



Irish Primary Physical Education Association (IPPEA)

7th Annual Conference

Mary Immaculate College of Education, Limerick

Saturday March 20th 2010

**Title of Presentation/Workshop: Learning to Move for
Children with Motor Difficulties**

Presenters Name: Michael Quealy

Activities used in the workshop

1) Continuous walking

Equipment: 8 yellow cones

- Weather permitting walking continuously for 2 minutes
- Cones laid out at each corner and at the centre of each side of the yard to clearly mark the perimeter
- Prompt hand and leg movement. Feedback on alignment of hands and feet. Feedback on correct posture/ gait

2) Marching

Equipment: Music CD

- Can be done in place of walking and running on wet days
- **Teaching points : feet straight , knees high, elbows close to the body but relaxed**
- Arms move in tandem with legs. Left leg right arm
- March for 1 minute prompting teaching points as necessary

3) Copy this

- Child lies on back on mat
- Teacher extends child's arm and leg out to a certain angle on one side
- Child has to move opposite arm and leg to match first side

4) Wobbler

Equipment: Inflatable balance cushion

- Child stands on the wobbler and must keep balance for 10/15/20/ seconds
- **Teaching points: Look straight ahead, keep muscles strong**
- **Teaching point: Offer forearm to assist with balance initially**

5) Push the ball out

Equipment: 1 kg medicine ball

- Using 1Kg medicine ball (blue ball)
- Hold ball using wide palm grip at chest height level
- Push ball out wards so arms are straight and ball is stretched out from body at shoulder level
- **Teaching point: Movements should be slow and steady**
- Breathe out when pushing out
- Breathe in when bringing ball back
- Repeat ten times

6) Knee polishing

Equipment: Yoga mat

- lie on back on the mat
- Knees bent up 90 degrees
- Place palms on top of thighs
- Slides hands up along thighs until hands are over knees
- Polish knees 3 times
- Lower down to start position
- **Teaching point: Head should be relaxed at all times**
- Repeat five times.

7) Bulls eye

Equipment: vinyl spot, masking tape, ten beanbags

- Vinyl spot attached to the wall at eye level
- Stand behind a line which is three metres away
- Ten beanbags beside the line

- Ten goes at attempting to hit the bulls eye with the beanbag
- Must use over arm throw
- Record number of successful bulls eye throws
- If achieving ten without difficulty allow 15 / 20 throws

8) Catch the bounce

Equipment: Large heavy duty Swiss ball or beach ball

- Teacher bounces ball to child
- Child catches and bounces back
- **Teaching point: Watch the ball and keep eyes open**

9) Spot Jump scotch

Equipment: 10 vinyl spots and 2 beanbags

- Place vinyl spots on the floor in basic hopscotch pattern e.g. 1 -2 -1-2-1 2-1. two beanbags at the end of the jump scotch runway
- Must jump wide on 2 narrow on 1 to the end
- Pick up 1 beanbag at the end and jump scotch back
- Repeat

10) Long Jump

Equipment: Gym mat

- Place mat on floor. Stand at the end of the mat
- Trying to jump as far as possible and land on both feet retaining balance
- **Teaching points: 1) Stand feet shoulder width apart 2) Bend knees and drop hips 3) Swing arms back 4) Swing arms forward and simultaneously jump forward 5) bend knees and drop hips on landing**
- Emphasize that jump goes forwards as well as upwards

- Maximum of five jumps
- Measure distance of jumps by placing a beanbag at side of mat
- Set the target closer if not retaining balance on landing

11) Flying cat balance

Equipment: Gym mat

- Kneel on all fours. Extend one leg backwards and opposite arm forwards hold the balance for 4 seconds
- **Teaching points: 1) Raise the leg first the arm on the opposite side follows 2) Ensure that the back is kept straight. Tell child to keep tummy strong to stabilize the trunk**

12) Rock and roll

Equipment: eight vinyl spots

- Sit on mat. Knees bent up at 90 degrees
- Clasp hands somewhere between ankles and knees
- Point chin towards knees and curve back
- Push off the feet and rock onto back and back to start position
- Repeat ten times
- **Teaching point: Head never touches the mat**
- Progression: Try to continue the movement without the feet touching the ground

13) Seated back scratch

Equipment: chair

- Sit on chair with upright posture
- Slowly reach right hand across front of body to scratch left of upper back on left side
- **Teaching point: Do not allow to turn trunk**
- Repeat other side

- Repeat three times each side

14) Which hoop

Equipment: ten beanbags, two hoops, masking tape

- Two hoops are placed as targets at either side of a line
- Child faces the target from 4 metres away
- Ten beanbags are placed at the child's feet
- The child picks up a beanbag and waits for the instruction to throw to the hoop on the left or the right
- Continue until all beanbags thrown

15) Matching cards

Equipment: Deck of playing cards

- Child holds deck in non dominant hand and deals with dominant hand
- Takes cards one at a time and places them on the table in 1 of 4 groups according to suite

16) Banker

Equipment: Six 20 cent coins, small box

- Child holds 20 cent coins in palm
- Must place coins in the box one at a time
- Must keep all remaining coins in cupped palm whilst using the tip of the thumb and index finger to place coins in box
- **Teaching point: Importance of thumb and middle finger in displacing coins**

Some Key Texts

Bruininks, R. H. (1978). *Bruininks-Oseretsky test of motor proficiency*. Circle Pines, MN: American Guidance Service.

Chambers, M. & Sugden, D. (2006). *Early years movement skills: description, diagnosis and intervention*. London: Whurr.

Gallahue, D. L., & Ozmun, J. C. (2006). *Understanding motor development: Infants, children, adolescents, adults*. (6th ed.) Boston: McGraw Hill.

Pless, M. & Carlsson, M. (2000). Effects of motor skill intervention on developmental coordination disorder: A meta – analysis. *Adapted Physical Activity Quarterly*, 17, 381 – 40.

Sugden, D. A., & Wright, H. C. (1998). *Motor coordination disorders in children*. London: Sage Publications Ltd.

Sugden, D. A., & Wright, H. C. (1996). Curricular entitlement and implementation for all children. In N. Armstrong (Ed.). *New directions in physical education: Vol. 3 Change and Innovation* (pp. 110 – 130). London: Cassells.

Some Useful Resources

Addy, L. (2006). *Get Physical: An inclusive therapeutic PE programme to develop motor skills*. Cambridge: LDA.

Macintyre, C. (2002). *Early Intervention in Movement: Practical Activities for early years settings*. London: David Fulton.

Gallahue, D.L. & Donnelly, F.C. (2003). *Developmental physical education for all Children* (4th ed.). Champaign: Human Kinetics.

IPPEA Conference 2010 – Michael Quealy

- Block, M.E., (2007). *A teacher's guide to including students with disabilities in general physical education (3rd ed.)*. Baltimore: Paul H., Brookes Publishing.
- Capon, J. (1975). *Perceptual motor lesson plans level 1: Preschool to first grade*
California: Front Row Experience.
- Capon, J. (1981). *Successful movement challenges: Movement activities for the developing child*. California: Front Row Experience.
- Capon, J. (1994). *Perceptual-motor development Series 1: Basic movement activities*
California: Front Row Experience.
- Capon, J. (1994). *Perceptual-motor development series 2: Ball, rope, hoop activities*
California: Front Row Experience.
- Capon, J. (1994). *Perceptual-motor development series 3: Balance activities*
California: Front Row Experience.
- Capon, J. (1994). *Perceptual-motor development series 5: Tire, parachute activities*.
California: Front Row Experience.
- Russell, J.P. (1998). *Graded activities for children with motor difficulties*.
Cambridge: University Press.

Daily Record Sheet

Date: _____

Duration: _____

Activity	Without assistance	With some assistance	With a lot of assistance	unable
1) Continuous walking OR 4) Marching				
17) Reach for the stars				
3) Sprinting OR 6) Quick march 2				
24) Pull the knee				
7) Ladder walk				
8) Ladder quick step				
11) Trampoline warm up				
12) Basic walk				
13) Basic bounce				
15) Over, under along				
56) Pick the apples				
57) Beanbag challenge				

Comments