PiSE

Modifications & Adaptations

You'll need: scarves, balls of various sizes
You can play: outside, in the gym, on the blacktop

Grades 4-5

Game 1 — Tails

Provide a scarf to all participating learners. Learners should tuck the scarf in to their pocket or waistband so the 'tail' reaches their knees. On a signal, all learners play against each other to try and take the tail from another player. When this happens, the learner who took the tail adds the tail to their tails and the learner who got the tail taken from must now try and take another player's tail.

Additionally, if any learner does not have a pocket or waistband they can hold the scarf. If any learner is doing this, they must only hold the scarf gently and be reminded that if they feel someone pulling the scarf they must let it go.
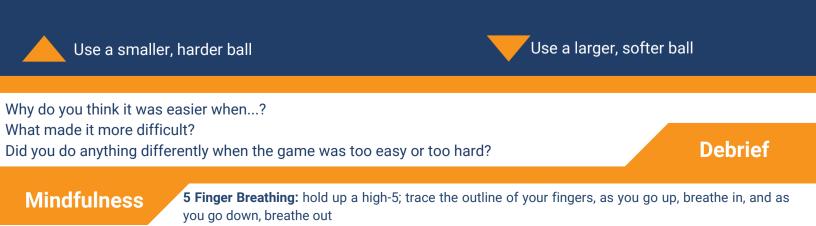
Game 2 — Catching Challenges

Provide a selection of balls and other objects (such as scarves, badminton birdies and bean bags) for the learners to choose from. When everyone has an object, instruct the learners to try various challenges that involve catching that object. For example:

- throw with one hand and catch with the other
- throw up and spin around
- throw at the wall and catch the rebound
- throw up and clap as many times as possible
- throw and jump three times before catching

Note: If a learner would like to exchange their item to make it easier or more difficult at any time they may do so.

Game 3 — Elastic Band

Working with one other person, choose an object to throw back and forth. Standing opposite each other, begin throwing and catching the item back and forth. When a catch is completed successfully, the learners take a step back. If a catch is not completed successfully, the learners return to the starting position.

▲ Use a smaller, harder ball   ▼ Use a larger, softer ball

Debrief

Why do you think it was easier when...?
What made it more difficult?
Did you do anything differently when the game was too easy or too hard?

Mindfulness

5 Finger Breathing: hold up a high-5; trace the outline of your fingers, as you go up, breathe in, and as you go down, breathe out

Why Modify and Adapt?

Modifying and adapting activities to the needs of each individual learner is a critical element in developing physical literacy. By modifying and adapting every activity, we are able to increase the success of the learner, thereby creating a motivating experience that builds confidence and competence.

Modifications and adaptations to activities can be achieved through a variety of different means:

Choice - providing choice within an activity allows for each learner to choose their level of challenge. For example, providing a wide range of balls for a throwing and catching game will allow for those who need an easier option to pick a larger, softer ball while those who want a challenge can pick a smaller, harder ball. Some learners may pick the easy option to begin, but will quickly realize they are becoming bored and therefore change their choice. Likewise, if a learner picks an option that is too difficult they may become frustrated with the lack of success and switch the object they have. Another example of a choice may be to use your feet instead of your hands, or your non-dominant side instead of your dominant.

Targets and goals - In some activities, adapting the size or shape of the objects being used may not be applicable. In this instance you can modify the size and distance of the target. A larger, closer target is much easier to achieve success with compared to a small, far away target. Basketball is a classic example of this, where the ball can be too large and the target too high and small for many learners. Providing a variety of targets and goals for the entire group enables learners to find a challenge that is appropriate to their confidence and ability level while maintaining a group dynamic.

Expectations - Another way to modify an activity is through the expectations embedded within the activity. This can be done through providing challenges for individuals that are finding it easy and ways to simplify for those that find it difficult. For example, in a balance activity you can challenge learners through not putting their hands or feet on the ground, and make it easier by allowing more contact points for others.

All these examples keep the original intent of the activity intact while allowing for individual learners to find an appropriate challenge level.

The games played in this lesson plan show how these examples can be used within an activity. The combination of choice, modified expectations and a variety of targets for the entire group create a diverse environment that creates the opportunity for extension activities and conversations.

If you have any questions or would like more information on how to accomplish anything mentioned above, please email play@pise.ca.