



HOT TIPS

A Tip Sheet For Physical Educators

Feature Activity

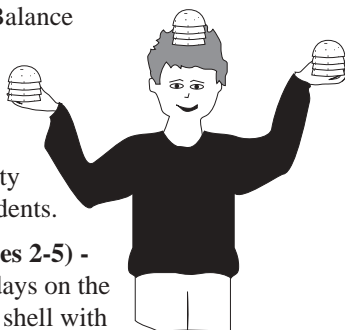
HALF TENNIS BALL ACTIVITIES

Make your own miniature “dome cones” with dead tennis balls!

Tennis ball shells or “dome cones” can be made by cutting dead tennis balls in half using a table saw. For safety, hold the balls between short lengths of pvc pipe while they are being cut.

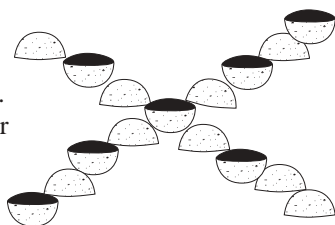
Activities Using 1/2 Tennis Balls

Body Part Balance - Balance shells on several body parts simultaneously (e.g., head, shoulders, back of hands). Adjust difficulty according to age of students.



Day and Month (grades 2-5) - Write the months and days on the inside or outside of the shell with a magic marker. Place the shells on the floor in order or random order. Players find their birth day and month shells (e.g., December and 18). Players then group themselves by month and in numerical order.

Designing - Divide the class into groups. Have each group make a pattern or design with their shells. Then have all groups arrange their design so that it joins with that of one other group. Have all groups join their designs.



Dynamic Balance - Place the shells on the floor in different patterns and with varying distances between them. Walk on top of the shells attempting to keep feet from touching the floor. Students create their own patterns on which to walk.



Fuzzy Side Down (grades K+) - Scatter the shells on the floor, half with the “fuzzy side down” and half with the “fuzzy side up.” Half of the group is designated “fuzzy side down” and the other half is “fuzzy side up.” On a signal, everyone moves to turn as many shells as possible up or down according to how they have been designated. After a set amount of time, stop the action and count the number of shells which are up and down.

Feature Activity ► *cont. next page*

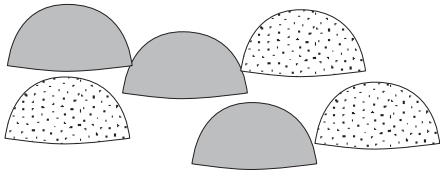


**GRANT WOOD
AREA EDUCATION AGENCY**

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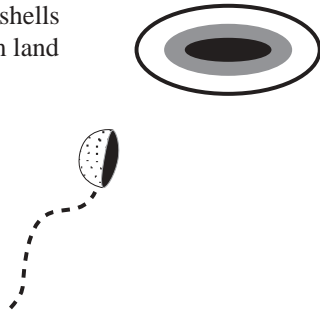
HALF TENNIS BALL ACTIVITIES ... continued

Pop The Shell - Scatter the shells on the floor, half with the “fuzzy side out” and half with the “rubber side out.” Half of the group is designated



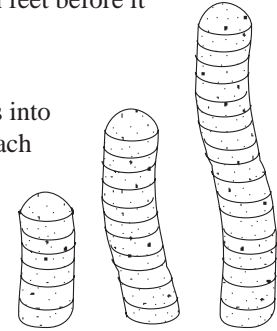
as the “fuzzy side” and the other half is the “rubber side.” On a signal, everyone moves to turn/pop the shells to their designated position. After a set amount of time, stop the action and count the number of shells in each position.

Rolling - Students roll the shells on the side. Have them figure out which way they roll best. Roll the shells attempting to have them land on a poly spot or other designated target. Play disc golf by rolling the shells.



Roll and Stomp/Jump - Roll the shell, run after it and stomp it before it stops. Roll the shell, run after it, and jump on it with both feet before it stops.

Stacking - Divide the class into groups and see how high each group can stack the shells before they fall.



Throwing/Kicking Practice - Practice

throwing the shells underhand/overhand against the wall or to a partner. Practice drop kicking the shells against the wall or to a partner.

Source: Rich, Jim. (10/29/97). Workshop presentation: *Gym Dandies: Great Games for Kids*. Des Moines, IA.

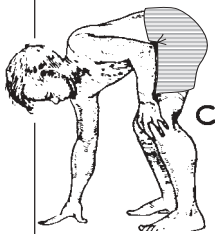
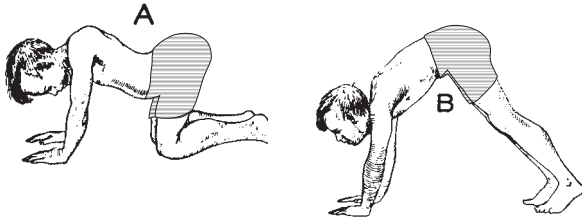
Other Uses for Dead Tennis Balls ...

- Make juggling balls using balloons, water and dead tennis balls. (**HOT TIPS #21**)
- Play “Fishnet Catch” and see how many tennis balls can be caught consecutively in a dip net. (from **HOT TIPS #7**)
- Ball Massage - “Roll” your students on a bed of balls! (**HOT TIPS #7**)
- “Stoop Ball” - Throw the ball against stairs and catch it on the rebound. (**HOT TIPS #14**)
- “Hit The Penny” - The objective is to hit the penny more times than your opponent. Use two squares or three lines.
- “Seven Up” - Progress through a series of challenges that begin with tossing the ball against a wall and end with catching the ball (e.g., “Fivesies” — Players toss the ball under a leg onto the wall and catch it. Repeat the trick five times.)

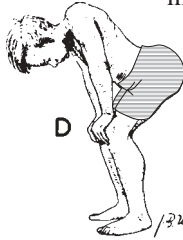
Muscular Dystrophy

Muscular dystrophy is not just one disease but is actually about 40 different neuromuscular diseases. One of the most common, and the most progressive types of muscular dystrophy is **Duchenne** muscular dystrophy. **Duchenne** muscular dystrophy is the type most often seen in school aged children and occurs mainly in boys (it is a sex linked disease).

Early symptoms appear around 3 or 4 years of age. Children may seem awkward and clumsy and may walk on their toes. Other signs include sway back, waddling gait, difficulty rising from the floor (Gower's sign) and difficulty climbing stairs.



Figures A-D: (From Shands, A.R., Jr., et.al: *Handbook of Orthopaedic Surgery*. St. Louis, C.V. Mosby Co., 1963.) Progressive muscular dystrophy. Characteristic method of rising to a standing position, the arms being used to push the body erect (Gowers' sign.) Note the increased lumbar lordosis, relaxed shoulder girdle, and enlarged calves.



After approximately 6 years of age **certain muscles typically become weak.**

Upper extremities:

pectoralis, lower trapezius, latissimus, biceps, brachioradialis

Lower extremities:

Gluteus maximus, quadriceps, tibialis anterior

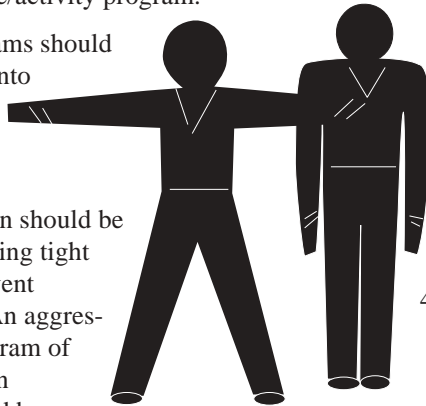
The reason for selectivity of deterioration of certain muscle groups remains a mystery. Another confusing phenomenon is pseudohypertrophy or an enlargement of the muscles. The enlargement is due to fat deposits replacing wasting muscle tissue (most common in calf muscles) giving the appearance of hypertrophy. As a consequence, even though the muscles appear to be bulky and strong, they are not.

The respiratory system is greatly affected by muscular dystrophy. It is not uncommon for a teenager with **Duchenne** muscular dystrophy to lose half of his lung capacity. As a consequence, fatigue, shortness of breath, and excessive sleeping may result. **The cardiovascular system** is affected with the left side of the heart showing major abnormalities. **Scoliosis** is also quite common and spinal fusion is often done to stop excessive spinal curvature.

Despite the degenerative nature of muscular dystrophy, it is important to keep the child as active as possible. Exercise and activity will help prevent permanent shortening of muscles (contractures), provide socialization, and help to control weight.

General Guidelines for Developing Exercise Programs (Croce, 1987, p.14)

1. Consult with the child's physician prior to initiating any exercise/activity program.
2. Exercise programs should begin as early into the course of the disease as possible.
3. Special attention should be given to stretching tight muscles to prevent contractures. An aggressive, daily program of range-of-motion exercises should be initiated immediately. Physical educators and



physical therapists should collaborate on exercises selected in consultation with a physician. Researchers have firmly established the importance of range-of-motion-exercises for preventing contractures. **The primary objective is preventing hip flexion contractures.** Stretching should be incorporated into the individual's activity program a minimum of once per day. A maximum stretch should be maintained for 5 to 10 seconds with multiple repetitions (often 10) repeated several times per day.

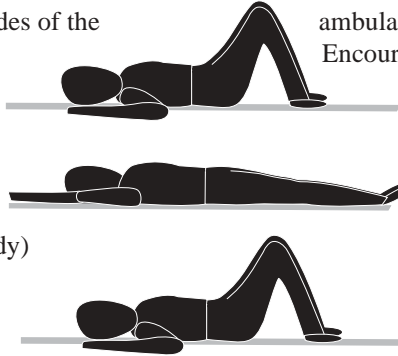
4. Submaximal isotonic exercise (contraction of a muscle causing both shortening and lengthening of muscles) is preferable over isometric exercise (static contraction developing tension in the muscle with no change in length).

Muscular Dystrophy ► cont. next page

Muscular Dystrophy . . . *continued*

Encourage activities involving:

- bilateral movements (e.g. both sides of the body do the same action — jumping jacks, elementary backstroke)
- elbow extension
- wrist extension
- forearm supination (palms turned toward the front of the body)



5. Low intensity aerobic conditioning should be emphasized, however, physical educators and therapists should remember not to over stress the child.

6. The student should be instructed in a variety of ambulatory and nonambulatory leisure skills. Encourage participation in as many physical activities as possible.

Recommended Activities:

- Swimming
- Wrestling
- Bicycle riding
- Socially oriented activities (Deering, 1996)

Always consult with medical personnel regarding the appropriateness of an exercise program for each student with muscular dystrophy.

and . . . A Word of Caution . . .

We generally think of muscle strength increasing in response to exercise. A word of caution needs to be given in regard to this premise when dealing with students with muscular dystrophy. Research studies have yielded conflicting results in terms of the effect of exercise on

people with muscular dystrophy. Some studies have even indicated a harmful effect of too much exercise designed to strengthen muscles. As a consequence, physical educators should be certain that their exercise program does not demand too much muscular exertion and should always avoid overwork weakness.

Factors to consider when initiating an exercise program include:

- degree and rate of progression of muscle weakness
- degree and intensity of the exercise training program
- types of exercises used.

References:

- Bar-Or, O. (1996). Role of exercise in the assessment and management of neuromuscular disease in children. *Medicine and science in sports and exercise*, 28, 421-427.
- Croce, R. (1987). *Exercise and physical activity in managing progressive muscular dystrophy: A review for practitioners. Palaestra*, 9-16.
- Deering, M. (1996). *Physical therapy management of muscular dystrophy*. In *Proceedings from the Parent Project's and DMD Research Center's Conference '96* [Online]. 3 pages. Available: <http://www.mgen.pitt.edu/res2lay/meetings/deerconf.htm> [1998, January 30].
- Fowler, W. & Taylor, M. (1982). *Rehabilitation management of muscular dystrophy and related disorders: 1. The role of exercise. Archives of physical medicine and rehabilitation*, 63, 319-321.
- Lewis, S. & Haller, R. (1989). *Skeletal-muscle disorders and associated factors that limit exercise performance. Exercise and sport sciences reviews*, 17, 67-113.
- Muscular Dystrophy Association (1998). *A teacher's guide to duchenne muscular dystrophy*. Tucson, AZ: **Muscular Dystrophy Association**. [Online] Available: <http://www.mdausa.org/publications/TchrDMD/dmd2.html>. [1998, January 30].
- Vignos, P. (1984). *Exercise in neuromuscular disease: Statement of the problem*. in G. Serratrice et.al. (ed.) *Neuromuscular diseases*. New York: Raven Press.

Physical Education Activities for Students with Muscular Dystrophy

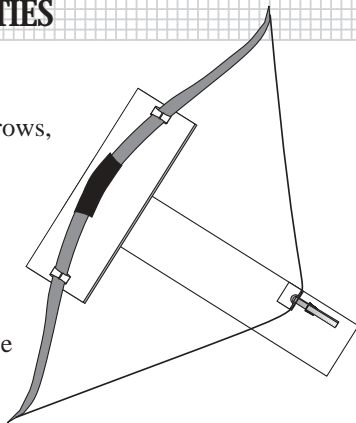
Following is a list of possible activities to use with students with muscular dystrophy. These activities are suggested for students who use a wheelchair and have considerable muscle weakness and atrophy in the upper body. Because of this weakness, teachers will generally need to make accommodations for these students by reducing the weight and/or size of striking implements, balls, or projectiles.

This list is not meant to be exhaustive. Some adaptations are given with each activity. These will vary considerably for each student depending on the progression of the dystrophy. Use your imagination and resources and add to this list. Make any adaptations that will make the activity more active and fun for the participant. Watch for fatigue. Be creative!

SPORTS ACTIVITIES

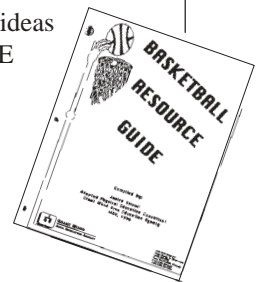
Archery

- Use adapted bow, arrows, or targets
- Shorten distance to target
- Use nerf crossbow
- Use crossbow with adapted trigger device (see **HOT TIPS #13**, *Leme Launcher*)



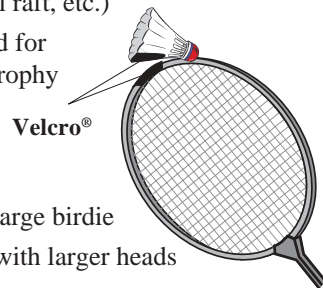
or a very small, lightweight ball (ping pong ball, tennis ball, or wadded paper ball, etc.)

- Use *Basketball Resource Guide* for ideas (available from GWAEA Adapted PE Dept.)
- Play “Hot Shot Basketball” or other semi-active commercial games
- Use “cheering hoop” on 5-gallon bucket which provides auditory feedback for each basket made



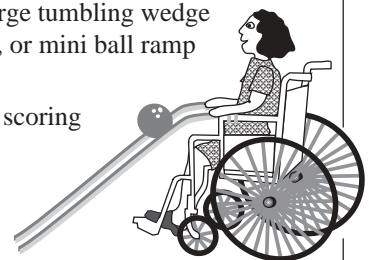
Aquatics

- Use swim and flotation aids (such as WetVest®, Danmar head float, sectional raft, etc.)
- Exercise in the water is good for students with muscular dystrophy
- “Water walking”



Bowling

- Use bowling ramp, large tumbling wedge with light weight ball, or mini ball ramp (see **HOT TIPS #17**)
- Encourage individual scoring
- Identify community bowling alleys which have ramps or bumper bowling available

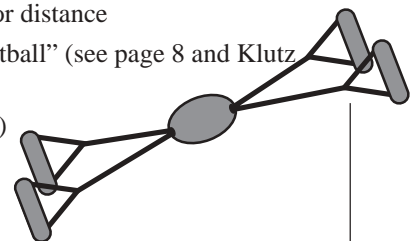


Badminton

- Use balloons, punchball or large birdie
- Use shorter, lighter rackets with larger heads
- Reduce size of court and lower net
- Use various targets on floor with or without net
- Velcro the top end of the racket frame and the birdies for easy retrieval
- Play “Target Badminton” (see **HOT TIPS # 2**)

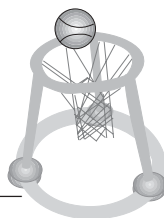
Football

- Use nerf® or any light weight football
- Throw for accuracy or distance
- Play “Table Top Football” (see page 8 and Klutz catalog)
- Use small (hand-size) footballs
- Use a “zoom” ball



Basketball

- Use basket on floor or at a height for success
- Use either a larger, lighter ball



Physical Education Activities ► cont. next page

Physical Education Activities for Students with Muscular Dystrophy ... continued

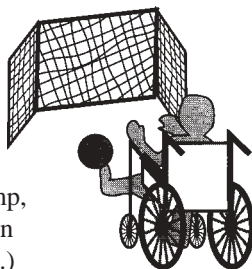
Sports Activities, *continued*

Golf

- Use pillo polo sticks and large nerf® ball or beach ball
- Place a plastic bowling pin at the holes to knock down with ball. (See **HOT TIPS #19** for indoor miniature golf)

Soccer

- Use larger or smaller balls (playground, nerf® ball, beachball, cage balls, therapy balls, etc.)
- Allow students to shoot ball toward goal (throw ball, use ramp, push off of lap, hit off tee, hit on ground with pillo polo stick, etc.)



- In wheelchair, can dribble the ball forward using footrests or with feet (with footrests removed)
 - Construct “box bumpers” for wheelchairs to keep balls out from under the chair
 - If physically possible, allow student to do throw-ins and be an integral part of the game

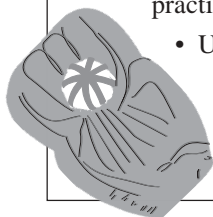


Softball

- Use soft, lightweight balls for safety (nerf® ball, punch ball, etc.). Use larger or smaller balls. Use light weight bat
- Instead of hitting, allow student to throw ball, hit ball off lap/tray, or use mini-ball ramp; then have peer throw it rest of way
- Use a catapult or tennis ball launcher to put the ball in play (See **HOT TIPS #18**)
- Use wheelchair to travel base paths
- Use suspended ball and lightweight bat for practice

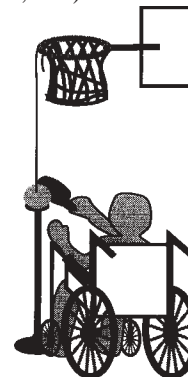


- Use velcro balls and discs or mitts for practice
- Play “Which-Way” Softball (Project Adventure)



Tennis

- Use lighter, softer and larger balls (nerf® softballs, punchballs, balloons, volley trainers, etc.)
- Use shorter, lighter rackets with larger heads (badminton, foam or panty-hose racket)
- Practice hitting at targets on the court with or without net
- Hit suspended ball or hit ball off tee
- Use catapult to serve balls to peer



Volleyball

- Use lighter and softer balls (volley trainer, beachball, punch ball, etc.)
- Reduce size of court and lower the net
- Allow student to hit ball held by peer or hit ball off tray; then have peer pick up ball and pass to other teammates
- Allow student to be close to net for play (for serve and hitting over the net)
- Play “Sit-Down” volleyball

RECREATIONAL ACTIVITIES

Billiards

- Use a table top game for school
- Use a bridge and shortened cue

Bocce Ball

- Use mini-ball ramp if needed
- Can substitute any light weight balls for regulation balls and play regular game or invent other target games or challenges

Physical Education Activities ➤ *cont. next page*

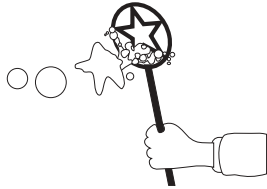
Physical Education Activities for Students with Muscular Dystrophy

... continued

Recreational Activities ... continued

Bubbles

- Use large bubble wands and other bubble making devices

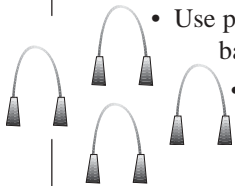


Catapult

- See **HOT TIPS # 18** for construction directions
- Use for launching tennis balls to trash cans or have a peer catch the tennis balls in a dip net
- Launch beanbags to floor tic-tac-toe target
- Launch beanbags to knock down bowling pins or cans

Croquet

- Use pillo polo sticks and light weight foam balls
- Set up course using two cones and flexible tubing or something similar to make a series of wickets



Dancing

- Substitute any possible movement for more traditional dance movements. Substitute arm movements for leg movements whenever possible
- Slow down music
- Allow peers to push wheelchair and/or assist students with movements when appropriate

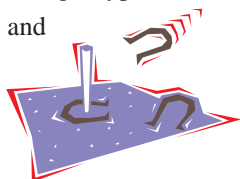
Frisbee™

- Use adaptive equipment, if needed
- Throw and catch with partner
- Throw for accuracy and distance
- Play frisbee golf
- Try Whoosh rings — lightweight and easy to throw and catch. Use with cones for giant ring toss



Horseshoes

- Use rubber indoor set or other light weight type
- Use jar rings or embroidery hoops and toss at bottles or plastic bowling pins
- Toss playing cards into bucket or small circle on table or floor



Kite Flying

- Secure kite string to wheelchair, if student is unable to hold onto kite
- “Reel in” the kite using a fishing reel (See **HOT TIPS #18**)



Lummi Sticks

- Practice routines to music
- Slow down tempo

Marbles

- Have students play various marble games at a table



Obstacle Courses with Wheelchair

- Set up mobility challenge courses and have student knock down pins along course for time
- Set up a “cone course” to practice maneuverability

Pick Up Sticks

- Activity book and pick-up sticks can be ordered from Klutz

Ping Pong

- Use light weight racket with large head
- Use punchball, balloon, small nerf® ball, etc.
- If ping pong table not available, use long table from classroom or place two tables together end-to-end or side-to-side

Ping Pong Ball Launchers

- See **Ideas & Resources** in this issue for a homemade launcher
- Burp Gun will shoot 15 ping pong balls as far as 20 feet (ordering information in **Ideas & Resources**)

Caution: Due to recent concerns about guns in schools, get approval for this piece of equipment from your building administrators BEFORE you use it in class!

Physical Education Activities ► cont. next page

Physical Education Activities for Students with Muscular Dystrophy

... continued

Recreational Activities, *continued*

Punch Ball Challenges

- Tap to self, tap/clap/tap, tap/clap/catch, tap/touch body part/catch; tap through suspended hoop
- Play “Rockets” (release inflated balloon or punchball at a target — punchball landing closest is the winner)
- Use for Hacky Sack® tricks.

Relaxation Activities to Music

- See *HOT TIPS #22* for ideas



Remote Control Car Activities

- Races for time or against peer with another car
- Obstacle courses for time (under bolster, around objects, knock down pins, etc.)

Rubber Band Target Shoot

- See *Ideas and Resources* this issue of *HOT TIPS*
- Shoot at playing cards or other light weight objects easily knocked over with rubber band

Shuffleboard

- Use shuffleboard cues and beachball or some other light weight ball
- Move student up to a distance that allows success
- Play on one end of a shuffleboard court. Place one bowling pin on top of each number. Push ball to knock over pins
- Play with peer as in regulation game, but only use one half of court



Stomp Rocket™

- See *HOT TIPS #22* for sources

Table Top Board Games (semi-active)

- Check current physical education equipment catalogs for traditional semi-active games (Skittles, Bowl-a-mania, Air Hockey, Shuffleboard, etc.)



Table Top Football

- See Klutz catalog for ordering

football, learning thumping techniques and game rules

Target/Toss Games

- Check current physical education equipment catalogs for these games (foam dice game, toss-um, jarts, velcro darts, etc.)
- Place targets on floor, if student unable to toss at wall targets
- Choose age appropriate games
- Use safety “suction” darts and throw or drop to floor targets

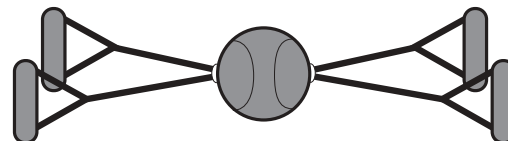


Throw For Distance/Accuracy

- Use paper airplane, frisbee, aerobicie, nerf® football, kooshball, or any age appropriate lightweight projectile

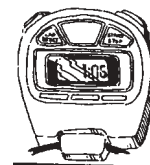
Zoom Ball

- Insert pvc pipe in foam ball, whiffle ball, etc., and put on zoom ball ropes, to adapt for a variety of sports



Stop Watch Activities

- See Klutz catalog for ordering book with 73 special events using a stop watch



String Games

- See Klutz catalog for ordering information

Ideas and Resources



WET VEST

A WET VEST is a light-weight, snug-fitting vest which keeps the head evenly above water (no bobbing up and down) as the wearer moves in the water. The vest is made of 1/16" neoprene, and 1/2" flotation material. The rehab WET VEST II is used by people with muscular dystrophy, cerebral palsy and other physical disabilities. It is specially designed to offer extra support to the neck. The WET VEST II has an extra strap for an attendant to hold. (cost : \$84.00 with a 40% school discount)

Order from: BioEnergetics
200 Industrial Drive
Birmingham, AL 35211
1-800-433-2627

KLUTZ CATALOG

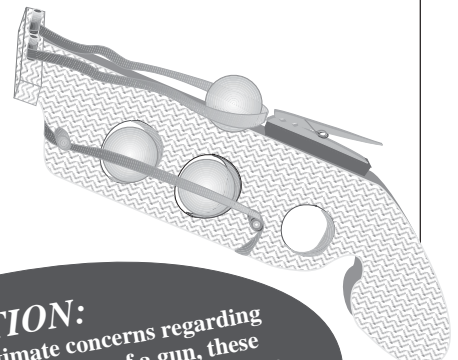
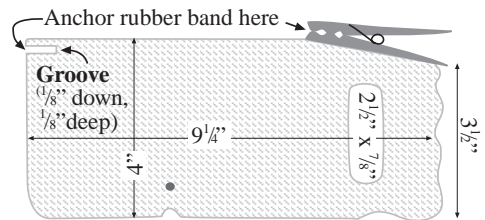
Books and equipment for:

juggling, chinese jump rope, devil sticks, yo-yo, shadow games, koosh balls, hacky sack, jacks, foptail, bubbles, megaballoons, stopwatch olympics, outdoor games, tabletop football, marbles, pick-up sticks.... and much more

Order from: KLUTZ
455 Portage Avenue
Palo Alto, CA 94306-2213
Phone: 1-800-558-8944
Web site: <http://www.klutz.com>

RUBBER BAND LAUNCHER

This launcher is easily home-made. Our prototype was cut from pine about 3/4" thick. Actual dimensions of the launcher are shown on the diagram below.



PING PONG BALL LAUNCHERS

Homemade Launcher

Ping pong ball launchers can often be purchased at craft shows or you can make your own similar to the one pictured at right.



Burp Gun

Order online at <http://www.netplaza.com/mindseye>
or call: Mind's Eye at 1-800-949-3333.

Burp gun M21-002 \$19.95
2 Refill Packs (20 balls) M21-065X \$9.95

CAUTION:
While there are legitimate concerns regarding using equipment in the shape of a gun, these devices make it possible for students with severe disabilities to participate in some activities which would otherwise be inaccessible to them. Check with your administration for prior approval!

Ideas & Resources ► cont. next page

Ideas and Resources . . . *continued*

Physical Education On The Internet

ACTIVITY DATABASE <http://www.tc.umn.edu/nlhome/g032/arnt0008/kara/database/database.htm>

AMERICAN ALLIANCE FOR HEALTH, PHYSICAL EDUCATION, RECREATION AND DANCE (AAHPERD) <http://www.aahperd.org>

AMERICAN COUNCIL ON EXERCISE (ACE) <http://www.acefitness.org/>

AMERICAN HEART ASSOCIATION (AHA) http://www.americanheart.org/catalog/Health_catpage0.html

BIOMECHANICS WORLD WIDE <http://dragon.acadiau.ca/~pbaudin/biomch.html#Sport>

CALIFORNIA PHYSICAL EDUCATION RESOURCES <http://www.stan-co.k12.ca.us/calpe/>
Provides information that is current and relevant to K-12 physical educators in California and nationwide

CARDIOVASCULAR HEALTH PROMOTION FOR CHILDREN
<http://www.jhbmc.jhu.edu/cardiology/partnership/kids/kids.html>

CENTRE FOR EDUCATIONAL TECHNOLOGY http://ted.educ.sfu.ca/cet/EduResources/CET_PE.html
Selected health and physical education resources on the internet.

COLLINS - PE WEB <http://www.ups.edu/library/research/guides/peweb.htm>

COOPERATIVE SPORTS <http://www.coopsports.com/purefun.htm>

CYBER-ACTIVE <http://www.tc.umn.edu/nlhome/g032/arnt0008/kara/sites.htm>
Links for regular and adapted physical educators

DISABILITY AND SPORTS: WWW LIST <http://www.ipc.hiroshima-u.ac.jp/~muraki/www/>

DREAMS FOR KIDS <http://users.aol.com/dreamms/main.htm>
(Developmental Research for the Effective Advancement of Memory & Motor Skills) - Specializes in assistive technology, research, development and information dissemination for children with special needs.

E-MAIL AND THE INTERNET FOR PHYSICAL EDUCATION TEACHERS
<http://www.chre.vt.edu/~pe.central/stlouispres.html>

EVAN KEMP ASSOCIATES, INC. (EKA) - SOLUTIONS <http://www.disability.com/> Disability resources, products and services.

FLYING DESIGNS - IOWA DISC GOLF ASSOCIATION <http://www.flying.com>

GALAXY SPORTS <http://galaxy.einet.net/galaxy/Leisure-and-Recreation/Sports.html>

GAMEKIDS GAMES AND ACTIVITIES PAGE <http://www.gamekids.com/gkgame1.html>

GAMES KIDS PLAY <http://www.corpcomm.net/~gnieboer/gamehome.htm>

GROUP GAMES - A DEFINITIVE COLLECTION OF NET LINKS (MINING CO.)
<http://daycare.miningco.com/mlibrary.htm>

HEALTH/FITNESS/PHYSICAL EDUCATION RESOURCES
<http://www.educ.msu.edu/webbers/Homepages/Benham/pe.resouces.html>

Ideas & Resources ► *cont. next page*

Ideas and Resources . . . *continued*

HEALTH AND FITNESS WORLDGUIDE <http://www.worldguide.com/Fitness/hf.html>

HEALTH AND PHYSICAL EDUCATION RESOURCES FOR INTERMEDIATE GRADES (7-9)

http://www.gov.pe.ca/educ/lester/educator/intermediate/phys_ed.html

HEALTH & PHYSICAL EDUCATION RESOURCES FOR PRIMARY GRADES (K-3)

http://www.gov.pe.ca/educ/lester/educator/primary/phys_ed.html

HEALTH AND PHYSICAL EDUCATION RESOURCES FOR SENIOR HIGH (10-12)

http://www.gov.pe.ca/educ/lester/educator/srhigh/phys_ed.html

HUMAN KINETICS JOURNALS <http://www.humankinetics.com/> Journal and book profiles; jobs; conferences; PE links; education programs ... and more

INFINITE ILLUSIONS <http://www.yoyoguy.com/index.howto.html> Links to juggling, devil sticks, yo-yos

IPL READY REFERENCE COLLECTION: GAMES <http://www.ipl.org/ref/RR/static/ent2000.html>

NETSCAPE: NEWLESSON <http://gopher://ericir.syr.edu:70/11/Lesson/NewLesson> Health and physical education lesson plans/game descriptions

OTHER COOL PHYSICAL EDUCATION LINKS <http://www.ucs.mun.ca/~d47vel/otherpe.htm>

PE CENTRAL <http://www.chre.vt.edu/~pe.central> Physical education lesson ideas for preschool, K-12, classroom integration, etc.

PE LINKS <http://homepage.usr.com/s/stirrett/29620.shtml>

PE OFFICE <http://whidbey.net/~eriise/jriise/peoffice.htm> equipment information, chat lines, journal links, coaching tips, sport psychology

PE PUBLISHERS WEB SITES <http://www.chre.vt.edu/pe.central/Publishersites.html>

PHYSICAL EDUCATION AND SPORTS (RESEARCH GUIDE) http://www.cortland.edu/www/libwww/phys_ed_sports.htmlx

PHYSICAL EDUCATION LINK PAGE <http://w3.cortland.edu/scripts/physed/index.idc>

SPECIAL OLYMPICS <http://webcrawler.com/cgi-bin/WebQuery?searchText=Special+Olympics>

SPORT INFORMATION RESOURCE CENTRE (SIRC) www.sirc.ca This is the largest resource centre in the world collecting and disseminating information in the area of sport, physical education, physical fitness and sports medicine.

SPORTQUEST - THE VIRTUAL RESOURCE CENTRE FOR SPORT INFORMATION <http://www.sirc.ca/>

SPORTS MEDIA - A TOOL FOR PE TEACHERS <http://www.ping.be/~ping7330/>

TEACHNET <http://www.teachnet.com> Lesson plans and discussion forums

THERAPEUTIC RECREATION <http://www.pacificnet.net/computrnet/therapeuticrecreation.htm>

US PADDLE ASSOCIATION (USPA) <http://bertha.chattanooga.net/paddle/>

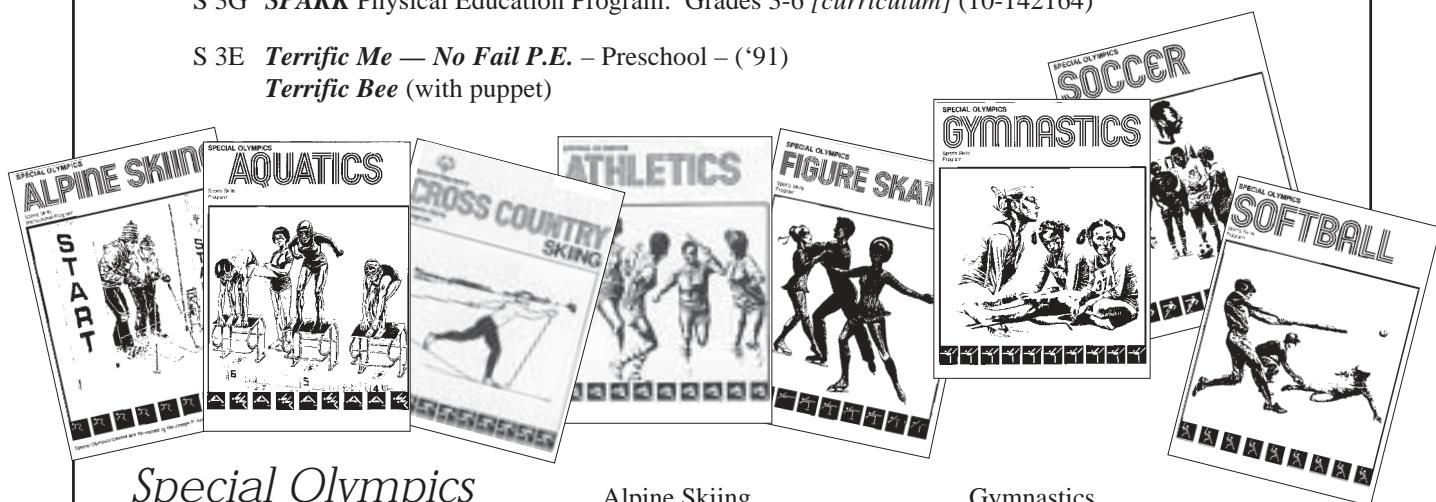
WORLD WIDE WEB OF SPORTS <http://www.tns.lcs.mit.edu/cgi-bin/sports/>

Please let us know if you have found other Internet sites which are useful for physical educators!! Thanks!!!

What's New

Check out these materials from the
GWAEA Media & Technology Center,
call (319) 399-6745 or 1-800-332-8488, ext. 745

- S 3F *Awesome Upper Grade Action Units: A Practical Elementary Physical Education Book for Upper Grade Teachers and Physical Education Teachers* (10-140975)
- S 3G *CATCH Physical Education Curriculum* (10-142772)
- S 3F *Fitness Zone Ahead: Resource Material for Elementary Physical Education Programs* (10-140976)
- S 3G *SPARK Physical Education Program: Grades K-2 [curriculum]* (10-142163)
- S 3G *SPARK Physical Education Program: Grades 3-6 [curriculum]* (10-142164)
- S 3E *Terrific Me — No Fail P.E.* – Preschool – ('91)
Terrific Bee (with puppet)



*Special Olympics
Sports Skills
Training
Program
Manuals*

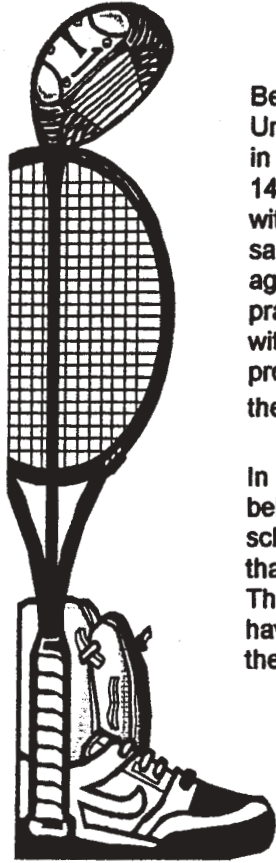
**are available
from the
GWAEA Adapted
Physical Education
Department**

Alpine Skiing
Aquatics
Athletics
Bocce
Croquet
Cross Country Skiing
Cycling
Equestrian
Figure Skating
Golf

Gymnastics
Horseshoe Pitching
Long Distance Running/
Walking
Motor Activities
(for those with severe
disabilities)
Soccer
Softball
Tennis
Volleyball

Secondary **U**nified **P**hysical **E**ducation & **R**ecreation

P **O** **R** **T** **S**



Beginning in 1992, Grant Wood AEA and Iowa Special Olympics piloted Unified sports at the middle/junior high level. The program was initiated in five schools that year and gradually expanded to the current level of 14 middle/junior highs. Unified Sports is a program in which students with and without disabilities play together on sports teams. It combines same age peers with and without disabilities on teams that compete against other teams. Students select recreational activities of interest, practice the activities during and after school, and compete periodically with teams from their own and other schools. A key aspect of the program is the leadership role assumed by the students. In all cases, they serve as the coaches, scorekeepers and participants.

In most cases, special education teachers have been the driving force behind existing programs, conducting them over the noon hour or after school. Thus, Unified sports had become an "add-on" program, rather than an offering that is an integral part of the regular school experience. The SUPERSports project will seek to institutionalize Unified sports by having the physical education teachers lead the programs, and making them a physical education course option for any interested student.

Federal resources will provide the seed monies to implement SUPERSports throughout the AEA. Federal funding of over \$300,000 will provide resources to accelerate efforts to establish programs in all appropriate middle/junior high and high schools in GWAEA over the three year grant period. A curriculum guide, training for physical education teachers, equipment,

transportation money, and money for facility rental will be provided as part of the project. This project will impact an estimated 2,500 students with mental retardation, physical disabilities, sensory challenges and behavior/learning disabilities and an additional 5,000 students without disabilities over the three project years. These figures are based on implementing the SUPERSports program in 20 middle/junior high schools in year one, adding 15 schools in year two and adding 14 high schools in year three.

The expected outcomes or benefits for participants with disabilities are: the acquisition of lifelong recreation/leisure skills and the development of social relationships and friendships with their peers without disabilities. The impact on students without disabilities will be: the acquisition of interaction skills with peers who have disabilities, and the development of positive attitudes toward peers with disabilities. SUPERSports will expand recreational possibilities and increase interaction in school and community settings. The project will provide access to lifelong leisure activities such as disc/frisbee golf, track, weight lifting, softball, basketball, soccer and bowling. Additional benefits of the SUPERSports project are the development of leadership and choice-making skills, friendships and an understanding of each other's capabilities through a spirit of team unity.

For information contact: Sally Leme, 1-800-798-9771 ext. 6871