

Modified Lesson Plan for Children with Physical Disabilities - suitable for all ages

Strand: Dance	Strand Unit: Creating, Exploring and Performing Dance
Fundamental Movement Skill:	Balance
Resources:	Parachute, beanbags, balls, teddies, blindfold, music and speakers, coloured markers (large and small)
Optional resources:	Flashing light signal system, bell-balls, visual timer,
Learning outcome:	The child should be enabled to explore movements of body parts and body actions, perform a dance to music showing a sensitivity to rhythm changes and show increased poise, balance, control and coordination while moving and stopping.

Introduction	Modifications
<p>Dancing Parachute</p> <p>Pupils are arranged evenly around the edge of the parachute, holding the handles or the edge of the material. Practise moving the parachute up and down as a group. Use the parachute to make waves, soft at first and then big and wild! Play some music. Invite the pupils to interpret the music and make waves according to their interpretation - loud and wild or quiet and soft. Add some small balls/beanbags/teddies to the parachute. Select a group of pupils to stand around the edge of the parachute. Play the music again. This time, when the music is loud and wild some of the equipment might bounce off. Pupils who are not holding the parachute must try to return all of the objects to the parachute before the music ends.</p>	<p>Ensure all pupils can comfortably hold the parachute. This might mean that all pupils are sitting down.</p> <p>Provide visual and verbal cues when counting down time, such as flashing coloured light signals, visual timers or sound timers.</p>



Fundamental Movement Skill Development - Balance

Leader of the Gang

Arrange the pupils into a circle with one pupil in the centre. This pupil is the Detective and their job is to discover who is the Leader of the Gang. The Detective is blindfolded (or closes his/her eyes) while one pupil in the circle is chosen to be the Leader of the Gang. The Leader will lead the pupil through a range of balancing activities on the spot. The group follows the leader, doing whatever shape or balance they do. The Detective removes the blindfold or opens their eyes, and must try to guess the identity of the leader. The Leader changes the balance activity every five seconds. The Detective has three chances to guess who the leader is. Repeat the activity by choosing a new leader each time.

Movement Patterns

Gather pupils together in an outlined playing area. Coloured marker discs will be shown by the leader. Each colour represents a different movement for pupils to perform. Invite pupils to suggest movements for the different colours. Add music.

Green means GO - all pupils moving around. Red means STOP - all pupils stop and strike a balance. Yellow means SLOW MOTION. Blue means CHANGE DIRECTION. White means CHANGE LEVELS - moving high or low from the ground. Pupils can take turns in the lead role. More coloured cones and actions can be added.



Teacher questions: what can you do to help you balance?

Teaching points: keep the support leg still, keep the trunk stable and upright, keep eyes focused forward on a target, keep arms as still as possible with no excessive movement either at the side or extended to aid the balance.

Introduce one colour at a time. Use verbal and visual cues, e.g. leader calls out colour and shows action card. A buddy system could be used where pupils dance in pairs. Actions could be modified to make them more/less challenging. Use large visual cues such as coloured sheets or painted cardboard, or waving flags. Increase or decrease the size of the playing area. Pupils with a visual impairment may use mobility aids or a tactile environment to move independently.

Conclusion

Create and perform a dance to music

Hand out a selection of coloured spots or counters to pairs or small groups. Use the instructions from the previous game, invite the groups to create a dance by select four coloured spots and arranging them into a sequence. Display the coloured spots or counters on a piece of paper. Select a starting shape, repeat the four part dance four times, and select a finishing shape. Perform the dance to music.

Ensure that all pupils can use coloured spots, consider using braille. All pupils in a group perform the dance together, so encourage them to explore the abilities of each member instead of the disabilities.

Considerations for the Teacher:

■ *How does this activity allow pupils to participate at their ability level?* ■ *How can the activity develop confidence in pupils?* ■ *How can social interaction be explored in this activity?* ■ *Does this activity address the development of the Fundamental Movement Skills for each child at their own level?*

