

Level/Grade: Moderate to Severe Population

Lesson Focus: Seated Fitness and Yoga

Motor Areas: (*Perceptual Motor, Object Control, Locomotor, Physical Fitness, Adaptive Behaviors*)

- Physical Fitness

Equipment:

- Internet and computer for warm up (optional)

Standards Addressed:

CA PE Standard 3: Students assess and maintain a level of physical fitness to improve health and performance.

Warm Up:

Start with a warm-up. Below are a couple of warm-up songs that can be found via YouTube or Spotify:

- **Count to 100, Jack Hartman (Students can complete the upper body activities while seated) Link: <https://www.youtube.com/watch?v=1dkPouLWCyc>**
- **Following directions with exercise, Mark D. Pencil (Students can complete the upper body activities while seated) Link: https://www.youtube.com/watch?v=3XGNP_SzcI8**

Activity:

The number of repetitions are suggestions. Use what is best for your student. Take 1-2 minute breaks in between exercises.

Use task cards to show students the following exercises:

- Chest expansions
- Side arm raises
- Dives
- Raised arm circles
- Overhead punches
- Punches
- Chest squeezes
- Speed circles
- Crunch kicks
- Leg raises

Cool Down with the following Yoga poses:

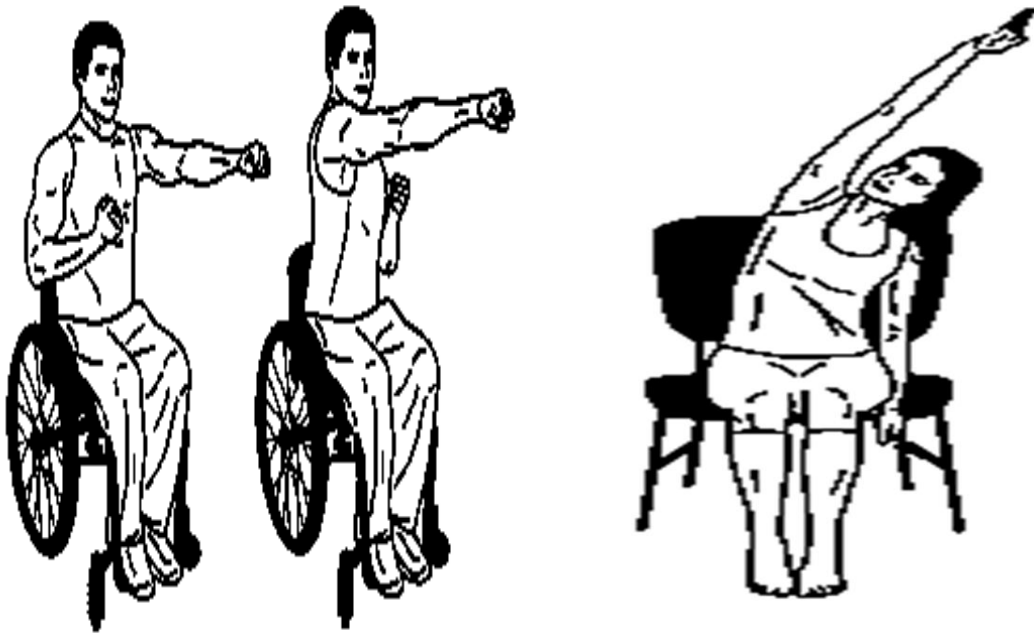
- Trunk twist
- Body fold
- Stretch up
- Side Stretch
- Arms extended forward
- Lift and reach
- Arms extended side

- Arms extended overhead

Modifications:

If needed, please help your student complete the exercises and yoga poses with hand over hand assistance, verbal prompting, or physical prompting.

SEATED FITNESS & YOGA EXERCISES



- Great for students in wheelchairs
- Great seated exercises for anyone, parents feel free to join along with the whole family!
- If needed, please help your student complete the exercises and yoga poses with hand over hand assistance, verbal prompting, or physical prompting.

❖ Start with a warm-up. Below are a couple of warm-up songs that can be found via YouTube or Spotify:

- **Count to 100, Jack Hartman**

(Students can complete the upper body activities while seated)

Link: <https://www.youtube.com/watch?v=1dkPouLWCyc>



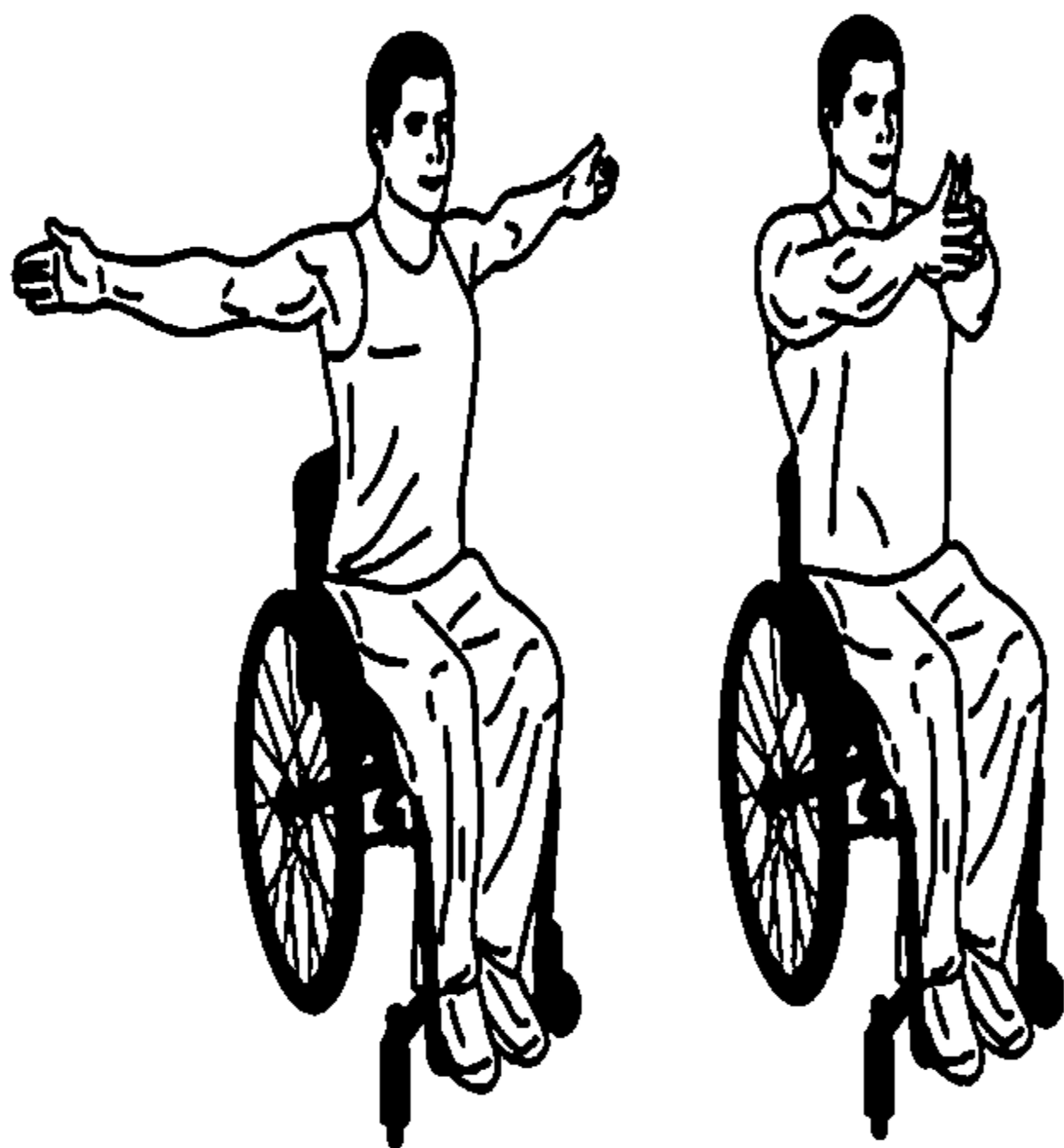
- **Following directions with exercise, Mark D. Pencil**

(Students can complete the upper body activities while seated)

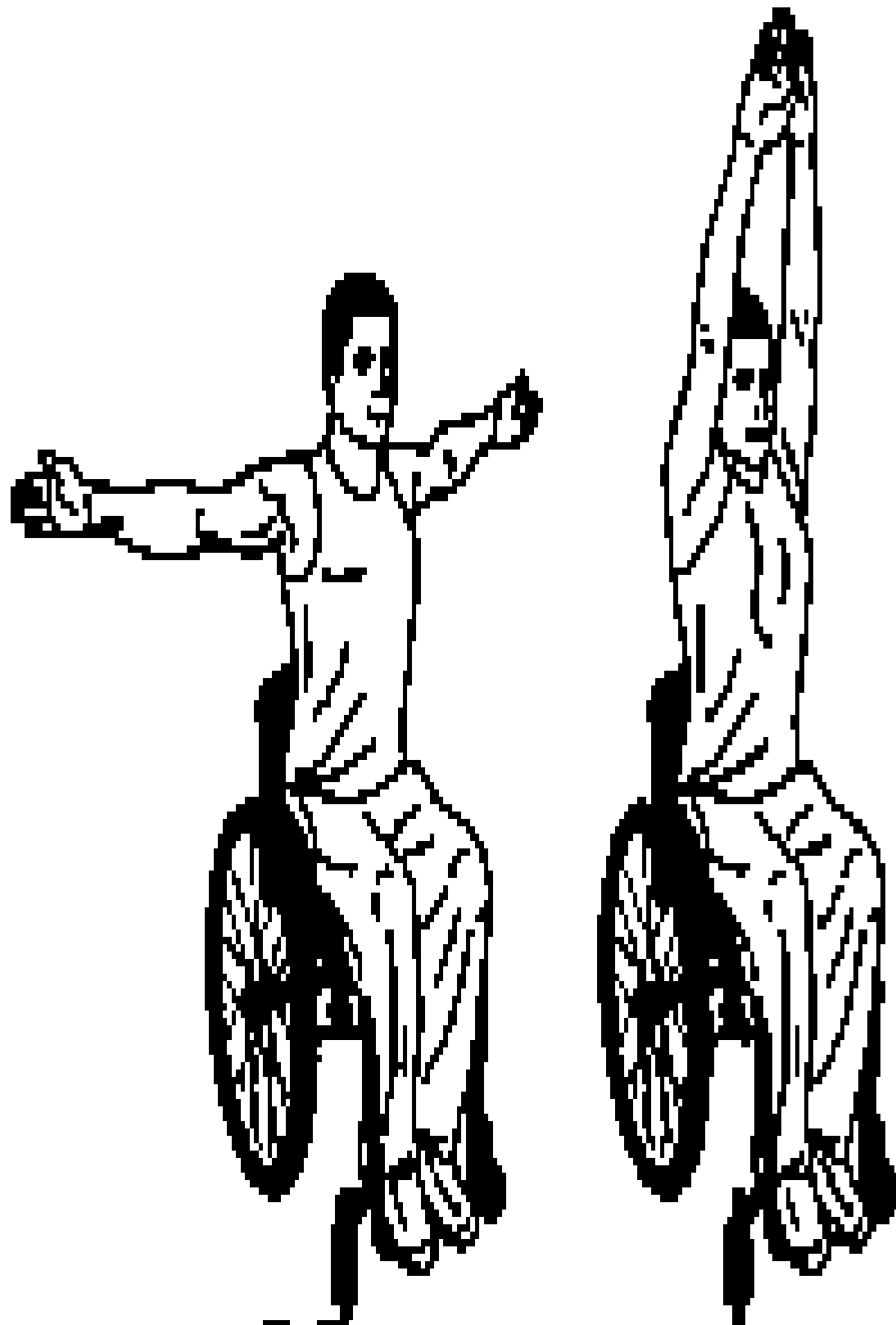
• Link: https://www.youtube.com/watch?v=3XGNP_Szcl8



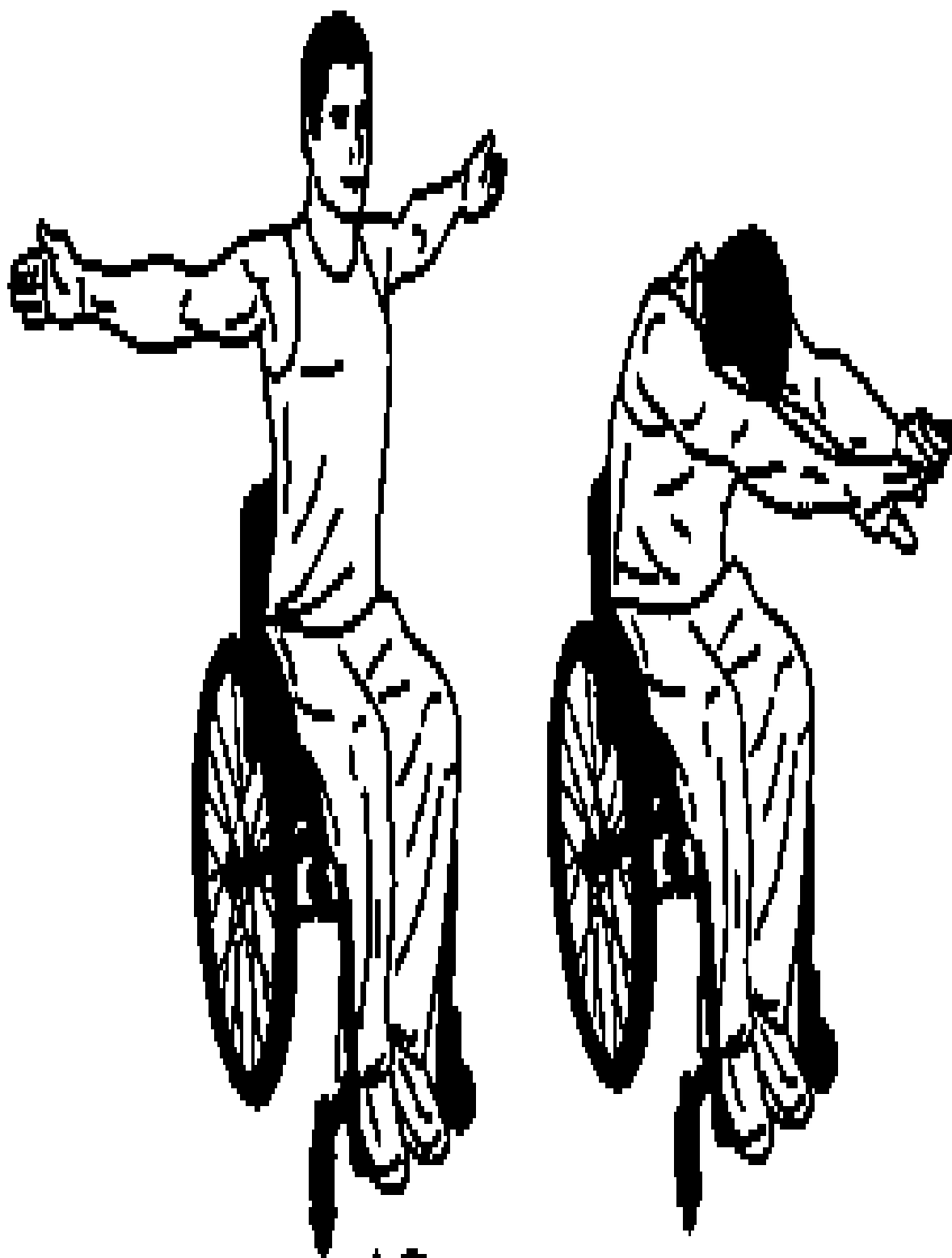
- ❖ Complete the following seated exercises
 - ❖ The number of repetitions are suggestions.
- ❖ Use what is best for your student.
- ❖ Take 1-2 minute breaks in between exercises



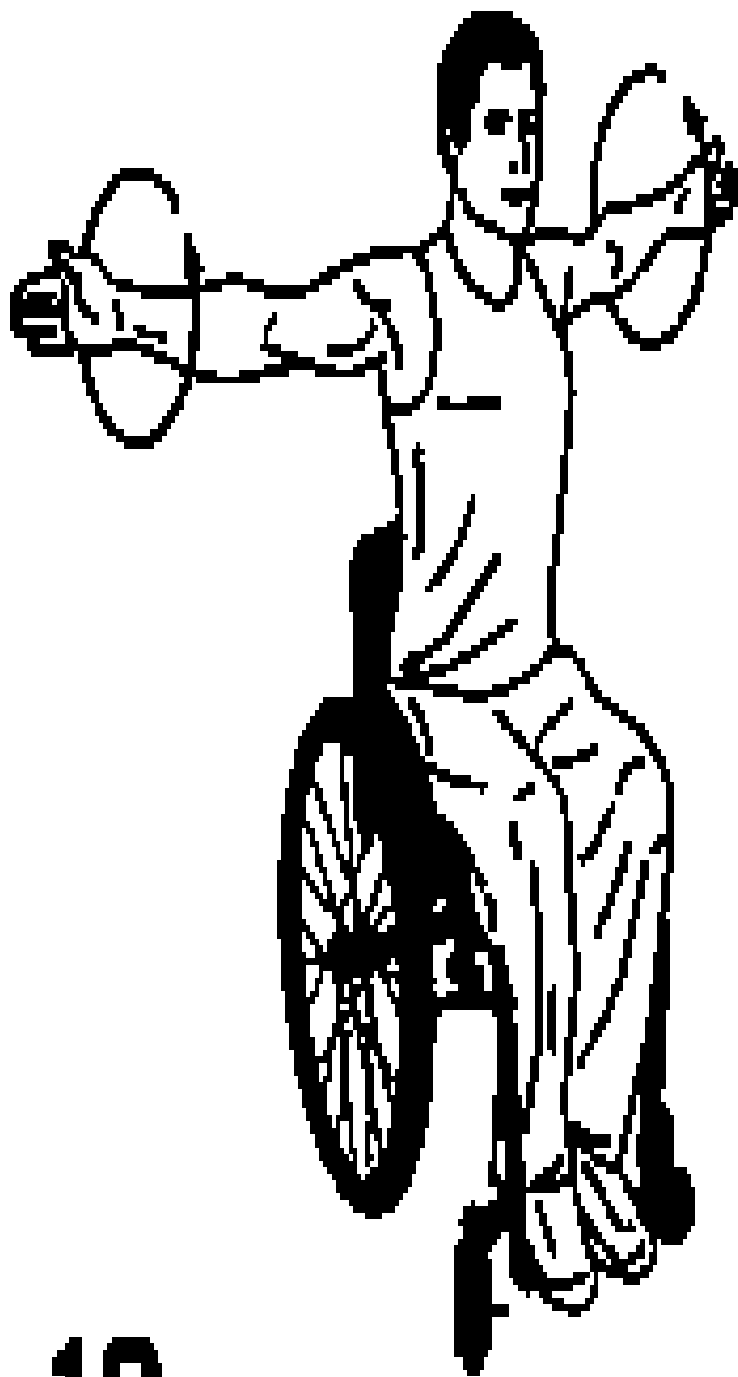
20 chest expansions



20 side arm raises



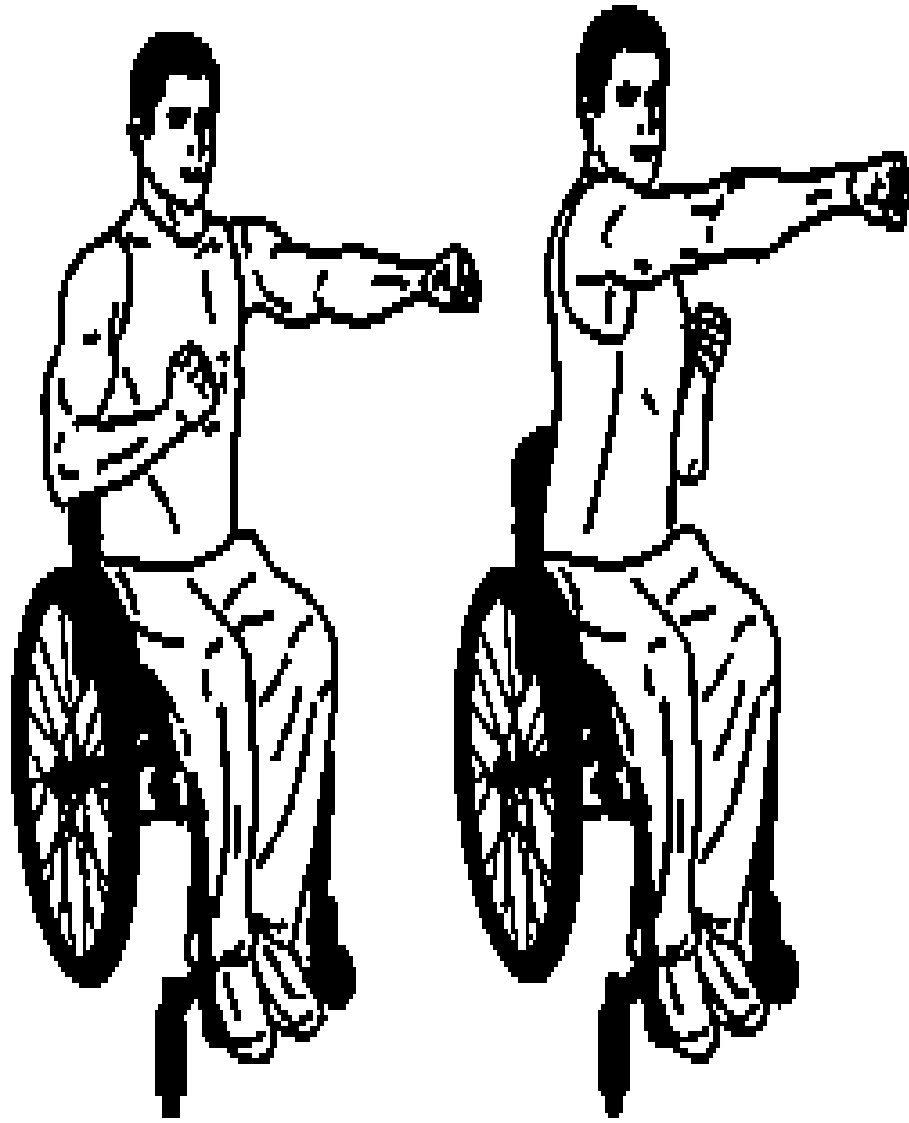
10 dives



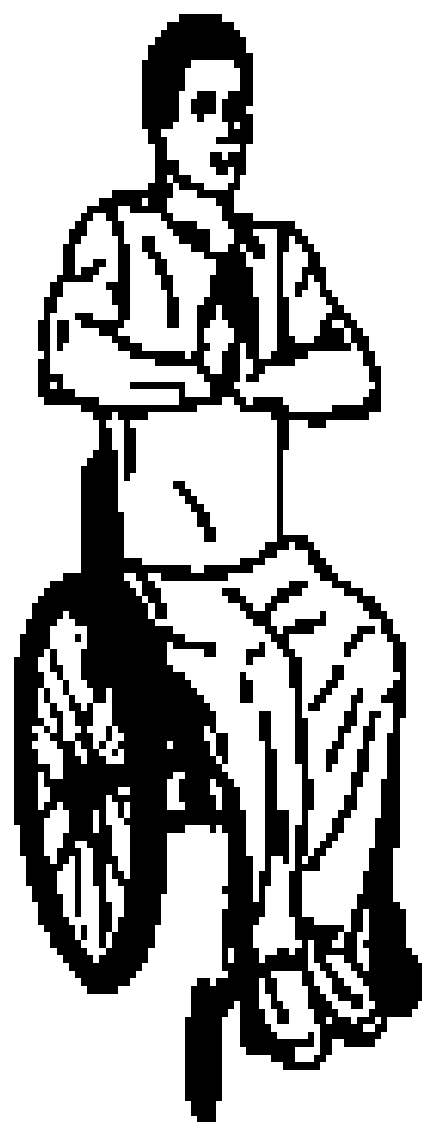
10 raised arm circles
clockwise / 5 counterclockwise



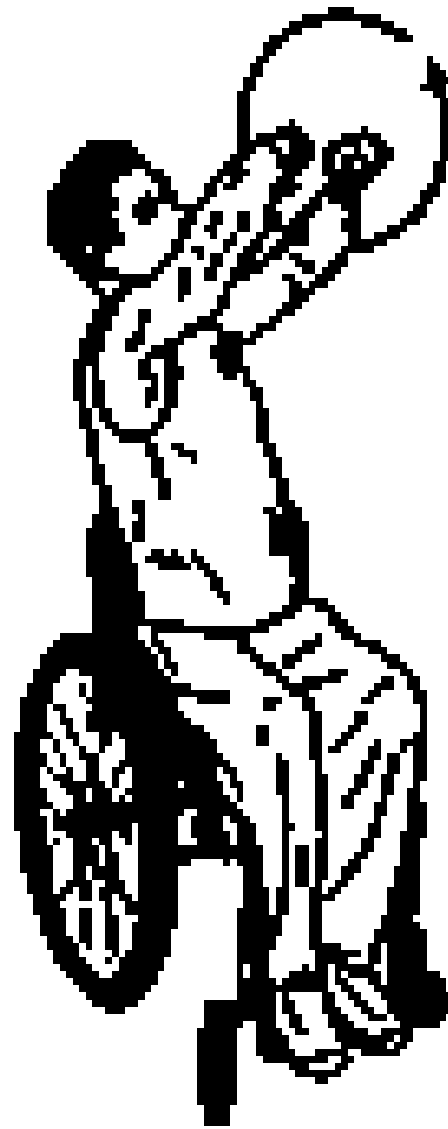
20 overhead punches



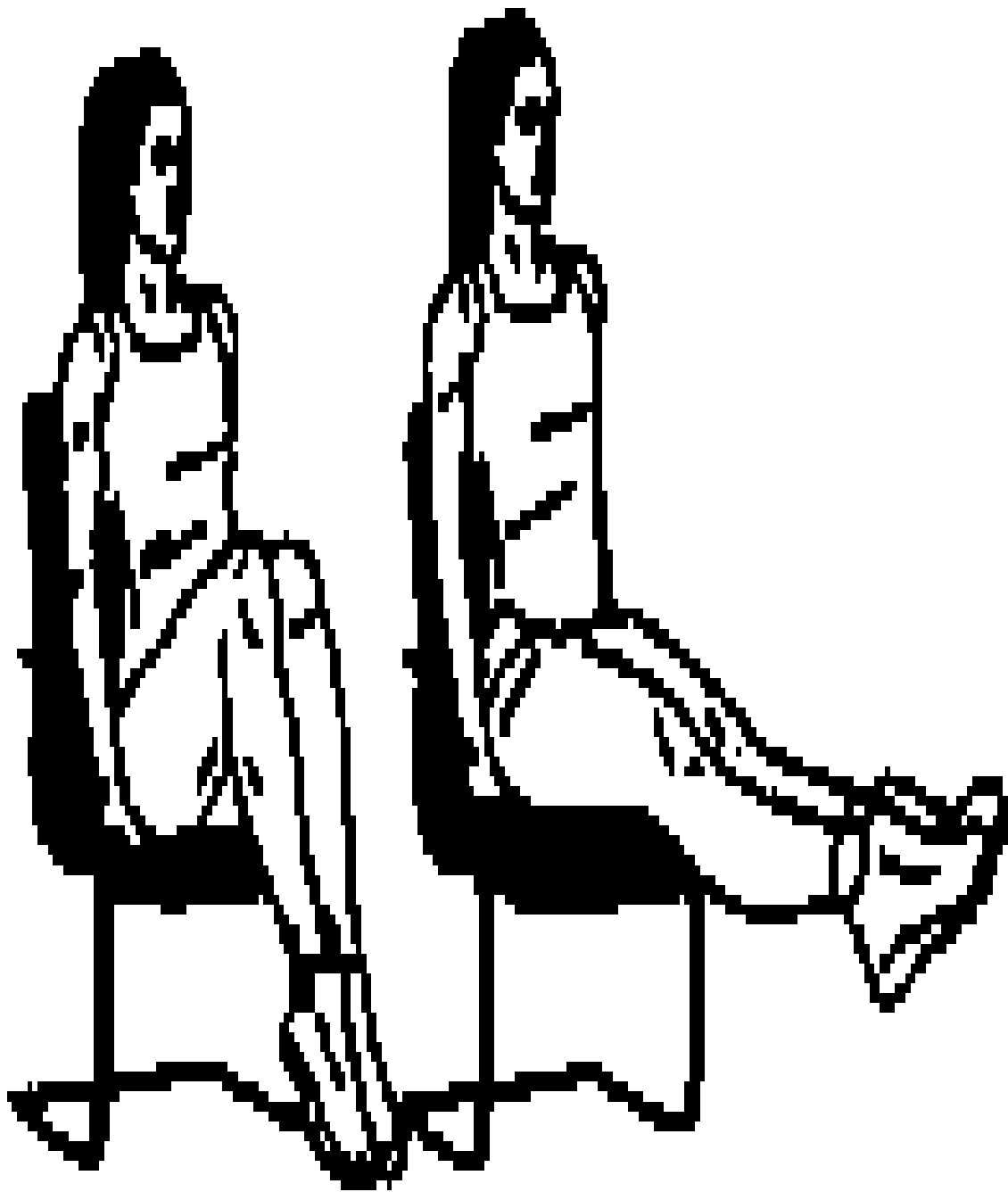
20 punches



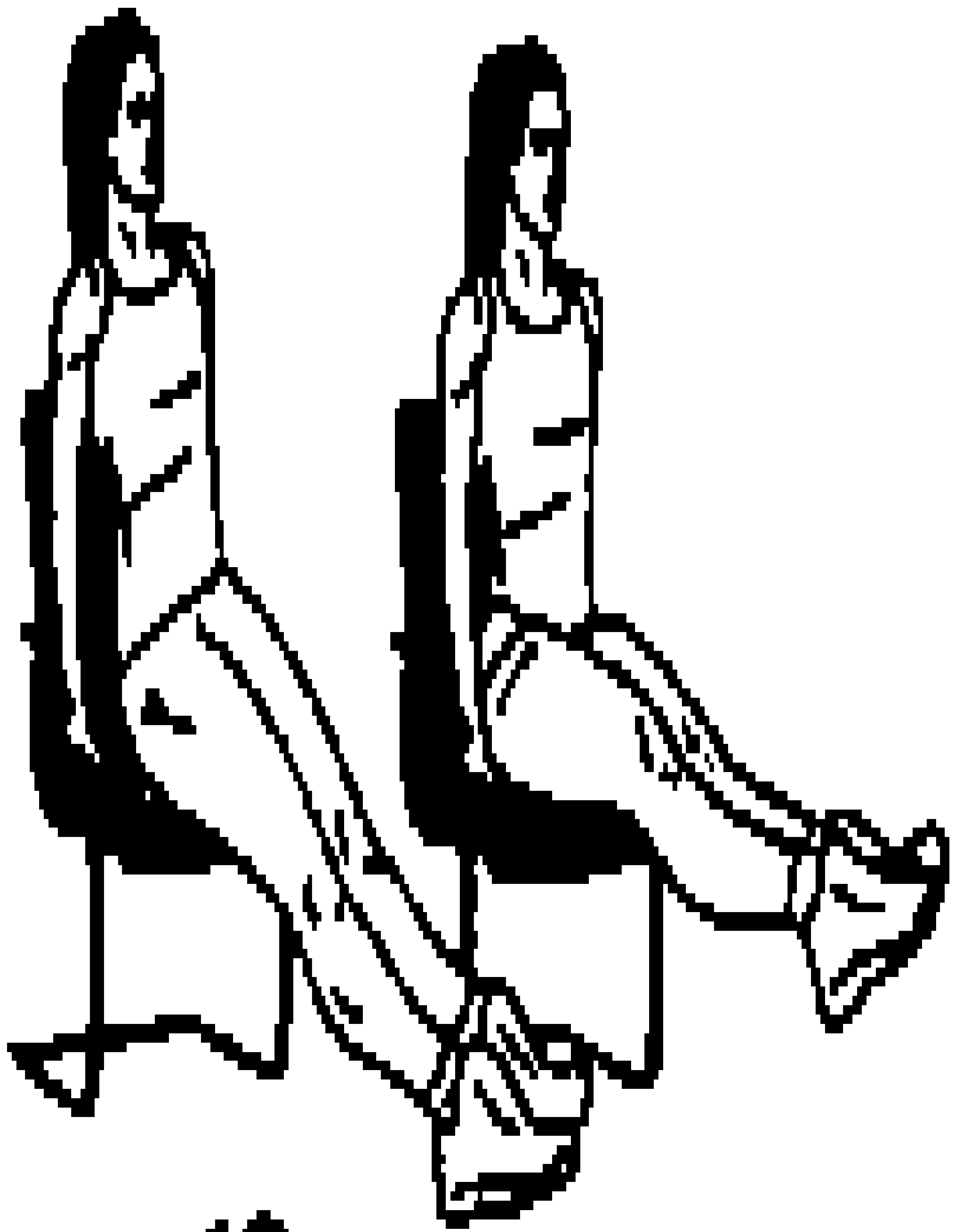
10 chest squeezes



10 speed circles



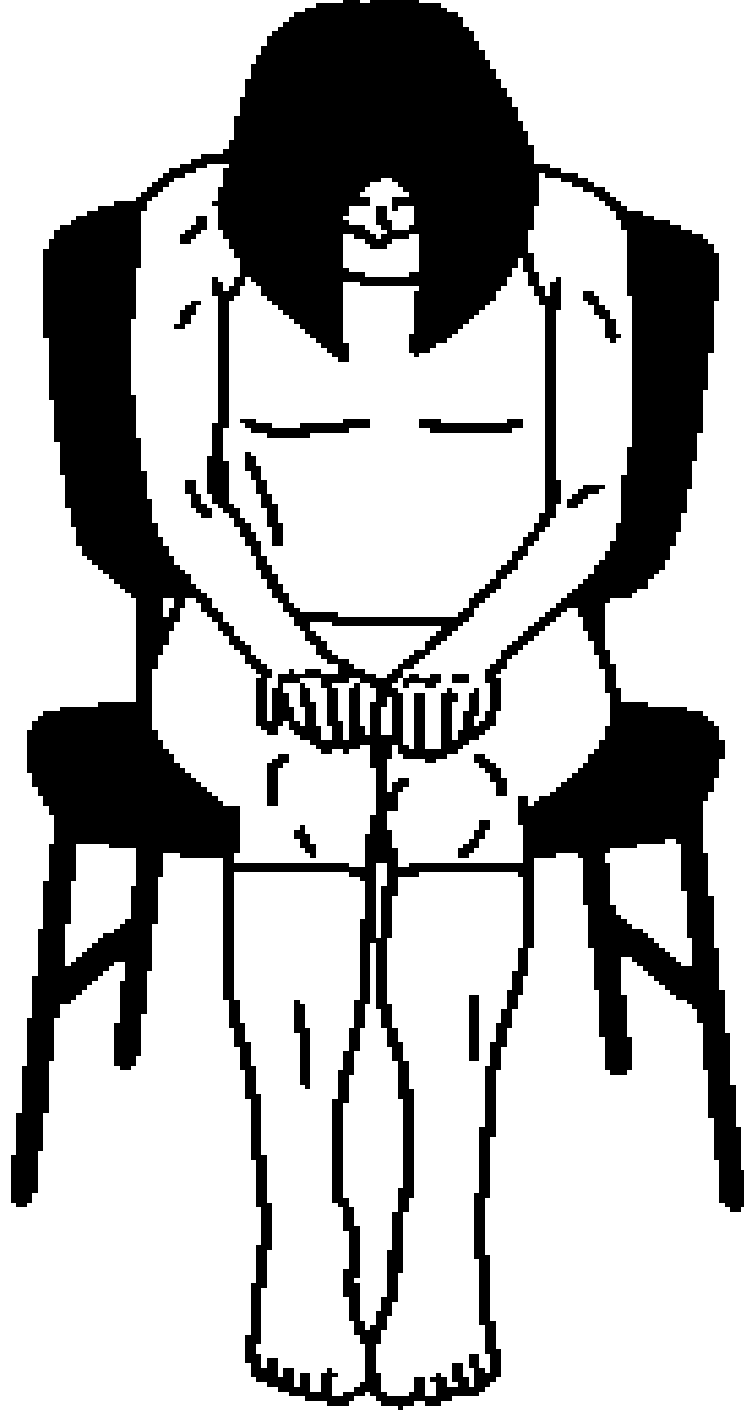
10 crunch kicks



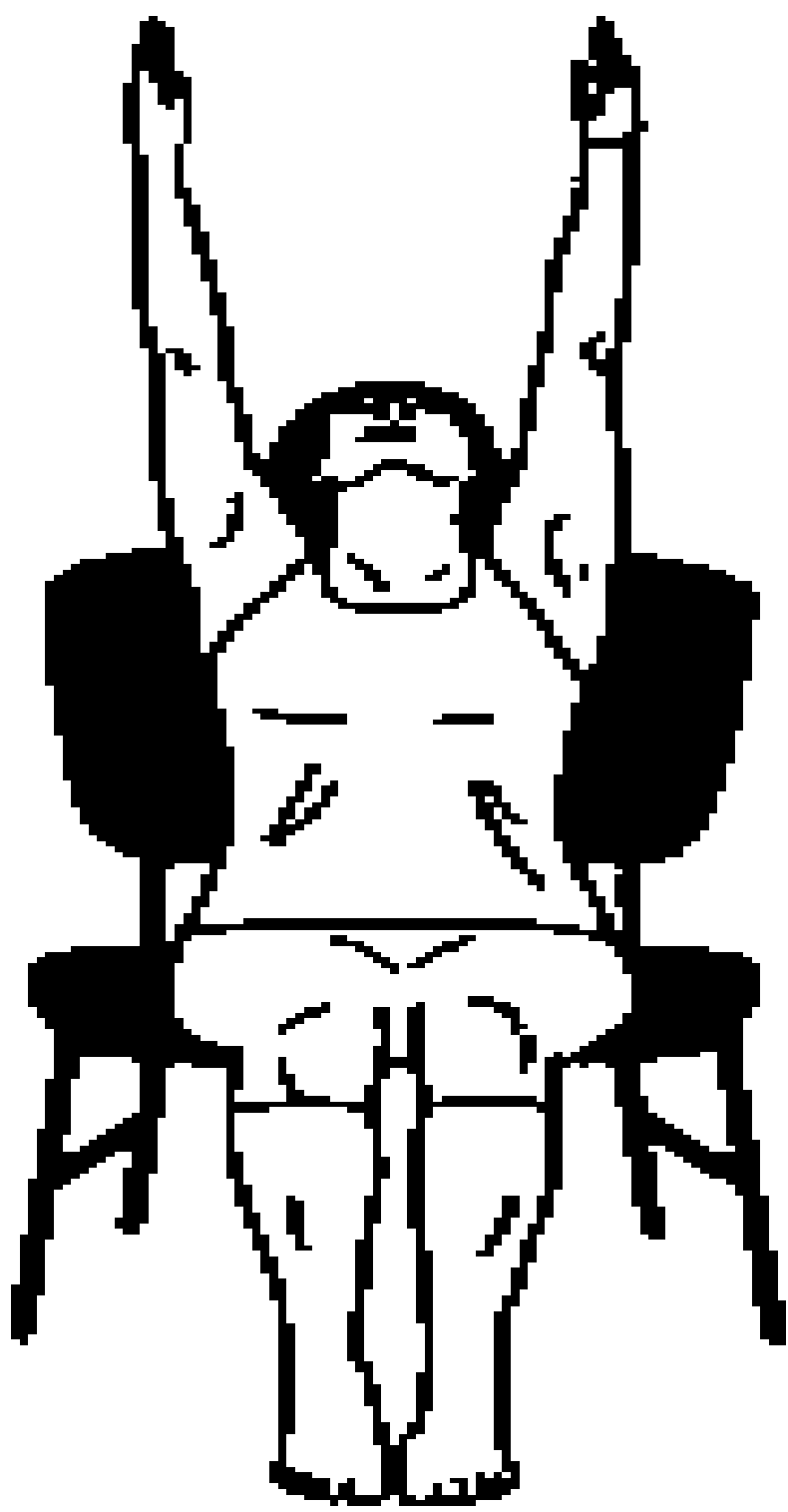
10 leg raises

- ❖ Time for a cool down!
- ❖ Perform the exercises at a nice and slow pace.
- ❖ Each yoga/ cool down pose should be performed for 10 seconds.
- ❖ The number of seconds held are suggestions, use what is best for your student.





body fold



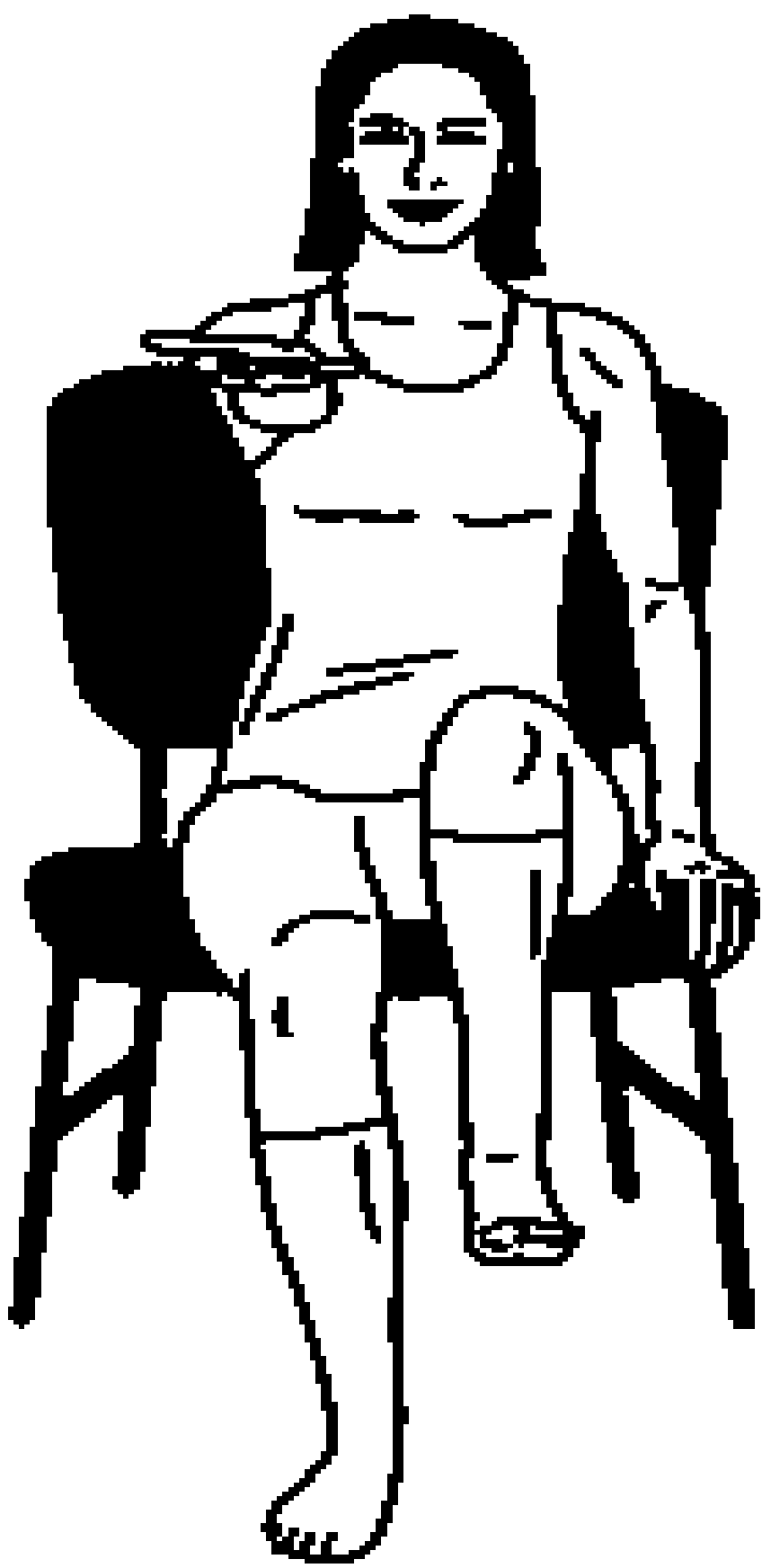
stretch up



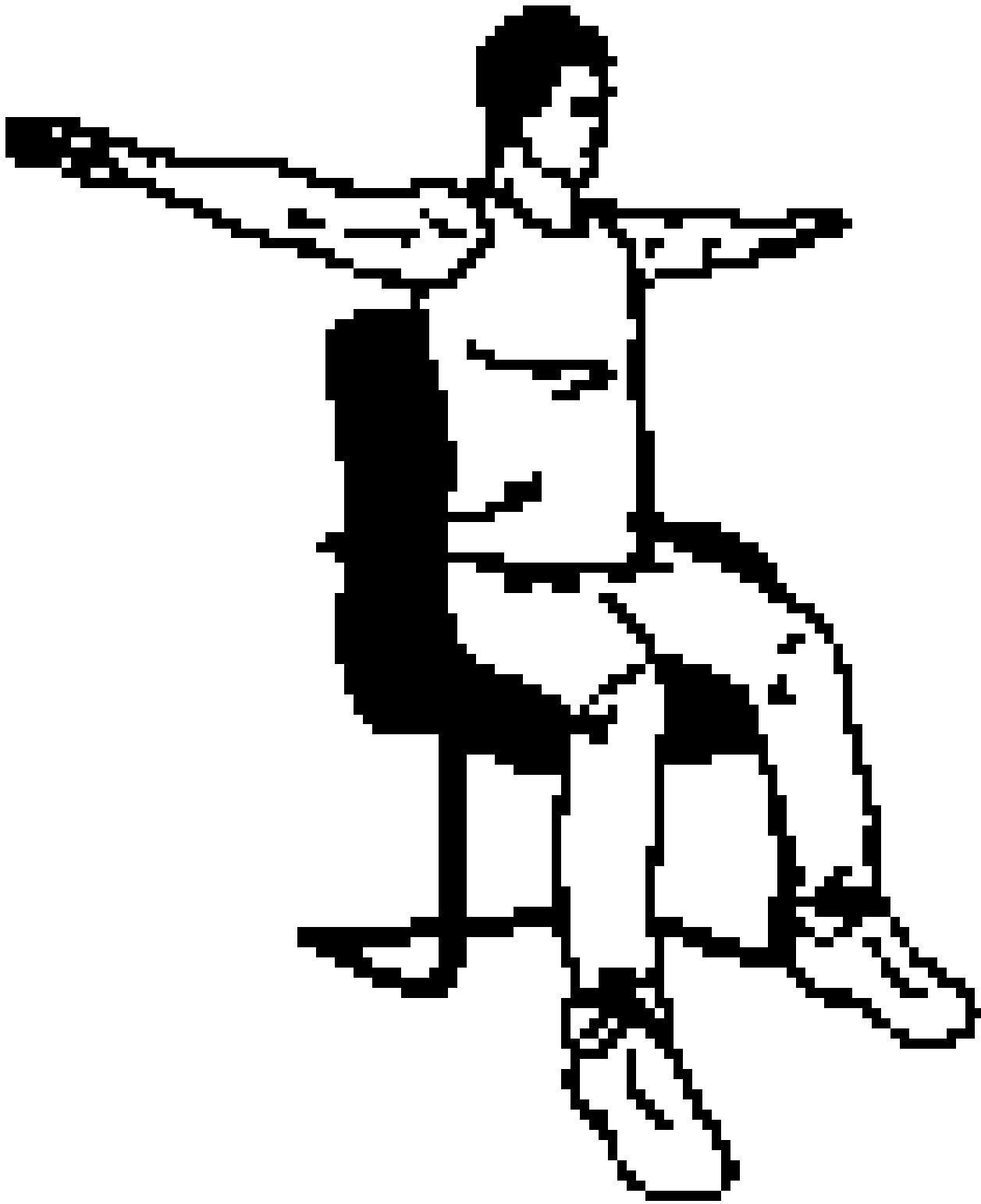
side stretch



arms extended forward



lift & reach



arms extended to sides



arms extended overhead



awesome

job!

Resources:

Darebee.com

<https://darebee.com/>

Level/Grade: All

Lesson Focus: Hand Eye Coordination

Motor Areas: (*Perceptual Motor, Object Control, Locomotor, Physical Fitness, Adaptive Behaviors*)
Object control

Equipment:

- One balloon
- String of adequate length

Standards Addressed: California PE Standard 1.12: Strike a stationary ball or balloon with hands, arms, and feet.

Warm Up:

Have the student follow the instructor's finger with her/his eyes.

Directions are:

"follow my finger."

Verbal prompts are "Up" "down" "right" "left" "close" "back" "circle" "zigzag" "X".

The instructor moves in various directions.

Stretching as tolerated: arms, wrists, hands, head/neck circles, torso stretching and twists, feet- plantar flexion/dorsi flexion ankle circles, knee flexion extension.

Activity:

The student is seated. Suspend the balloon within the reach and within the field of vision of the child.

Instruct the student to follow the balloon with her/his eyes and move various body parts (head, arms, hands, legs, feet) to meet the balloon and strike it. As the balloon moves, instruct the student to "watch and/or follow" the balloon and "reach" as far as they can with the respective body part to meet and strike the balloon.

Verbal prompts could be:

"hit the balloon with the right side of your head"

"hit the balloon with your right elbow"

"hit the balloon with your left knee"

Prompts could be for any body part and any movement.

Modifications: *move the balloon as close as possible to the student

- Use a bigger balloon
- Use a balloon attached to a stick/pole to move the balloon to the child

Level/Grade: Elementary

Lesson Focus: Body Awareness, Balance

Motor Areas: (*Perceptual Motor, Object Control, Locomotor, Physical Fitness, Adaptive Behaviors*)

- Perceptual Motor

Equipment:

- Bean bag, sock (rolled into a small ball), or small stuffed toy
- 3 containers of different sizes (e.g. bowl, bucket, strainer)
- Music

Standards Addressed:

1.3 Demonstrate balance on the ground and on objects, using bases of support other than both feet.
2.3 Identify and describe body parts including the head, shoulders, neck back, chest, waist, hips, arms, elbows, wrists, hands, fingers, legs, knees, ankles, feet, and toes.

Warm Up:

Search YouTube or follow link for Mark D. Pencil [Follow Directions with Exercise](#)
Follow along with the movements (2 minutes)

Activity: Body Awareness

Parents: Place bean bag (rolled sock or stuffed toy) on the floor. Line the containers up on the floor from smallest to largest. Search YouTube or follow link for Greg & Steve [Bean Bag Dance](#)

Students: Stand in place and use the bean bag (sock or stuffed toy) to touch or tap body parts as directed by parent. After successfully identifying body parts, do the movements to the [Bean Bag Dance](#).

Activity: Balance

Practice balancing on one leg: Standing on the paper, place bean bag on top of your foot. Then lift the foot with the bean bag on it, and place the bean bag into the smallest container. Once you have accomplished that, move onto the next largest container. When student has successfully placed the bean bag in all containers with one foot, try with the other foot. For more challenge, time how long it takes to complete. Can the student beat their own time? Other options: have student stand on a pillow and maintain their balance while placing beanbag in containers.

Modifications:

- Students can perform tasks while seated.
- Students can use the wall for support.
- Parent can assist child with movements (hand over hand).
- Non ambulatory students can place bean bags on knees and lift legs and/or use hands to place/toss bean bags into containers.