



Physical Activities Children 6 to 12 Years

(Adapted from article by Angelo Montagnino)

This booklet contains numerous ideas for getting children who are blind or partially sighted active. The activities range from simple movements to ideas of how to modify more complex activities and will assist in building physical literacy.

The suggestions are intended to encourage movement and exploration of physical activity – and how his/her body can move. Start with less difficult skills, breaking them down into their component parts.

Activities are suitable for children from elementary school age to youth, depending on the child's abilities.

A few tips before you start:

Use Descriptive Verbal Instructions

Since the main avenue of learning for many children with who are blind or partially sighted is through hearing, verbal instructions should be given when demonstrating a skill. Give clear, concise and consistent directions. Say what it is you are actually doing in body-oriented language. For example, when teaching a child to hop, say, "Stand on your left foot, raise your right foot, and jump in the air on your left foot." Cite large landmarks in the playing area and elsewhere to guide a child with low vision: "Walk to the exit door, turn toward the window." Using terms like "quarter turn," "half turn," or "full turn" may be helpful to the totally blind person. Use tactual, hands-on demonstrations with verbal instruction. Describe where things are by using the face of a clock for orientation, with the child at six o'clock: for example, "The water fountain is at seven o'clock, about 12 feet away."

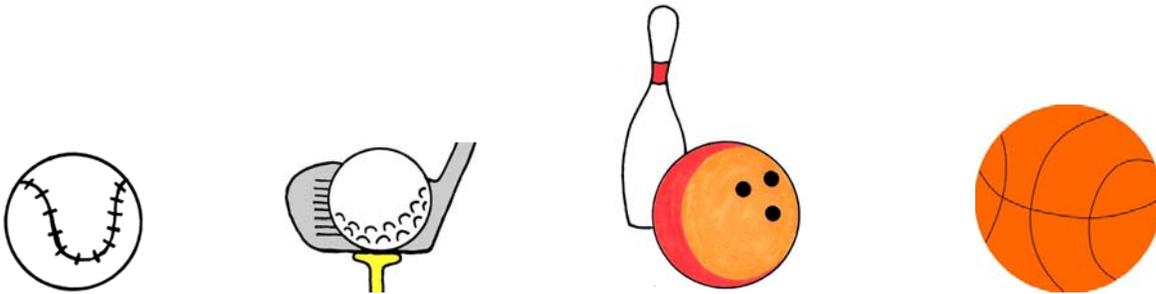
Explore Movement

Encourage movement exploration. Focus on how the body moves by bending, stretching, turning, swinging, and curling the body, by itself, as well as in relationship to objects and other people. Help children/youth to become

aware of their body and the ways it can move. A good movement vocabulary will help the child learn new skills more efficiently.

Safety

Ensure the child is able to **jump**, **land**, and **roll** while standing in place, while moving, and while jumping off equipment. This is a good safety skill, and the children will become more confident knowing that they can handle themselves on a spill.



Ball Sports

Suggested balls: bright, air filled, large, lightweight plastic, beach balls, nerf balls or balloons or the new, large, soft lightweight volleyballs

Use tactual clues to help kids see or hear targets by adding color, making them larger, or moving them closer.

1. Volleyball—practice by self with plastic ball. Toss against the wall and catch it on the fly or on the bounce. Strike ball against the wall with one or both hands. Playing the ball on the bounce would be easiest. Try tossing the ball against the wall from a longer distance and catch on a roll or several bounces.
2. Newcomb—if totally blind, teacher could stand next to student. Position child slightly out of bounds. Do the serving and toss the ball over the net after the teacher or buddy catches it and hands the ball to the child. Also possible if teams are small, non-aggressive and lightweight plastic or beach ball is used.
3. Dribbling—plastic ball or basketball if child can control the ball. Soccer dribble by slowly moving toward the goal. Hockey style by moving ball back



and forth across the room, striking into the goal (under a bench, into a turned over can, etc. for the goal).

4. Play catch—possibly bounce or roll ball.
5. Throw ball—into wastebasket or knock down milk cartons.
6. Bowling—plastic pins, milk cartons, etc. (set up near wall).
7. Tether ball or tap ball—hang a balloon or beach ball from ceiling or doorway or next to a pole. Tap it back and forth, around pole or try to tap it up to the ceiling. If needed add a bell to string above ball or balloon.
8. Floor shuffleboard—broom or stick—pieces of wood or disk.
9. Bean bags—tossed at targets or into a wastebasket.
10. Jumping rope—turning for others if unable to jump.
11. Golf or hockey golf—try to hit a target or strike a ball into a target from various areas. Put target behind something or change distance. Put two or more obstacles in the way (chairs, pails, etc.).
12. Horseshoe (rubber) pitching, ring toss, quoits.
13. Darts—velcro or toss erasers at elevated target.



Mini Games

1. Balloon - keep tapping balloon into air as long as you can or tap while you walk to a destination.
2. Wall ball—toss ball at wall and catch it, do it with a partner.
3. Hand ball—same procedure but try to strike ball with one or both hands (palms).

4. Volleyball—use a balloon or beach ball.
5. Tennis or bounce Newcomb—use a low net, if needed with as many bounces as needed.
6. Goalball—try to roll ball over opponent's goal.
7. One on One—goalie or striker—soccer, hockey - use very safe nerf ball at a safe distance.
8. Shoot baskets—use a low basket and a safe ball.
9. Frisbee—use a nerf Frisbee or a beeping Frisbee. Keep it low, and say "It's coming" while you throw with both hands.



Suggested Physical Activities

1. Walking—with a partner over grass, cement and blacktop, gravel, sand and dirt, uphill and downhill, up and down stairs, over rocky terrain, over logs and other obstacles and terrain which includes bumps and holes.
2. Jogging—slowly and holding hands with aide.
3. Running—short distance while holding hands.
4. Hopping for approximately 60 seconds on two and one foot.
5. Jumping—stand and jump as far as you can.
6. Leaping—take several steps and jump on a safe place, like on a mat.



7. Run in place.
8. Skip with a partner.
9. Slide by taking several quick steps sideways left and right.
10. Gallop—a walk/run with the same foot leading, back foot is brought up to but not past front foot.



On Mats

1. Log roll—flat on back, arms up and roll over and over sideways.
2. Crab walk—sit down and raise up on hands and feet and walk backward, forward and to the side.
3. Bear walk—on hands and feet-stiff-move right arm and right leg, then left arm and left leg.
4. Duck walk—squat, place hands on knees, waddle and quack.
5. Seal walk—hands on floor, extend legs backward, walk forward dragging legs.
6. Inch worm—on hands and feet, walk feet toward the hands then walk the hands forward to stretch out again.
7. Walrus walk—same as seal, but point fingers out and move forward by moving both hands forward at the same time.

8. Frog hop—squat, place hands on floor in front of feet and hop forward.
9. The crane—raise one leg off the floor, raise both arms to the side, hop turning left or right.

Exercises (Mild Exertion)

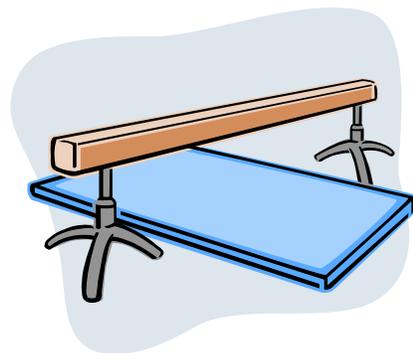
1. Simple balances.
2. Walk forward, backward, sideward on very low balance beam with assistance.
3. Simple forward and backward rolls, with teacher.
4. Modified push-ups.
5. Jumping Jacks.
6. Toe touches.



Step and Jump

1. Step onto low object.
2. Step off object.
3. Jump off very low object.
4. Jump onto very low object.
5. Step over very low object.

6. Take several steps across object (could be strip of rug).
7. Step over very low and narrow object (rope or strip of cloth).
8. Jump over object.
9. Jump back and forth over rope.
10. Combine 8 and 9 for a series.
11. Jump sideways over rope.
12. Create a pattern of stepping stones and walk across. Change pattern. Use two feet on each stone. Use one foot on each stone.



Balance Beam Activities

Use a regular low balance beam or a long narrow 6-12 inch wide rectangular board supported by two bases, probably several inches high.

1. Walk forward and backward placing one foot in front of the other.
2. Walk sideways on the beam.
3. Crawl across.
4. Scoot across.
5. Walk across with one foot on and one foot off balance beam.

6. Straddle balance beam.

7. Walk up balance beam used as an incline plane (one end of beam supported by box).

8. Walk down inclined balance beam.

If needed, use a strip of rug/carpet, a flat board on the floor and several pieces of carpet for a step on stones effect.

For more information on modifying activities, see Module 2, Sports Modifications and Module 3, “It’s a Fit” Guide



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