate a demonstration of stepping and striding by following the leader and attempting to change at the appropriate time</i> – <i>with decreasing assistance follow footprints, etc. placed at differing distances.</i> 	<p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> ■ seek to move up and down independently <ul style="list-style-type: none"> – <i>bounce independently (see Attending)</i> – <i>use gestures/symbols/ pictures/words for the terms 'up', 'down', 'high', 'low'</i> – <i>perform up and down movements in a standing position</i> ■ independently follow footprints/ shapes/ carpet pieces <ul style="list-style-type: none"> – <i>place pieces on the floor for stepping</i> – <i>step from one point to another with accuracy</i> – <i>independently follow the direction of the pieces</i> ■ independently follow a demonstration of striding <ul style="list-style-type: none"> – <i>look and listen to a demonstration</i> – <i>stretch out legs to reach each point laid out on the floor</i> – <i>create progressively challenging pathways for striding</i> ■ show creativity in mixing short steps and strides <ul style="list-style-type: none"> – <i>create his/her own pathways through footprints etc. placed randomly on the floor</i> – <i>interchange between short steps and strides at random while moving about the room.</i>

Attending	Responding	Initiating
<p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> ■ develop an awareness of the sensation of jumping <ul style="list-style-type: none"> – stand on a small step and be lifted down to land on his/her feet – participate in jumping in puddles for fun/jumping in soft play area/jumping onto interesting textures – sit (with support) on a boxhorse or high chair and with the feet supported approximately one foot off the ground move towards the edge of the box and push off to land on the feet (see Glossary.) ■ develop an awareness of lifting the legs one at a time over an obstacle <ul style="list-style-type: none"> – walk (with support) to a low hurdle and have leg guided over the hurdle followed by the trailing leg ■ observe others/participate in jumping for distance <ul style="list-style-type: none"> – observe others or (with assistance) experience the sensation of jumping for distance. 	<p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> ■ given decreasing assistance, perform a jumping action <ul style="list-style-type: none"> – perform jumping actions in Attending with decreasing assistance and by imitating others ■ make some attempt to raise a leg on meeting an obstacle <ul style="list-style-type: none"> – line up and walk to obstacle – upon reaching obstacle look to get support and attempt to lift the leg over the obstacle ■ develop the ability to jump for distance <ul style="list-style-type: none"> – (with decreasing assistance) approach at a walk/run and then take off and jump from a designated mark such as a line of coloured tape on the floor. (Another could be given at waist level and an auditory clue could be added by making the floor mark noisy when stepped on or by a bell being rung at the take-off point.) 	<p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> ■ jump independently <ul style="list-style-type: none"> – jump in puddles for fun – jump down from a high sitting position – seek to get up on small steps and jump down – listen to a verbal instruction and jump to land on a mat in an upright position ■ independently follow a leader to step over a row of low hurdles <ul style="list-style-type: none"> – walk towards the hurdles and lift each leg independently one at a time over the hurdle – step over hurdle without touching the top, approach and clear the hurdle at pace ■ jump independently for distance <ul style="list-style-type: none"> – show an interest in challenging himself/herself. (see activities in Attending and Responding.)

Athletics - Running/moving at pace

Attending	Responding	Initiating
<p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> ■ participate in the activity of non-competitive walking or jogging <ul style="list-style-type: none"> - <i>(with support) walk or jog to increase stamina</i> - <i>walk/jog with a partner, follow a leader</i> - <i>follow a tactile strip around the walls</i> - <i>have wheelchair moved at walking and jogging pace to experience the difference in speed</i> ■ become aware of auditory, visual or tactile signals <ul style="list-style-type: none"> - <i>listen for the whistle/look at the flag being waved/feel a certain material to be used as a start signal</i> - <i>have his/her attention drawn to walking/jogging/wheeling when whistle is blown/flag is waved/body is touched by a particular material</i> ■ develop awareness of boundaries <ul style="list-style-type: none"> - <i>when signal is given walk/jog/be wheeled with assistance between boundaries such as those created by two rows of high cones laid in parallel lines.</i> 	<p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> ■ walk/jog in a non-competitive setting with some prompting, <ul style="list-style-type: none"> - <i>walk/jog for increasing time and with decreasing assistance</i> - <i>follow a group when walking or jogging for stamina</i> - <i>follow a leader or follow a tactile strip around the walls (wheelchair users (with decreasing help) showing interest in moving with their peers at appropriate speeds)</i> ■ show understanding of visual/auditory/tactile signals <ul style="list-style-type: none"> - <i>respond by pointing or moving his/her body when a signal is given (see Attending)</i> - <i>make an attempt to join a group as they walk/jog/wheel</i> ■ show response to boundaries and keep within them with decreasing assistance <ul style="list-style-type: none"> - <i>look at a demonstration of the boundaries</i> - <i>follow the leader and stay inside the boundary provided</i> - <i>keep moving with occasional prompting.</i> 	<p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> ■ walk/jog/wheel independently in a non-competitive setting <ul style="list-style-type: none"> - <i>walk/jog/wheel independently for reasonable length of time</i> - <i>seek to lead a group around the room</i> - <i>follow a tactile strip around the walls independently</i> ■ initiate movement in any direction when signal is given (see Attending) <ul style="list-style-type: none"> - <i>wait for signal and walk/jog/ wheel independently around the room</i> ■ explore ways of using space <ul style="list-style-type: none"> - <i>find and move into a clear space</i> - <i>avoid banging into others</i> ■ stay within marked boundaries independently, for example <i>watch to see other group members take their turn</i> <ul style="list-style-type: none"> - <i>move forward independently to take his/her own turn</i> - <i>wait for a signal and walk/jog/wheel between cones or other boundaries</i> - <i>continue to the end.</i>

Attending	Responding	Initiating
<p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> ■ become aware of changing the pace of movement <ul style="list-style-type: none"> – <i>walk/wheel between the cones with assistance and upon hearing/seeing/feeling a signal have his/her attention drawn to moving faster</i> ■ attend to participating in a running/moving-at-pace activity with others; when signal is introduced be guided at pace between a lane of cones, carry a baton to the end and give it to another team member. 	<p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> ■ recognise the difference when the pace of movement is changed <ul style="list-style-type: none"> – <i>(with decreasing assistance) attempt to move more quickly towards the end of the cones when the signal is heard</i> ■ perform with help in a group running/moving-at-pace activity <ul style="list-style-type: none"> – <i>on signal carry a baton as quickly as possible to a team-mate at the other end of the lane.</i> 	<p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> ■ show understanding of signals for change of pace <ul style="list-style-type: none"> – <i>anticipate the signal and react by changing the pace of movement</i> ■ initiate turn-taking during a team running/moving-at-pace activity with peers <ul style="list-style-type: none"> – <i>on hearing/seeing/feeling a signal run/wheel down along the lane to pass a baton to the next person waiting in line</i> – <i>wait in line to receive the baton from a team-mate.</i>

Outdoor and adventure activities - Walking

Attending	Responding	Initiating
<p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> ■ participate in short walks within and around the school grounds (see <i>Glossary</i>) <ul style="list-style-type: none"> - <i>participate in discovery walks, find out the different types of areas existing in the immediate environment/ playground/canteen/ assembly hall/car park/gym</i> - <i>participate in hide-and-seek walk (a student, with appropriate assistance, hides and the rest of the group look for him/her)</i> - <i>participate in a quiet walk (How many sounds can you hear? What do you smell? What does it feel like? What can you see?)</i> ■ experience short walks outside the school <ul style="list-style-type: none"> - <i>participate in nature walks and interact (with help) with the natural objects/smell flowers/pick leaves/watch animals, participate in a picnic walk in an area with a good view/a lake/a beach/a stream/a forest/a selection of animals.</i> 	<p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> ■ respond to the walking activities within and around the school (see <i>Attending</i>) <ul style="list-style-type: none"> - <i>react to the new sights and sounds using verbal and gestural expressions</i> - <i>observe specific objects of interest when prompted, indicate familiar landmarks with help</i> ■ with some prompting, stay with the walking group <ul style="list-style-type: none"> - <i>show interest in being part of the group</i> - <i>hold hands with a peer, help the teacher to push a wheelchair</i> - <i>catch up with the group when called</i> ■ indicate awareness of new surroundings when walking/ being wheeled outside the school <ul style="list-style-type: none"> - <i>extend his/her hands and vocalise</i> - <i>look around</i> - <i>listen and react to sounds</i> - <i>help to gather leaves and flowers.</i> 	<p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> ■ show interest and participate actively in the walking activities within and around the school (see <i>Attending</i>) <ul style="list-style-type: none"> - <i>move to the front of the group, move ahead of the group</i> - <i>point and vocalise to acknowledge and question what is seen</i> - <i>in a hide-and-seek walk show awareness by looking in different places and by gesturing or vocalising</i> - <i>touch objects/react to sounds and sights independently during the quiet walks</i> ■ stay with the group independently while out walking <ul style="list-style-type: none"> - <i>follow the direction of the group independently</i> - <i>stop to explore and then catch up with the group</i> ■ show curiosity about new surroundings when walking/ being wheeled outside the school <ul style="list-style-type: none"> - <i>explore the environment actively</i> - <i>roll in the grass</i> - <i>pick up twigs, shuffle through the leaves</i> - <i>point out things of interest.</i>

Outdoor and adventure activities - Orienteering

Attending	Responding	Initiating
<p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> ■ become aware of changing direction within the school environment <ul style="list-style-type: none"> - <i>experience changes of direction when moving around the school (with appropriate support)</i> - <i>listen and watch teacher saying and pointing the direction</i> - <i>turn left/right/go straight on while moving from classroom to classroom/canteen/gym and other places around the school</i> - <i>experience being pulled/pushed/zigzagging in a wheelchair</i> ■ become aware of visual or tactile directional signs in the classroom and around the school <ul style="list-style-type: none"> - <i>look at/feel directional signs such as a symbol of a hand with a finger pointing/an arrow</i> - <i>look at signs that have a photograph of key destinations and a hand/arrow pointing the way</i> ■ participate in following visual or tactile directional signs in the classroom and around the school <ul style="list-style-type: none"> - <i>with assistance follow directional signs on the walls pointing the way to go</i> - <i>carry an object of reference or photograph of the destination and follow signs which show that same object of reference or photograph.</i> 	<p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> ■ show understanding of changing directions <ul style="list-style-type: none"> - <i>with decreasing assistance continue to follow the class group as the direction of travel changes</i> - <i>attempt to turn his/her body/wheelchair to go right/left as group moves in that direction</i> ■ follow an adult's instructions for a change of direction in familiar territory <ul style="list-style-type: none"> - <i>with decreasing help follow gestural/verbal instructions on walks around school/during directional games in the classroom and around the school</i> - <i>imitate gestures/words of adult for going right/left/straight ahead</i> ■ show interest in visual and tactile signs displayed around the school <ul style="list-style-type: none"> - <i>point to and touch directional signs</i> - <i>vocalise in response to the sight of signs</i> - <i>become excited on reaching each sign.</i> 	<p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> ■ deliberately attempt to communicate knowledge about changing directions <ul style="list-style-type: none"> - <i>lead the way for the group, use gestures or words to indicate the way forward on familiar routes</i> - <i>find his/her way independently to a familiar destination</i> ■ independently follow visual or tactile directional signs <ul style="list-style-type: none"> - <i>look at or feel the directional sign and then point or move in the correct direction</i> - <i>match own photograph of a destination with an identical pictorial directional sign on the wall and actively seek to find the way</i> ■ help to create directional signs <ul style="list-style-type: none"> - <i>give suggestions about where to place the signs</i> - <i>make decisions about the direction in which to point the hand or arrow</i> ■ show curiosity on arrival at a different place <ul style="list-style-type: none"> - <i>explore visually, display facial expressions</i> - <i>interact physically with objects in the surroundings</i> - <i>become animated to draw attention to different things.</i>

Attending	Responding	Initiating
<p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> ■ develop awareness of signs outside the school environment <ul style="list-style-type: none"> – <i>with assistance follow signs for a local church/shopping centre/museum/ library</i> ■ have opportunities to explore new routes <ul style="list-style-type: none"> – <i>participate in a walk to see new landmarks such as signposts/stone walls/gates/buildings</i> ■ participate with the necessary physical support in a short indoor orienteering course <ul style="list-style-type: none"> – <i>follow a ribbon connecting a starting point to a number of controls</i> – <i>find different sensory toys to interact with</i> – <i>when one control is found only then move on to the next one (see Glossary.)</i> ■ have an opportunity to be part of a team <ul style="list-style-type: none"> – <i>wait with team members to take turns to find a control and bring it back to the team so that the next student can go</i> ■ become aware of outdoor orienteering <ul style="list-style-type: none"> – <i>participate in a course using objects in the immediate environment as the controls (shrubs/walls/lamp posts/fences/signposts).</i> 	<p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> ■ with decreasing assistance follow visual and tactile signs showing direction <ul style="list-style-type: none"> – <i>follow pointing hands and arrows</i> – <i>take turns to carry a photograph of a particular destination and match it with the same photograph and the directional sign displayed on the walls showing the way</i> ■ observe changing scenery while exploring new routes <ul style="list-style-type: none"> – <i>react to new sights and sounds</i> – <i>help to take photographs</i> – <i>display photographs in his/her copybook and on classroom walls</i> ■ observe and respond to introduction of orienteering <ul style="list-style-type: none"> – <i>with decreasing assistance follow a leader along the ribbon to reach a control and attempt to interact with each control before moving on to the next one (see Glossary.)</i> ■ recognise and interact with team-mates during an orienteering activity <ul style="list-style-type: none"> – <i>wait to take a turn and cheer on team-mates</i> ■ recognise the difference between indoor and outdoor orienteering <ul style="list-style-type: none"> – <i>interact with the various controls, shapes, textures, sizes, and scents.</i> 	<p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> ■ acknowledge that this is a new place and communicate about it <ul style="list-style-type: none"> – <i>communicate about the place and indicate whether it is liked or disliked</i> ■ initiate participation in an orienteering course <ul style="list-style-type: none"> – <i>place a hand on the ribbon connecting a starting point to each control</i> – <i>interact independently with a control when it is found</i> – <i>attempt to get to each control in sequence (see Glossary.)</i> ■ seek out team-mates for relay orienteering <ul style="list-style-type: none"> – <i>pick teams and initiate turn-taking, wait for the student in front to go first</i> ■ look for and receive a chance to participate in an outdoor orienteering activity <ul style="list-style-type: none"> – <i>follow the clear route set out and investigate the different types of controls</i> – <i>communicate the fact that each one is found.</i>

Outdoor and adventure activities - Orienteering

Attending	Responding	Initiating
<p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> ■ experience walking/being wheeled in a variety of terrains <ul style="list-style-type: none"> – <i>attend to the experience of walking/being wheeled uphill, downhill, in rough versus smooth terrain</i> ■ participate in adventure trails <ul style="list-style-type: none"> – <i>participate in completing an obstacle course (constructed indoors or outdoors using large and small apparatus or natural features)</i> – <i>step across small obstacles, step on raised markers/stepping stones, negotiate tunnels or mazes made with tables/benches/mats/tyres to find a specific object at the end</i> – <i>go through bushes or under low branches where possible</i> ■ develop awareness of the safety aspects of adventure activities <ul style="list-style-type: none"> – <i>listen to instructions on safety, observe safety measures being demonstrated.</i> 	<p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> ■ develop his/her ability to negotiate a variety of terrains <ul style="list-style-type: none"> – <i>walk/wheel with increasing ease in variety of terrain (see Attending.)</i> ■ show interest in participating with decreasing assistance in adventure trails (see Attending.) ■ show interest in undertaking physical challenges appropriate to his/her ability <ul style="list-style-type: none"> – <i>participate in as wide a variety of adventure activities as possible, have opportunities to try out challenging activities at outdoor centres or specially equipped gyms</i> ■ show awareness of the safety aspects of adventure activities <ul style="list-style-type: none"> – <i>respond to instructions on safety.</i> 	<p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> ■ independently walk/wheel on a variety of terrains <ul style="list-style-type: none"> – <i>negotiate hills and rough terrain independently</i> ■ participate independently in adventure trails (see Attending.) ■ seek to participate in physical challenges appropriate to his/her ability <ul style="list-style-type: none"> – <i>extend himself/herself physically when participating in all activities</i> – <i>show curiosity about challenging activities available at outdoor centres or specially equipped gyms</i> ■ show understanding of the safety aspects of adventure activities undertaken <ul style="list-style-type: none"> – <i>independently follow familiar safety procedures</i> – <i>anticipate and take appropriate measures to ensure his/her safety.</i>

Gymnastics

Attending	Responding	Initiating
<p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> ■ experience slow and gentle vestibular movement (see <i>Glossary</i>) <ul style="list-style-type: none"> – <i>experience slow and gentle swaying/swinging/rocking/rolling/ spinning</i> ■ attend to the experience of elementary body management through basic movement actions <ul style="list-style-type: none"> – <i>balancing, rolling, stretching, turning, twisting, and transferring weight</i> (see <i>Glossary</i>) ■ participate in basic movement actions while exploring both personal and general space (see <i>Glossary</i>) <ul style="list-style-type: none"> – <i>with assistance rock on a mat</i> – <i>roll forwards using a physiotherapy ball to support the body</i> – <i>while using general space move through the room</i> – <i>participate in weight transference moving from one foot to another/from seat to feet to seat again</i> – <i>move from the feet into a roll across a physiotherapy ball</i> – <i>stretch and turn to travel somewhere else in the room.</i> 	<p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> ■ show reaction to and begin to take over vestibular movement (see <i>Glossary</i>) <ul style="list-style-type: none"> – <i>show pleasure/displeasure at gentle vestibular movement (see Attending)</i> – <i>continue movement with some help</i> – <i>begin to copy movements demonstrated</i> ■ show interest by responding to demonstrated basic movement actions <ul style="list-style-type: none"> – <i>roll with appropriate support on a mat, while being supported lie prone across a physiotherapy ball</i> (see <i>Glossary</i>) – <i>attempt to stretch the hands out in front towards the ground to help support weight, balance in a sitting position on a balance board while attempting to stay upright</i> (see <i>Glossary</i>) – <i>transfer weight with help while standing on the ground/on a balance board</i> ■ show reaction to exploring movement in personal and general space (see <i>Glossary</i>) <ul style="list-style-type: none"> – <i>imitate demonstrations of rolling/rocking on a mat/ physiotherapy ball</i> – <i>using all the space follow a leader from one area of the room to another while transferring weight from one foot to another by stepping on coloured footprints on the floor.</i> 	<p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> ■ engage independently in vestibular movement (see <i>Glossary</i>) <ul style="list-style-type: none"> – <i>experiment with movements as in Attending</i> – <i>ask for movements to be carried out, ask to go on/independently use swings</i> – <i>independently increase the speed of vestibular movements</i> ■ make an attempt to continue to experiment with basic movement actions after a demonstration is completed <ul style="list-style-type: none"> – <i>roll on a mat</i> – <i>roll prone on a physiotherapy ball (with support when necessary)</i> – <i>balance on a balance board using the seat and feet while leaning against a support and gradually reducing the level of support</i> – <i>move along a low-lying stepping block transferring weight from two feet to one foot to two feet</i> ■ explore movement independently in both personal and general space (see <i>Glossary</i>) <ul style="list-style-type: none"> – <i>travel on a mat</i> – <i>move from one mat to another throughout the room along with a leader to perform a variety of movement actions such as stretching/turning/ twisting/jumping.</i>

Attending	Responding	Initiating
<p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> ■ increase body awareness through exploring direction in movement <ul style="list-style-type: none"> – <i>be enabled to move forward/backwards/ sideways/ downwards upwards</i> – <i>travel forward by walking or running</i> – <i>travel backwards by rocking or sliding along a bench</i> – <i>execute a pencil roll to move sideways or a side roll on a physiotherapy ball</i> – <i>move upwards from a rocking action to a standing position</i> – <i>from a walking position lower his/her body onto a bench/ physiotherapy ball</i> ■ participate in exploring pathways in movement (see <i>Glossary</i>) <ul style="list-style-type: none"> – <i>with assistance travel across a bench on his/her seat in a straight pathway</i> – <i>travel on his/her feet around the room following a curved pathway highlighted by cones</i> – <i>move in a zigzag pathway across a mat.</i> 	<p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> ■ further develop body awareness by exploring direction in movement <ul style="list-style-type: none"> – <i>given a decreasing level of assistance respond to and attempt to imitate a variety of tasks using direction in movement (See Attending and Initiating.)</i> ■ make some attempt to follow a visual demonstration showing the use of pathways in movement <ul style="list-style-type: none"> – <i>move along a straight bench</i> – <i>follow a set of footprints laid on the floor in a curved shape</i> – <i>travel across a mat using a zigzag pathway</i> ■ imitate body actions using levels in movement (see <i>Glossary</i>) <ul style="list-style-type: none"> – <i>perform with decreasing help and begin to imitate a pencil roll across a mat/a forward roll over a physiotherapy ball/stepping over a low bench/crawling under a table</i> 	<p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> ■ show curiosity about and experiment with direction in movement <ul style="list-style-type: none"> – <i>initiate a forward roll on a physiotherapy ball</i> – <i>step/slide/stretch in as many directions as possible</i> – <i>slide prone along a bench, side-step between two benches</i> – <i>rise from a seated position to stretch up on tip toes</i> – <i>climb the rungs of a ladder or climbing frame</i> ■ experiment with different shapes in movement through the use of pathways <ul style="list-style-type: none"> – <i>walk the length of a bench</i> – <i>walk in and around a set of plotted cones</i> – <i>independently follow a pathway of footprints</i> – <i>create pathways for other students to follow</i>

Attending	Responding	Initiating
<p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> ■ increase body awareness through the use of levels in movement (see <i>Glossary</i>) <ul style="list-style-type: none"> – <i>roll with the body in a low position</i> – <i>slide across a bench with the body in a prone position</i> – <i>travel around a general space on feet</i> ■ experience linking two movement actions to create a short sequence <ul style="list-style-type: none"> – <i>with assistance rock on a mat and on finishing the rock</i> – <i>start into a roll across the mat, move from one mat to another mat using two forms of travel.</i> 	<p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> ■ show interest in completing two movement actions to form a sequence <ul style="list-style-type: none"> – <i>move from a starting position lying supine on a mat and then curl into a rocking action</i> (see <i>Glossary</i>) – <i>move from a roll into an upright position and hold to finish</i> – <i>follow a leader to combine two forms of travel.</i> 	<p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> ■ independently follow a leader to complete a variety of movements at different levels <ul style="list-style-type: none"> – <i>push along a mat in a supine position</i> – <i>step through the rungs on a climbing frame</i> – <i>step from the floor onto a bench, stretch and then return to the floor</i> ■ independently attempt to link two or more different movement skills to create a sequence on the floor. (See <i>Attending</i> and <i>Responding</i>.)

Dance

Attending	Responding	Initiating
<p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> ■ experience how different parts of the body can move <ul style="list-style-type: none"> – <i>shake the fingers</i> – <i>wriggle the toes</i> – <i>nod the head</i> – <i>flex the ankles</i> – <i>swing the arms</i> (<i>A large mirror may be used for observing his/her own body movements.</i>) ■ participate in a variety of travelling actions (see <i>Glossary</i>) <ul style="list-style-type: none"> – <i>have the opportunity to experience sliding along a mat or floor</i> – <i>have his/her attention drawn to walking/running/marching in space</i> ■ experience movement actions at different levels <ul style="list-style-type: none"> – <i>rock or slide along a mat or floor</i> – <i>rise from the floor to balance across a physiotherapy ball</i> – <i>stretch up tall</i> ■ have an opportunity to alternate between levels using a variety of body actions <ul style="list-style-type: none"> – <i>be enabled to travel to a mat</i> – <i>lie stretched out on the mat and then rise to balance.</i> 	<p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> ■ show interest in attempting to follow demonstrated actions involving different parts of the body <ul style="list-style-type: none"> – <i>shake the fingers</i> – <i>tap the knees</i> – <i>clap the hands</i> – <i>swing the arms</i> – <i>begin to imitate his/her own actions when in front of mirror</i> ■ imitate a variety of travelling actions <ul style="list-style-type: none"> – <i>imitate walking/striding/marching</i> – <i>stay in line following a leader's actions</i> – <i>attempt to change the type of travel when appropriate</i> ■ with decreasing assistance, perform and begin to imitate activities involving movement at various levels (See <i>Attending</i>.) ■ show reaction to alternating movement between levels <ul style="list-style-type: none"> – <i>walk to a mat and on arrival make attempt to lie on the mat</i> – <i>rise to sit up/stand after rolling on a mat.</i> 	<p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> ■ independently experiment in moving different parts of the body <ul style="list-style-type: none"> – <i>stretch the arms above the head</i> – <i>shake the fingers</i> – <i>clap the hands</i> – <i>nod the head</i> – <i>march, step</i> – <i>experiment with body movements while looking in large mirror</i> ■ explore and experiment with ways of travelling around the floor, for example <ul style="list-style-type: none"> – <i>step, slide, roll, march, skip, stride</i> ■ show creativity in using different levels while moving <ul style="list-style-type: none"> – <i>pretend to be looking for someone hiding under a bed</i> – <i>slide or crawl around the room looking for someone</i> – <i>creep behind someone, jump up and shout to frighten them</i> ■ make a reasonable attempt to move between three levels, interchanging at random <ul style="list-style-type: none"> – <i>sit on a chair</i> – <i>then lower body to a kneeling position on a mat</i> – <i>then move to lie outstretched on the mat.</i>

Attending	Responding	Initiating
<p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> ■ develop awareness of the use of patterns of movement <ul style="list-style-type: none"> – <i>lie on a blanket and feel the sensation as it is pulled along the floor in a curved pattern</i> – <i>with assistance step/scoot/wheel along a coloured line following a zigzag pattern.</i> 	<p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> ■ differentiate between simple changes in the pattern of movement <ul style="list-style-type: none"> – <i>with decreasing assistance wave his/her arms through the air above the head and then lower them gradually to the knees in a curved pattern</i> – <i>reach his/her arms straight over the head and straight down to toes</i> – <i>follow zigzag cones or footprints to perform patterns of movement.</i> 	<p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> ■ independently participate in activities involving changing patterns of movement <ul style="list-style-type: none"> – <i>independently follow the group moving throughout the room in a curved pattern</i> – <i>follow a straight line painted or chalked on the floor</i> – <i>create zigzag or flowing patterns of movement.</i>

Attending	Responding	Initiating
<p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> ■ attend to the basic dynamics of movement in dance including light versus strong, sudden versus sustained movement (see Glossary) <ul style="list-style-type: none"> – <i>be enabled to glide the arms gently through the air followed by punching fists through the air</i> – <i>slowly walk or be wheeled around the room for a while and then suddenly change direction</i> ■ show the beginnings of awareness of contrasting sounds in music <ul style="list-style-type: none"> – <i>blink, verbalise, turn the head on hearing music of a dramatic character interchanged with flowing/continuous/regular/melody</i> ■ attend to the link between music and movement <ul style="list-style-type: none"> – <i>as the music flows have his/her arms moved gently across a mat</i> – <i>when a strong beat occurs bang his/her fists on the mat</i> – <i>swing in a blanket from side to side while the music plays. (When the music stops the blanket is placed on the mat.)</i> 	<p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> ■ imitate simple changes in movement showing contrasting movements between light and strong, sudden and sustained <ul style="list-style-type: none"> – <i>with decreasing assistance tiptoe across the floor as if in bare feet</i> – <i>stamp along the floor as if wearing big wellington boots</i> – <i>rub the hands gently together over a period of time then suddenly clap the hands</i> ■ show reaction to musical stimuli <ul style="list-style-type: none"> – <i>turn the head to look around for the sound</i> – <i>gesture or vocalise when there is change in the music</i> ■ with appropriate guidance, indicate awareness of the link between music and movement <ul style="list-style-type: none"> – <i>gently rock from side to side while sitting</i> – <i>when the tempo becomes strong stamp his/her feet on the ground</i> – <i>travel slowly following a leader and then as the tempo of the music changes make a dash to catch the leader</i> – <i>listen to music and attempt to imitate actions demonstrated.</i> 	<p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> ■ participate actively with the group while completing tasks involving light and strong movements and sudden and sustained movements <ul style="list-style-type: none"> – <i>tiptoe with the group around the room gesturing 'shh' by putting a finger up to mouth</i> – <i>walk over bubblewrap stamping the feet to burst the bubblewrap</i> – <i>travel around the room and when the teacher says the word 'stop' attempt to stop</i> ■ show curiosity about the music being played <ul style="list-style-type: none"> – <i>move independently while the music plays, vocalise/verbalise/use gestures/display facial expression in response to music</i> ■ create his/her own movements in response to music <ul style="list-style-type: none"> – <i>act as leader in follow-the-leader games</i> – <i>initiate movements such as standing tall</i> – <i>curling small, stretching out</i> – <i>wriggling about, lying still.</i>

Attending	Responding	Initiating
<p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> ■ develop movement responses to a variety of stimuli like songs, poems and pictures <ul style="list-style-type: none"> – <i>(with support) listen to the words of poems/songs/rhymes and feel movement actions associated with them</i> – <i>look at a video of trees in the wind and be enabled to make swaying movements</i> – <i>stamp his/her feet to the sound of a drum, make light finger movements to the sound of a triangle</i> ■ experience movement to music in co-operation with a partner <ul style="list-style-type: none"> – <i>swaying/rowing/rocking together, moving forwards and backwards together</i> – <i>waving streamers or ribbons together</i> ■ have the opportunity to participate in observing and performing traditional Irish dances and folk dances from other countries <ul style="list-style-type: none"> – <i>develop awareness of the rhythms and style of Irish dances and dances from other cultures by observing dances live and on screen/ by being enabled to participate in them.</i> 	<p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> ■ with decreasing assistance participate in a movement phrase in response to songs, poems or pictures <ul style="list-style-type: none"> – <i>perform with peers movements to favourite songs/rhymes poems/videos, help to create movement phrases to accompany these</i> ■ with decreasing prompting respond to music in co-operation with a partner <ul style="list-style-type: none"> – <i>follow-the-leader activities (see Attending.)</i> ■ show interest in observing and performing traditional Irish dances and folk dances from other countries <ul style="list-style-type: none"> – <i>show enjoyment in observing or performing various dances, participate with decreasing assistance in traditional dance activities outlined in Attending.</i> 	<p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> ■ create a movement phrase to a song, rhyme, poem or, picture <ul style="list-style-type: none"> – <i>create movement phrases such as curling on a mat then standing up slowly and then stretching up tall in response to ‘Shadow, shadow curled up small, I can make you grow up tall’</i> – <i>independently follow instructions for appropriate movements</i> ■ take the lead in responding to music with a partner (see ideas in Attending and Responding.) ■ participate independently in enjoying and performing traditional Irish dances and folk dances from other countries <ul style="list-style-type: none"> – <i>make a reasonable attempt to move to the rhythms of various folk dances, pick out appropriate costumes for particular folk dances.</i>

Games - Handling skills

Attending	Responding	Initiating
<p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> ■ become aware of the different shapes, weights and textures of a selection of equipment <ul style="list-style-type: none"> – <i>touch and hold a table-tennis ball, tennis ball, baseball, basketball, beach ball, or beanbag with appropriate assistance</i> ■ show beginnings of awareness of objects placed into the hands <ul style="list-style-type: none"> – <i>cradle a beanbag/quoit /ball in the palms of both hands (see Glossary.)</i> ■ have opportunities to experience the movement of a variety of objects <ul style="list-style-type: none"> – <i>(with support) place his/her palm down over a beanbag/ quoit/ball, slide an object on a table top from side to side and back and forth, with the palm flat move his/her hand in a circular motion on top of a tennis ball/football/beach ball</i> ■ develop awareness of grasping and releasing an object with appropriate physical guidance and verbal reinforcement <ul style="list-style-type: none"> – <i>curve the hand around a small ball/quoit/beanbag and close the fingers around the objects</i> – <i>open the fingers to release the objects.</i> 	<p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> ■ show reaction to a variety of equipment <ul style="list-style-type: none"> – <i>reach to touch objects with decreasing assistance</i> – <i>handle objects, react to their weight, lie on the objects, feel them against different parts of the body</i> ■ show interest in handling each object <ul style="list-style-type: none"> – <i>squeeze/rub/shake the object while changing it from hand to hand</i> ■ imitate the demonstration of the movement of different objects (see <i>Attending</i> and <i>Initiating</i>.) ■ show interest in the actions of grasping and releasing of objects <ul style="list-style-type: none"> – <i>with appropriate verbal cues and physical assistance place his/her hands around a variety of sizes of balls/ quoits/beanbags, attempt to grasp and let go.</i> 	<p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> ■ experiment with a variety of equipment <ul style="list-style-type: none"> – <i>pick up and interact with all types of balls of different sizes/textures/weights</i> – <i>choose some quoits and beanbags to play with</i> ■ explore each piece of equipment independently <ul style="list-style-type: none"> – <i>move from one piece of equipment to another</i> – <i>touch and manipulate a ball/ quoit/beanbag</i> – <i>choose one or push it away</i> ■ experiment further with the various pieces of equipment, for example <i>find ways to move a ball/squeeze beanbags/wring quoits, try to roll/spin or throw the quoit like a discus</i> ■ initiate grasping and releasing activities <ul style="list-style-type: none"> – <i>pick up beanbags from a table and place them into a hoop on the floor, pick up a tennis ball and place in a container.</i>

Games - Sending

Attending	Responding	Initiating
<p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> ■ look at and feel the movement of a ball as it rolls <ul style="list-style-type: none"> – <i>with support roll a jingling ball along a table top</i> – <i>roll a slow-moving ball down a ramp at a large target</i> – <i>be encouraged to glance at/visually track the ball being rolled (using balls of different sizes, colours, textures, and weights)</i> ■ have an opportunity to participate in sending activities alongside peers <ul style="list-style-type: none"> – <i>roll a ball to a partner</i> – <i>take turns in a game of ramp bowling</i> ■ have an opportunity to experience an under-arm throwing action <ul style="list-style-type: none"> – <i>with physical support feel the arm moving through an under-arm throwing action in both sitting and standing positions</i> ■ participate in holding a beanbag, quoit or ball while swinging his/her arm in an under-arm throwing action <ul style="list-style-type: none"> – <i>close the fingers around an object</i> – <i>swing his/her arm down by the side and out</i> – <i>finish out in front.</i> 	<p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> ■ show reaction to the movement of a ball as it rolls <ul style="list-style-type: none"> – <i>make some attempt to push a ball along a table top or ramp, try to track the movement of the ball visually as far as possible, anticipate the movement of a ball being rolled</i> ■ show interest in being part of a team <ul style="list-style-type: none"> – <i>roll a ball to a partner and wait with open arms to receive the return pass</i> – <i>interact with others in the group by taking turns in ramp bowling</i> ■ begin to imitate and perform with help an under-arm throwing action <ul style="list-style-type: none"> – <i>with appropriate guidance move his/her arm to perform an under-arm throwing action in both sitting and standing positions</i> ■ develop the ability to hold ball/quoit in the hand when throwing, <ul style="list-style-type: none"> – <i>grasp a ball/quoit with his/her hand and with appropriate guidance bring the arm through the under-arm throwing action.</i> 	<p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> ■ show curiosity about the movement of different balls <ul style="list-style-type: none"> – <i>push different types of balls and watch them roll (basketball, beach ball, bowling ball, table-tennis ball)</i> ■ participate actively in a sending activity with another person and in a group <ul style="list-style-type: none"> – <i>wait in line to take a turn</i> – <i>pass the ball to a partner</i> – <i>cheer on team-mates</i> ■ follow verbal and visual demonstration of an under-arm throw independently <ul style="list-style-type: none"> – <i>look and listen to a demonstration</i> – <i>swing arm back and forth</i> – <i>carry out swinging action</i> ■ practise the under-arm throw independently without throwing but holding an object <ul style="list-style-type: none"> – <i>pick up a ball or beanbag and hold it while practicing the under-arm throw.</i>

Attending	Responding	Initiating
<p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> ■ show the beginnings of awareness of releasing an object during an under-arm swing <ul style="list-style-type: none"> – <i>with physical and verbal support cup his/her hand to cradle a ball/beanbag</i> – <i>swing his/her arm in an under-arm swinging action</i> – <i>let go when the arm is in front</i> ■ have opportunities to experience an over-arm throwing action <ul style="list-style-type: none"> – <i>with appropriate assistance and physical support move his/her arm up and behind shoulder in line with the head, finish with the arm out in front</i> ■ show the beginnings of awareness of holding a ball in an over-arm throwing action <ul style="list-style-type: none"> – <i>(with support) grasp a ball in the cup of the hand and complete an over-arm throw.</i> 	<p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> ■ given decreasing assistance, release a ball/beanbag at a target <ul style="list-style-type: none"> – <i>pick up a ball/beanbag and throw it at a large target using the under-arm throwing action</i> ■ begin to imitate a demonstration of an over-arm throwing action with decreasing help (see <i>Attending</i>.) ■ show interest in throwing an object using an over-arm throwing action <ul style="list-style-type: none"> – <i>take a ball and attempt to throw it at a target.</i> 	<p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> ■ throw a ball/beanbag under-arm independently <ul style="list-style-type: none"> – <i>pick up a ball/beanbag and attempt to throw under-arm to a target</i> – <i>pick another ball when ready</i> ■ observe a demonstration of an over-arm throw independently <ul style="list-style-type: none"> – <i>look and listen to a display of the over-arm throw and make an attempt to complete the over-arm action</i> ■ practise an over-arm throwing action independently <ul style="list-style-type: none"> ■ <i>go to a station and pick one ball/beanbag at a time and practise a throwing action at a target</i> ■ <i>continue to throw until all the beanbags/balls are gone.</i>

Games - Receiving

Attending	Responding	Initiating
<p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> ■ become aware of the position of his/her arms and hands for receiving a ball <ul style="list-style-type: none"> – <i>sit at a table with his/her arms and hands open and with the palms out and experience receiving various sizes of balls (with the arms resting on table in an open position to receive the ball).</i> 	<p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> ■ position his/her arms and hands correctly to receive a ball with decreasing assistance <ul style="list-style-type: none"> – <i>sit on the floor with his/her arms open and attempt to catch a large physiotherapy ball being rolled</i> – <i>gradually use other ball sizes</i> – <i>catch a thrown ball with assistance.</i> 	<p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> ■ correctly position his/her arms and hands when receiving a ball <ul style="list-style-type: none"> – <i>watch a demonstration and make an effort to track a ball as it rolls towards him/her</i> – <i>open his/her arms and hands to catch it, try to catch balls of other sizes (big and small)</i> – <i>catch a thrown ball independently while sitting or standing.</i>

Games - Kicking

Attending	Responding	Initiating
<p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> ■ have an opportunity to feel the movement of his/her leg in a kicking action <ul style="list-style-type: none"> – <i>(with support) move his/her leg in a kicking action in sitting/lying/standing position,</i> – <i>make contact with a ball (light, large, coloured)</i> ■ use a ball with sensory feedback in texture, sound and sight to participate in kicking games with peers <ul style="list-style-type: none"> – <i>(with appropriate support) kick a ball to a partner and at a target (with boundaries to control direction of ball)</i> ■ attend to dribbling the ball with his/her foot <ul style="list-style-type: none"> – <i>within defined boundaries that prevent the ball rolling away dribble the ball with his/her foot to a target zone.</i> 	<p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> ■ show interest in the action of kicking <ul style="list-style-type: none"> – <i>with decreasing help make contact with a stationary ball at foot level, begin to imitate a kicking action</i> ■ indicate awareness of others in the group <ul style="list-style-type: none"> – <i>with some prompting stay in line to take turns to play kicking games</i> ■ develop ability to dribble the ball with his/her feet <ul style="list-style-type: none"> – <i>attempt to look down and dribble the ball with his/her feet while moving it around a defined area.</i> 	<p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> ■ show curiosity about kicking a ball around the room <ul style="list-style-type: none"> – <i>watch the teacher and others kick the ball</i> – <i>attempt to kick a stationary ball on the ground or attached to a string</i> – <i>try to kick a ball to a partner or at a target</i> ■ participate independently in kicking activities with others in the group <ul style="list-style-type: none"> – <i>stay in line and wait to take a turn while cheering on the person taking his/her turn</i> – <i>kick the ball to a target and return to the line for another chance</i> ■ participate actively in attempting to dribble the ball with his/her feet <ul style="list-style-type: none"> – <i>put the ball on the ground and touch the ball with one foot as he/she goes from one end of the room to the other or around a simple arrangement of cones.</i>

Games - Carrying and striking

Attending	Responding	Initiating
<p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> ■ become aware of the feeling of a beanbag on different parts of his/her body <ul style="list-style-type: none"> – <i>feel a beanbag on his/her head/shoulder/knees/in the hands</i> ■ attend to carrying a beanbag while moving <ul style="list-style-type: none"> – <i>be helped to move around with a beanbag on his/her shoulder or lap and then have the beanbag changed to another body part</i> ■ experience holding a light racket/bat <ul style="list-style-type: none"> – <i>with the necessary support grasp the handle of a racket and hold it in the palm of the hand</i> ■ tolerate the weight of an object on a racket/bat <ul style="list-style-type: none"> – <i>participate in holding a bat with a beanbag on it while stationary and while moving</i> ■ become aware of striking a ball using a racket/bat <ul style="list-style-type: none"> – <i>while holding the bat move the arm to the side</i> – <i>experience swinging to hit a stationary object placed on top of an upright stand or attached to a string.</i> 	<p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> ■ show reaction to the feel of a ball and beanbag placed on various parts of the body <ul style="list-style-type: none"> – <i>show interest/pleasure/displeasure when a beanbag is placed on head and other parts of the body</i> – <i>move part of the body to knock off a beanbag</i> ■ develop ability to carry a beanbag/quiot/ball while moving <ul style="list-style-type: none"> – <i>hold equipment for an increasing length of time</i> – <i>carry a beanbag on different parts of body with decreasing assistance</i> ■ manipulate a light racket/bat <ul style="list-style-type: none"> – <i>attempt to grasp and hold a bat and move it from one hand to another</i> ■ react to a beanbag being placed on a racket/bat <ul style="list-style-type: none"> – <i>hold a bat in one hand and place a beanbag on the bat with the other hand with decreasing assistance, hold a bat in position while stationary and while moving</i> ■ manipulate a racket/bat to strike a stationary ball <ul style="list-style-type: none"> – <i>hold the bat in one or two hands and swing the arms with decreasing assistance, attempt to hit a stationary ball.</i> 	<p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> ■ experiment independently with placing a beanbag/ball on different parts of his/her body ■ choose a beanbag and carry it around the room <ul style="list-style-type: none"> – <i>pick up a beanbag and carry it in the hand or in his/her lap, place it on his/her shoulder/foot/head and try to walk/wheel (or be wheeled) around the room</i> ■ show curiosity about a selection of rackets/bats <ul style="list-style-type: none"> – <i>investigate and hold a tennis racket/a badminton racket/a wooden bat</i> – <i>attempt to swing each racket in turn</i> ■ independently hold a racket/bat and select a beanbag/ball to play with <ul style="list-style-type: none"> – <i>choose a bat and then a beanbag/ball to put on the head of the bat</i> – <i>walk/wheel (or be wheeled) around the room keeping the beanbag/ball on the bat</i> ■ experiment with striking a ball with a racket/bat <ul style="list-style-type: none"> – <i>attempt to hit a ball sitting on an upright stand</i> – <i>attempt to hit a ball attached to a string.</i>

Creating and playing games

Attending	Responding	Initiating
<p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> ■ participate in creating and playing games in pairs and with a small group <ul style="list-style-type: none"> – <i>(with assistance) take part in deciding what game to play</i> – <i>outline the rules involved, observe what is involved in being part of a team</i> – <i>attend to the atmosphere of excitement or disappointment in team events</i> ■ develop awareness of keeping a simple score <ul style="list-style-type: none"> – <i>(with assistance) place a mark beside a team name/ colour on a board</i> – <i>have a star pinned onto his/her jumper when he/she scores</i> – <i>have a star stuck onto a card attached to captain's wheelchair</i> ■ have opportunities to observe and participate in traditional Irish games <ul style="list-style-type: none"> – <i>develop an awareness of popular Irish games (football, hurling, etc.) by attending live events/watching events on television, have opportunities to participate with assistance in such games.</i> 	<p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> ■ participate with decreasing assistance in creating and playing games in pairs and with a small group, in the classroom, in the school playground, with peers in the home environment for example (see Attending.) ■ assist in keeping a simple score <ul style="list-style-type: none"> – <i>begin to keep score of one mark for one point scored with decreasing help</i> ■ develop his/her ability to appreciate and participate in traditional Irish games <ul style="list-style-type: none"> – <i>show interest in a game when brought to live event</i> – <i>show interest in watching games on television</i> – <i>participate with some help in traditional games.</i> 	<p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> ■ create and develop games with a partner or with a small group <ul style="list-style-type: none"> – <i>participate independently with reasonable skill in the activities outlined in Attending and Responding</i> – <i>show a desire to play games and be part of a team</i> ■ seek to record points scored <ul style="list-style-type: none"> – <i>know when a point is scored, seek to record a point when a target is hit/a goal is scored (Numerals could be used if this is being done in mathematics.)</i> ■ seek to watch or participate in traditional Irish games <ul style="list-style-type: none"> – <i>ask to go to local football/ hurling events</i> – <i>watch games on television with appreciation</i> – <i>make a good attempt to participate in traditional games.</i>

Aquatic

Attending	Responding	Initiating
<p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> ■ experience the sensation of water on various parts of the body, for splash his/her hands and feet in a basin <ul style="list-style-type: none"> – <i>with guidance, dip his/her hands into a sink</i> – <i>place his/her hands under a running tap</i> ■ experience the sensation of water in the swimming pool environment <ul style="list-style-type: none"> – <i>(with support) sit on the pool edge and kick his/her feet and legs through the water (Students who are extremely nervous could carry on with basin activities in the dressing room and then move to the edge of the pool gradually.)</i> ■ experience a variety of appropriate methods of entry into the pool water <ul style="list-style-type: none"> – <i>being hoisted in a chair/bed, being lifted in from a sitting position</i> – <i>sitting, rolling and sliding, a humpty-dumpty assisted fall</i> – <i>steps, ladder and ramp (see Glossary.)</i> ■ tolerate interaction with water in the pool <ul style="list-style-type: none"> – <i>tolerate the use of a cup to scoop up some water and pour it over his/her shoulders/arms/hands</i> – <i>with help place a sponge in the water and then pick it up and squeeze it out.</i> 	<p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> ■ show interest in and imitate activities involving interaction with water <ul style="list-style-type: none"> – <i>wash his/her hands/face/ arms in the sink, fill a basin with water from the tap/a jug</i> – <i>squeeze a sponge and watch the water flow out</i> ■ imitate a kicking action sitting on the side of the pool <ul style="list-style-type: none"> – <i>watch the leader and attempt to kick his/her legs and feet through the water</i> ■ co-operate with a variety of appropriate pool entry methods <ul style="list-style-type: none"> – <i>sit/lie quietly while being hoisted</i> – <i>hold out his/her arms to be helped in from sitting position</i> – <i>walk down the steps while holding on to the handrail with an adult attending</i> – <i>sit and roll and slide with some help, enter with decreasing help in the humpty-dumpty fall (see Glossary.)</i> ■ show interest in interacting with the water <ul style="list-style-type: none"> – <i>scoop water up with a cup and pour it out with decreasing help</i> – <i>splash his/her hands in the water</i> – <i>attempt to blow bubbles.</i> 	<p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> ■ experiment with water <ul style="list-style-type: none"> – <i>turn taps on and off at appropriate times and watch the water flow</i> – <i>put some water in the sink and pull the plug to empty it</i> – <i>blow bubbles using a straw</i> ■ experiment with kicking his/her legs through the water while sitting on the edge of the pool <ul style="list-style-type: none"> – <i>move his/her legs up and down and from side to side in the water (interchanging independently between these actions)</i> ■ follow instructions on safe entry into the water from the pool side independently <ul style="list-style-type: none"> – <i>walk down the steps holding on to the handrail</i> – <i>sit on the edge of the pool and shuffle down the ramp, sit and roll and slide from the edge</i> ■ play in the water independently <ul style="list-style-type: none"> – <i>splash, scoop up the water and throw it out, move through the water, jump up and down.</i>

Attending	Responding	Initiating
<p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> ■ experience the sensation of water against the body while moving in the pool <ul style="list-style-type: none"> – <i>have his/her hand moved over the top of the water</i> – <i>have his/her hands slapped on the surface of the water</i> – <i>have his/her arms lifted in and out of the water and from side to side through the water</i> – <i>have his/her whole body swayed from side to side through the water</i> ■ participate in action songs to develop movement in the water <ul style="list-style-type: none"> – <i>listen to the words and feel the actions of the movements to rhymes such as 'Ring a Ring a Rosy' and 'Humpty Dumpty'</i> ■ participate in ball games in the water <ul style="list-style-type: none"> – <i>experience sending and receiving a large beach ball</i> ■ develop awareness of the buoyant properties of water <ul style="list-style-type: none"> – <i>with appropriate buoyancy aids or with the help of a person take his/her feet off the bottom of the pool and lie supine in the water (see Glossary.)</i> ■ experience the sensation of movement while floating supine on the water <ul style="list-style-type: none"> – <i>with appropriate flotation devices and physical support</i> ■ have his/her hands and feet moved through the water to propel his/her body. 	<p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> ■ show interest in moving parts of the body in the pool <ul style="list-style-type: none"> – <i>(with prompting) swish his/her hands along the surface of the water</i> – <i>lift his/her arms in and out on the water</i> – <i>walk through the water while holding on to the side railing or holding adult's hand</i> ■ imitate the actions associated with movement rhymes <ul style="list-style-type: none"> – <i>attempt to do the actions</i> – <i>move around in a circle to 'Ring a Ring a Rosy' and lower the body into the water for Humpty's fall</i> ■ show interest in playing with a ball in the water <ul style="list-style-type: none"> – <i>show enjoyment/anticipation when sending and receiving a large beach ball</i> – <i>gradually begin to send and receive large and small light balls in the water</i> ■ experience the sensation of floating <ul style="list-style-type: none"> – <i>with appropriate buoyancy aids and physical support lift his/her feet off the floor of the pool into a curled-up position</i> – <i>put his/her feet back down, lift his/her feet off the floor and lie supine in the water (see Glossary.)</i> ■ show interest in moving through the water <ul style="list-style-type: none"> – <i>lie in the supine position and attempt to scull with the hands, kick his/her feet with some help. (see Glossary.)</i> 	<p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> ■ show curiosity about the feeling of the water against the body <ul style="list-style-type: none"> – <i>walk through the water independently</i> – <i>swing his/her arms around the body under the water</i> – <i>lift his/her arms in and out of the water</i> – <i>jump up and down in the water</i> – <i>look for adult to pull him/her through the water</i> ■ follow the actions to rhymes and songs independently in the water <ul style="list-style-type: none"> – <i>hold hands with fellow-students and initiate movement as the actions change</i> ■ initiate ball games in the water <ul style="list-style-type: none"> – <i>play with large and small light balls in the water</i> – <i>push around and follow a ball, play ball games with peers</i> ■ experiment with floating independently in the water while wearing appropriate buoyancy aids <ul style="list-style-type: none"> – <i>follow independently an adult's instructions on how to float</i> – <i>initiate lifting his/her legs off the floor and attempt to float on his/her back</i> ■ follow visual demonstration and verbal instructions on sculling independently (see Glossary) <ul style="list-style-type: none"> – <i>lie supine in the water</i> – <i>kick his/her feet and push hands through the water.</i>

Exemplars

Exemplars

No.	Exemplar title	Page
1.	Exploring dynamics in movement	37
2.	Throwing over-arm	39
3.	Entering the pool and interacting with water in different ways	41
4.	Introduction to direction	43
5.	Developing awareness of parts of the body	44
6.	Sending	46

Exemplar 1: **PE**

Strand: Dance

Exploring dynamics in movement

Objectives	Resources
<p>The student will</p> <ul style="list-style-type: none"> experience a variety of ways of moving. 	<ul style="list-style-type: none"> A parachute, mats or a carpeted floor. A variety of equipment, including Jack-in-the-box, bubbles, balloons, clockwork toys, remote-controlled toys and equipment, etc.

Stages of the lesson

→ **Introduction**

Mats are laid out in a large square for the entire group.

→ **Warm up**

Attention is drawn to parts of the body, with assistance as required, by tapping the shoulders, slapping the knees, stamping the feet, patting the head, patting the tummy.

→ Students are encouraged to move slowly around the room, listening to the gentle shaking of a tambourine, and to be still when the sound stops.

→ Students then move slowly around the room and when the tambourine stops they return to their original positions in the room. These can be marked by a hula-hoop, footprints, or a mat.

Exemplar 1: **PE**

Development

- **Light movement**

The teacher blows up balloons and encourages the students to look at them floating.

Each student is then given a balloon with a piece of string attached for holding. Shoes are taken off and the students are guided in walking or wheeling around the room quietly and slowly, lightly pulling the balloons through the air.

The teacher then introduces bubbles, drawing the students' attention to the bubbles floating quietly. The teacher says:

'*Shhh*' and speaks softly to help emphasise the 'light' sense of movement.

- **Strong movement**

The teacher blows up balloons and then lets the air out. The students now see the balloons move differently and more powerfully.

Bubbles can then be blown, and each student is encouraged to punch his/her hands through the air to try to burst the bubbles. The punching of the fist is a strong, direct movement.

- **Sustained and sudden movement**

Use a clockwork toy or remote-control toy that moves around in various directions. The student is directed to follow the toy using an appropriate way of traveling (sliding, crawling, wheeling, walking) to keep up with it.

When a student gets close enough to touch a toy it is accelerated to encourage him/her to react by a sudden change in his/her pace of travel.

Using a 'Jack-in-the-box' toy or a similar piece of equipment, let the student see the pop action. Draw attention to the sudden movement. The use of words like 'boo' or 'hi' can be used to emphasise the action. Now give the student an opportunity to be a 'Jack-in-the-box'. The student gets inside a box or goes behind a curtain and attempts to pop out.

Conclusion

- Bring out a colourful parachute.
- All students go to a section of the edge of the parachute. Use a count-down to begin each activity, for example '*One, two, three lift*', or '*Ready, steady, lift*'.
- The students lift the parachute together and then let it float back down to the ground while still holding on.
- The students shake the parachute gently like a soft breeze, then suddenly shake it harder like a big storm.
- The activity ends with the students lifting the parachute high, and at the height of the lift letting go and allowing the parachute to float away.

Exemplar 2: **PE**

Strand: Athletics

Throwing over-arm

Objectives	Resources
<p>The student will</p> <ul style="list-style-type: none"> experience the action of throwing in athletics. 	<ul style="list-style-type: none"> Beanbags, a frisbee or discus, tennis balls, a shot (see <i>Glossary</i>), cones, a whistle.

Lesson

→ Introduction

Warm-up

When the whistle blows students move around the room. When instructed to stop they perform a number of exercises. Help is given as necessary. (For students using wheelchairs read ‘wheel’ instead of ‘walk’.)

Walk ... stop.

Stretch arms high above your head.

Walk ... stop.

Shake arms down by your side.

Walk ... stop.

When you meet someone give him/her a ‘high five’.

Walk ...stop.

When you meet someone shake his/her hand.

Walk ...stop.

As you pass someone wave to them.

(The teacher can add his/her own ideas.)

Exemplar 2: **PE**

Development

- Allow students to interact with the variety of equipment available, such as beanbags, tennis balls, a shot (see *Glossary*), a frisbee, a discus. Allow them to hold, throw, shake, and generally find ways of interacting with each piece of equipment.
- The teacher performs a full demonstration of the over-arm throwing action using a bright, slow moving object, for example a ball with ribbons attached to emphasise movement.
- Allow each student to take a selected piece of equipment and with the necessary support try to complete the same throwing action.
- Each student is given individual guidance in performing the correct motion of the arm in the over-arm throw.
- Give each student something at which to aim. The use of a ball that will stick onto a particular surface is stimulating for a student, and they can then go and pull it off. A sheet with large Velcro strips and the use of a furry-covered ball is very appropriate.

Conclusion

- Play a team throwing game.
 - Throw for distance.
 - Throw at a target to knock something down.
 - Throw to get something to stick on a target.

Exemplar 3: **PE**

Strand: Aquatics

Entering the pool and interacting with water in different ways

Objectives	Resources
<p>The student will</p> <ul style="list-style-type: none"> enter the pool safely experience different ways of interacting with the water. 	<ul style="list-style-type: none"> Buoyancy aids (check before use), water toys (any intriguing floating objects).

Lesson

→ **Introduction**

Entry into water varies depending on student's ability.

→ **Hoist entry**

→ People who are familiar with the equipment should operate hoists.

→ **Pool steps**

→ Make sure there is a handrail alongside the steps.

→ **Sit, roll and slide**

A student sits on edge of pool, leans to one side by putting a hand down on the deck, rolls over onto the stomach, and then slides into the water at the shallow end.

→ **Humpty-dumpty entry**

A student sits on the edge of the pool and falls into the arms of the waiting adult.

→ **Warm-up**

Group activity: 'Simon says'.

Actions can be made up by the teacher to suit the group's ability level and should be accompanied by verbal instructions to reinforce learning.

Simon says:

Clap your hands.

Raise your arms.

Tap your head.

Tap your tummy.

Touch your nose.

Touch your ears.

Stamp your feet.

Exemplar 3: **PE**

Development

- Use equipment like cups, sponges, or anything that holds water.
With assistance as necessary, the student dips a cup in the water and pours water over his/her shoulders and down the arms.
- The student slaps his/her hands on the water, or squeezes sponge down his/her back, or pats his/her face with the sponge.

- **Water-resistance**

Students needing full support are placed in the supine position and pulled gently through the water. To enable them to feel the sensation of the resistance of the water, make different shapes, such as circular and curving.

Ambulant students could walk across the width of the pool to feel how the water is pushing against them. Encourage them to use their hands to pull against the water.

Students work with an assistant, facing each other and holding hands. The student is pulled towards the assistant, and the force pushes the water between them out, thus giving the student the feeling of the resistance of the water.

Each student takes turns to hold on at one end of a foam float. Lying prone or supine, he/she can be pulled along through the water.

Each student gets a ball and is encouraged to try to push it down under the water.

42

Conclusion

Relay race

The group is broken up into two teams.

Each member of the team carries a float (with necessary assistance) from one side of the pool to the other.

The first team with all members and floats on the opposite side wins.

Notes

- A very warm pool temperature is advisable for less active students.
- Be sure to get any medical or parental permission that is required.

Exemplar 4: **PE**

Strand: Outdoor and adventure activities

Introduction to direction

Objectives	Resources
<p>The student will</p> <ul style="list-style-type: none"> • be enabled to follow each other in moving from one place to another • wait for and take his/her turn in a group activity. 	<ul style="list-style-type: none"> • Footprints, coloured lines, photographs of different rooms, directional signs (arrow and pointing finger).

Lesson
<p>→ Warm-up</p> <p>Students move around the room following a coloured line or footprints on the floor.</p> <p>Footprints should be placed closely together and further apart to encourage students to take both small and big steps.</p> <p>Students, teachers and assistants join together to make a human train, holding on to one another. Students should be placed strategically to keep the line from breaking down. The leader should move in different directions, turning right, left, in a curve, and then come to a stop.</p>
<p>Development</p> <ul style="list-style-type: none"> • Each student in the group gets a card depicting the appropriate directional sign and a picture of a destination. • Footprints may be used to reinforce the direction to be taken. • When a sign is located on the walls showing the way students put their picture beside it to see if it matches, while also being encouraged to follow the footprints. • Reinforce directions verbally, for example, '<i>Turn right</i>', and show exaggerated body turn. • When the group/an individual student has arrived at the destination, point out key objects/landmarks that match/correspond to their pictures.
<p>Conclusion</p> <p>■ A ‘matching’ game</p> <p>Put a number of objects, such as a ball, a racket, a toy, a musical instrument, and beanbag, into a black bag.</p> <p>Place a corresponding ball, racket, toy, musical instrument, and beanbag throughout the room.</p> <p>With help as necessary, each student picks one object out of the bag and must find the matching object in the room and bring it back to a designated area.</p>

Exemplar 5: **PE**

Strand: Gymnastics

Developing awareness of parts of the body

Objectives	Resources
<p>The student will</p> <ul style="list-style-type: none"> explore the movement of parts of the body travel around the room, with the emphasis on direction. 	<ul style="list-style-type: none"> Mats or a carpeted floor. A blanket, stickers, handprints or footprints.

Lesson

→ Warm-up

Ambulant students travel around the room, then stop.

They travel again, stop on a mat, and stretch.

They travel again, stop on a mat and curl up, then stretch out long.

Non-ambulant students start on a mat, flex feet and knees, and stretch hands up behind the head.

Legs are straightened, brought together, and then opened into a V shape.

Students then turn over onto the side, curl up tight, and hold.

Exemplar 5: **PE**

Development

- Students explore how many parts of their body they can touch: knees, thigh, back, chest, shoulders, head, feet, hands, elbows.
- To encourage greater participation, give students stickers to put on each part of the body they touch.
- An outline of a person, showing arms, legs, head, feet, toes, etc. can be drawn on a mat, on which students can also put stickers.

Travelling

Forward and backward direction

Students explore travelling while changing directions. They follow a line or footprints to trace shapes on the floor, going forward and backwards. Ribbons stretched across the room or tactile strips on walls at wheelchair height could be used for non-ambulant students or those who do not look down. Students take turns in lying prone across a physiotherapy ball. Coloured handprints are placed on the floor in front of them and as they roll forward their hands are placed on top of the handprints. Any piece of material that will give sensory feedback could be placed so that it touches both the student's feet and their hands as they reach the floor.

Sideways movement

To explore moving from side to side students can sit on a balance board, with or without support, and rock. Students can take turns to be swung in a blanket. Students experiment with sliding along a bench.

Up and down movement

Students attempt a pencil roll, try to sit up, and then return to a lying position. Ambulant students go from sitting to standing and then walk a short distance.

45

Conclusion

Conclusion

Students do a big stretch-out on mats and relax.

Note

The use of mats with a marked outline of a body will help direct students into position.

Exemplar 6: **PE**

Strand: Games

Sending

Objectives	Resources
<p>The student will:</p> <ul style="list-style-type: none"> experience how a ball moves work collaboratively in pairs and in groups. 	<ul style="list-style-type: none"> A variety of balls of different weights, shapes, sizes, textures and colours, such as a table-tennis ball, a tennis ball, a koosh ball, a baseball, a football, a basketball, a beach ball, a physiotherapy ball, a medicine ball (see <i>Glossary</i>). Coloured pens for marking handprints, footprints and fingerprints on the balls. A ramp (if possible).

Lesson

→ **Introduction**

Introduce a variety of balls to stimulate movement.

46

→ **Warm-up**

Each student gets a ball to hold, given help as necessary.

Holding the ball in both hands, each student rubs his/her hands around the ball, feeling its shape and texture.

They slap hands on the ball.

They hold the ball high, then hold it low.

They roll the ball along the legs and around the body, hold it tight, squeeze it, press it against the face.

They attempt to sit on a ball and then lie across a ball.

Exemplar 6: **PE**

Development

- Students get a chance to choose a ball and experiment with it, finding ways to interact with it, during which time they may discover how it moves.
- They watch teacher pushing a big, bright, slow-moving, and noisy ball, first using both hands and then both feet. Coloured pens can be used to draw the outline of a hand/a foot/fingertips on a ball to guide the students.
- With the necessary support, students now try to roll a variety of balls.
- As one student is rolling a ball another can be placed strategically to get a glance or visually track the ball's movement.
- Students move on to rolling the ball within a group or with a partner.

Conclusion

■ Target game: skittles

47

Equipment

A bowling ball or basketball, some style of skittles/tins, a ramp (commercial or home-made), cones/benches.

The group divides into teams.

The skittles/tins are placed in a triangular shape, and two rows of cones/two benches to act as the boundaries of the rolling lane.

Each student waits to take his/her turn.

Students will have two chances in each round to knock some skittles.

The ball is collected and passed to the next player.

Notes

- Cans may be used as skittles or placed on top of skittles to give a loud bang when skittles fall.
- A ramp enables participation for students who find it difficult to roll and direct a ball.

Glossary

balance board	a flat board with two timber half-circles underneath (The board rocks from side to side as the student's body weight shifts.)
beanbag	a hand-sized beanbag
boxhorse	a piece of gymnastics equipment with a top and a number of detachable levels called lifts
buoyancy	the capacity for floating lightly on water
directions	up, down, side-to-side, forward, and backwards
dynamics	the energy of movement
levels	high, medium, low
medicine ball	a weighted ball covered with suede/leather
orienteering	making one's way around a designated course
pool entry hoist	a piece of equipment that the student will sit in or lie on so that he/she can be lowered into and lifted out of the water
sit, roll and slide	sitting on the edge of the pool, rolling on to the stomach, and sliding into the water
humpty-dumpty	a student sits on the edge of the pool and falls into the arms of the teacher/assistant who is already in the pool
prone	to lie face down
propulsion	swimming actions that drive the body forward
quoit	a rubber ring
sculling	an action by which the body can be propelled in the water using hand movements
shot	a steel, brass, or synthetic-covered ball (It is weighted and is used in the shot putt event.)
space	personal space is that which is within one's reach; general space is termed as open space
supine	to lie on one's back

transference of weight	moving weight from one part of the body to another
travel	to move from A to B (walk/run/skip/roll/gallop-slide/using feet, hands and whole body actions, wheel/be wheeled in wheelchair)
vestibular movement	movement that stimulates awareness of head and body positions in space, helps to co-ordinate the movements of head, eyes and body
discovery walk	a walk to find out new things, for example how many different-coloured buildings are there
nature walk	a walk that draws attention to natural objects
hide-and-seek walk	a walk that has some low shrubs, bushes, logs, and benches, or other places to hide safely
quiet walk	a walk that gives a chance to listen to sounds, to look, to feel, and to smell