

PErfect Lesson Plans

A Guide to Physical Education Lesson Planning for Children with Autism



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léargas



PROJECT NAME

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LEAD

The Institute for Studies in Social Inclusion, Diversity and Engagement (INSIDE EU) was set up in Tralee, Co. Kerry Ireland, by Dirk van der Merwe, a paraplegic athlete, coach and mentor, to provide empowerment and adapted health-enhancing physical activity for disabled people, especially wheelchair users.

The Institute additionally provides expertise in empowerment and inclusion in education and employment for persons with fewer opportunities, especially persons with a disability. It delivers training for youth workers, sports coaches, teaching assistants and teachers throughout the island of Ireland and Europe. INSIDE EU has vast experience in developing inclusion tools and inclusive adapted and transferable gamification to develop persons with fewer opportunities and to engage people with any ability or disability so that everyone can participate together in the same activity at the same time.

INSIDE EU are highly experienced in creating accessible and inclusive resources including 2D and 3D animations and video.



ACD La Hoya is a Spanish Cultural and Sport association based on the principles of cooperation, integration, environment protection, solidarity, humanity and universal human values and promotes an environment in which the community will be able to create, think, realise their ideas and build positions and reactions on important issues. Develop activities in the rural community as art, sport and culture, also dedicated to the successful implementation and participation of European projects to bring the youth and senior Europe closer.

Masarykova Univerzita

We believe that education is not just a matter of age or social status. We actively support research. We are open-minded and dedicated to influencing the lives of people around us.

We have been creating a smarter world since 1919 – currently, 10 faculties and 400 study programmes provide an almost unlimited course offer. What is Masaryk University like? Multidisciplinary. Explore the study offer. Specialise, experiment, and discover new challenges.

Masaryk University in numbers:

85 % – graduates employed in their field;

82 % – graduates who would choose to study at MU again;

2.5 % – graduates unable to find their dream job within two years;

400 – study programmes;

30,500 – students;

7,000 – graduates per year.

Sina Svetulka



The Association for Improving the Quality of Life of People with Autism Spectrum Disorders “Blue Firefly” (Sina Svetulka) was founded on 28.02.2017 in Skopje based on 15 years of experience in the field of autism of the founders.

The mission of the organisation is to improve the quality of life of people with autism and their families, raising awareness of the potential through education and direct support of children and adults with autism, their families, professionals and the general public.

Overall goals of the organisation are:

- Improving the quality of life of children and people with autism by discovering and maximising their potential;
- Treatment of children with autism.
- Education of families and professionals on methods of working.
- Promotion of rights and promotion of new ideas for improving the quality of life.
- Encouraging scientific and professional work in this field and
- Activities for the inclusion of children and people with autism.



ViModo

ViModo is a research and education organisation based in Cyprus, specialised in the fields of research, innovation and social inclusion. We strive to develop and implement sustainable solutions to meet the needs of people with fewer opportunities and their families.

The organisation has extensive experience in:

- Educational courses: Designing and delivering face-to-face and online educational courses to professionals (VET training), adults and youth.
- Research and innovation: Conducting research and developing innovation and development projects.
- Autism and Special Education: Designing and delivering specialised training programs and providing support to professionals, families, and people with autism and other neurodevelopmental disorders, Autism and Applied Behaviour Analysis (ABA): Providing support and training for parents and professionals who work with individuals with ASD as well as classroom management strategies for teachers. Training is based on evidence-based approaches from ABA.
- Social inclusion and integration: Designing and delivering projects to enhance social inclusion and integration.
- Education and Inclusion: providing real learning opportunities for everyone
- Cognitive Behavioural Therapy: improving functioning and quality of life through CBT approaches



BSDA

*Bulgarian Sports
Development Association*

The Bulgarian Sports Development Association /BSDA/ was founded in 2010 and is a non-profit public benefit organisation devoted to the development of Bulgarian sport and improving sporting culture in Bulgaria.

Main priorities of BSDA:

- Reviving sport culture
- Volunteering in sport
- Education through and in sport
- Good governance in sport
- Integration through sport
- Skills of the future and entrepreneurship.

As sport is about ambition, emotion and inspiration initiated by the people for the people, the sector should be based on the personal convictions of decision-makers for integrity, dedication and fairness as well as on the principles of "fair play", teamwork, discipline, equal start and non-discrimination.

Szkola Podstawowa z Oddziałami Integracyjnymi nr 12 (Poland)



Szkola Podstawowa z Oddziałami Integracyjnymi nr 12 in Poland are Primary Integrational School Number 12 in Cracow. Our school has 400 students, including 73 children from Ukraine in two types of classes - Classic with up to 30 students and Integration with up to 20.

In an Integration Class, there may be a maximum of 5 students with Statements of Special Educational Needs (Aphasia, Asperger's Syndrome, Autism Spectrum, Mild and Moderate Intellectual Disability). The integrational class has two teachers - an educator and a supporting teacher.

The tutor's role is to conduct lessons with the teacher, co-organise the education, and help the child with the lesson material and support them.

Children in the class learn together; they can have different development paths, but in didactic lessons, additional activities such as chess, additional English, etc. and physical activities, they participate together according to their abilities.



SETTING TARGETS IN THE LESSON PLANS

Assess the Students' Current Skill Level:

Before setting targets, observe the students' current bouncing and catching abilities. This will help you establish a baseline and determine appropriate starting points.

Set Realistic and Incremental Goals:

Begin with realistic goals that are achievable for each student based on their skill level. Avoid setting too challenging goals, as this can lead to frustration.

Gradually increase the difficulty of the goals as students progress. For example, if a student consistently catches the ball from a short distance, gradually increase the throwing distance or introduce variations like higher bounces.

Use Measurable Targets:

Make the targets measurable and specific. For instance, you can set targets such as "catch the ball five times in a row" or "bounce the ball and catch it three times without dropping it."

Individualise Targets:

Recognise that each student may progress at their own pace. Set individual targets based on their unique abilities and development rate.

Some students may require more time to reach certain goals, while others may advance more quickly.

Frequent Feedback and Encouragement:

Provide regular feedback to students on their progress. Celebrate their successes, no matter how small, and offer constructive feedback on areas where they can improve. Encourage a growth mindset by emphasising that practice and effort lead to improvement.

Visual Aids and Rewards:

Use visual aids like charts or stickers to track progress toward the set targets. Each time a student achieves a goal, mark it on the chart.

Consider offering small rewards or recognition for reaching specific milestones. This can motivate students to work toward their targets.

Adjust Targets as Needed:

Be flexible in adjusting targets when necessary. If students consistently achieve their goals, challenge them with more advanced targets. Conversely, if a student is struggling, consider revising the goals to make them more attainable.

Regularly Review and Reflect:

Periodically review the set targets with the students and discuss their progress. Encourage students to reflect on their performance and identify areas for improvement.

Celebrate Achievements:

Celebrate the successful achievement of targets as a group. This can create a sense of accomplishment and camaraderie among the students.

Maintain a Positive and Supportive Environment:

Create an atmosphere where making mistakes is viewed as a natural part of the learning process. Encourage students to keep trying and not be discouraged by failures.

MODIFICATIONS FOR DIVERSE LEARNERS

This framework is a model that can be applied to adapt and modify activities so that all individuals can participate together, receive an achievable challenge and have fun.

<p>CHANGE IT:</p> <p>SPACE – where? <i>Where is the activity happening?</i></p>	<p>CHANGE IT:</p> <ul style="list-style-type: none"> • Level (height), e.g. floor-based activities have different requirements from those played on a level surface from seated, and ambulant activities • Adaptation of playing area – more space gives more reaction time, less space demands higher mobility and skill level • Length, height • Distance travelled • Use of zoned playing area to create safe playing areas or areas where pupils can be matched on ability • Nearer or further away targets • Allow some children to start at different times or from different places
<p>TASK – how? <i>What is happening? (physical actions)</i></p>	<ul style="list-style-type: none"> • Easier – simplify the activity • Harder – introduce more rules • Rotate roles • Change rules to aid inclusion, e.g. allow different places to start, no contact rule • Be flexible • Try different ways of taking part, e.g. seated, standing, lying • Use different targets for some children
<p>EQUIPMENT – what? <i>What is being used?</i></p>	<p>What is being used?</p> <ul style="list-style-type: none"> • Balls, mats, flags, scarves, feet, cones, hurdles, plastic markers, ropes, bean bags, canes, soft equipment, bats, racquets <p>By varying:</p> <ul style="list-style-type: none"> • Size, shape, colour, texture, weight, environment, play surface, indoor / outdoor <p>How does this change the activity? (e.g. balls)</p> <ul style="list-style-type: none"> • Lighter – travel slow in the air and gives more reaction time • Larger / softer / slightly deflated – easier to see and catch • Noise (e.g. jingle trainer) – audio as well as visual stimulus • Different colours – easier to distinguish from the background colour
<p>PEOPLE – who? <i>Who is involved?</i></p>	<p>By type:</p> <ul style="list-style-type: none"> • Independently, in groups, in pairs, in teams, with friends, with learning support assistant <p>People with:</p> <ul style="list-style-type: none"> • Different / same roles, different / same ability, different / same size <p>People in:</p> <ul style="list-style-type: none"> • Own space, big space, small spaces, restricted space, open space, different mediums (e.g. on poolside or in water)

LESSON PLAN B1

Follows multi-step directions when they are given directly to the child

60 Minutes

AIM OF LESSON

For students to be able to follow multiple instructions in a 1-2-1 setting

MATERIALS

Bean bags
Small balls

TECHNIQUES

Task Analysis: Breaking down each activity into smaller, achievable steps, ensuring that each child can follow through effectively. This allows for easier acquisition of skills through manageable segments.

Chaining: Implementing forward chaining by teaching each part of a multi-step task in sequence, allowing the child to master one step before introducing the next. This builds confidence and ensures comprehension and execution of complex sequences.

Prompting and Fading: Using verbal, gestural, or physical prompts to guide the child's performance, gradually reducing these prompts as the child gains independence in the task.

Differential Reinforcement: Applying positive reinforcement selectively to behaviours that closely match the target behaviours, which strengthens the desired behaviour over others.

Behavioural Modelling: Demonstrating tasks before having children attempt them, providing a clear model to emulate, which is particularly effective in helping children understand and mimic desired behaviours.

ACTIVITIES

Introduction (5 minutes)

Gather the students to sit in a line and explain how they will learn how to do each activity. Explain that if they listen, watch, and repeat what the teacher does, they can perform the exercise more efficiently.

Visual and verbal presentation (10 minutes)

Show the children the balls and bean bags. Explain to them what they are and what

they will be used for. Allow them to touch the objects to get used to them. Explain to the students how to perform Activity 1. Demonstrate it, then allow each child to do the Activity. If they can't, the teacher can support them, or they can follow the teacher. Repeat for each Activity. Provide prompting and fading support during the Activities.

Exercise Activities (20 minutes)

Activity 1: Walk in a straight line from one side of the room to the other.

Activity 2: Walk in a straight line, from one side of the room to the other, taking two steps and then one jump repeatedly.

Activity 3: Walk in a straight line, from one side of the room to the other, taking two steps and then one jump repeatedly. Return to the other side, taking two steps and then one jump repeatedly.

Activity 4: Run to the other side, pick up a bean bag and run backwards (facing the opposite way to the running direction) to the start point.

Activity 5: Run to the other side, pick up a bean bag, and run backwards to the start position side with the bean bag. Put the bean bag down and then pick up a ball, run backwards to the other side, put it down and then run backwards to the start position empty-handed.

Repetitions and reinforcement

Praise the student verbally for a well-performed exercise. If they need to correct a mistake, tell them how to perform the exercise correctly. Repeat the exercises until the child masters the elements.

Create a verbal reminder (10 minutes)

After the exercise, verbally repeat all the elements and ask them what they thought they did well and what they could do to improve it.

Individual practice (10 minutes)

Ask the students to do each exercise again whilst explaining what they are doing in each moment.

Review and close (5 minutes)

Ask the students which exercises they liked the most and then let them do them again.

Homework assignment (optional)

If you feel it is necessary, assign students homework to practice at home with simple exercise elements, e.g. walking along a straight line. Alternate leg raises.

LEARNING OUTCOMES

Directional Comprehension: Students will accurately follow multi-step directions, improving their ability to process sequential tasks and respond appropriately within three practice sessions.

Balance Proficiency: Through structured activities, students will enhance their mobility skills, demonstrating the ability to traverse the room with multi-step instructions and with increased confidence by the end of the lesson.

Cognitive and Physical Integration: Students will exhibit an improved integration of cognitive instructions with physical actions, evidenced by their ability to remember and execute a series of bodily movements without prompts.

Reflective Communication: Each student will articulate one aspect of the activity they performed well and one aspect they could improve upon, fostering a reflective learning process and self-assessment skills.

Students will learn to carefully listen to the teacher’s instructions and observe the teacher’s activity modelling.

Students will be encouraged to learn through positive reinforcement through praise. These exercises will teach children some exercises to improve their balance.

THEORETICAL RATIONALE

Cognitive Load Theory: This lesson is structured to manage students' cognitive load by breaking down complex multi-step directions into smaller, manageable units, allowing for better mental processing and retention of instructions.

Applied Behaviour Analysis (ABA): The core of this lesson plan is built on ABA principles, which emphasise systematic instruction and reinforcement to improve functional behaviours. ABA techniques such as task analysis, prompting, fading, and differential reinforcement are employed to teach physical and cognitive skills effectively.

Motor Learning Theory: Emphasises the importance of practice and feedback in acquiring new skills. This lesson leverages repetitive practice and immediate feedback to enhance motor learning, particularly in mastering coordination.

Behaviourism: This lesson leverages the principles of behaviourism through the use of positive reinforcement and repetition. This approach is effective in systematically teaching and reinforcing desired behaviours in students.

Constructivist Learning Theory: Students are engaged in an active learning process where they construct knowledge through experiencing physical activities and reflecting on their actions. This approach supports deeper understanding and personal connection with the skills being taught.

Socio-Cultural Theory: Recognises the role of social interactions in learning. This lesson involves peer observations and group discussions, which help students learn from each other and understand different perspectives on performing the same tasks.

SKILLS AND COMPETENCIES

Behavioral Compliance and Following Directions: Through ABA's structured approach, students will enhance their ability to comply with directions and execute multi-step tasks.

Physical and Cognitive Coordination: Enhanced coordination skills, facilitated by ABA's chaining and prompting techniques, allow students to perform physical tasks that require simultaneous cognitive engagement.

Self-Regulation and Reflective Skills: Students will develop self-regulation skills by assessing their performance and identifying improvements, promoted through ABA's emphasis on self-assessment and reflection.

Social Interaction and Peer Learning: Encouraging peer-assisted learning and feedback, which are integral to ABA, fosters social skills and enhances cooperative learning.

MODIFICATIONS FOR DIVERSE LEARNERS

SPACE

The distance may be made shorter or longer to make the child feel more comfortable. Benches may be spaced between the participants to make the child feel more comfortable.

Skill Stations may be used for skill development as detailed in Lesson Plan M3.

TASK

The teacher may break down the exercise into smaller tasks, e.g. All the tasks may be completed on a line taped on the floor.

The teacher may skip some of the exercises for some students or make them more or less complex.

Wheelchair users might wheel between two benches and reach out to place balls or beanbags on them without losing balance.

EQUIPMENT

Softer bean bags or even a favourite toy may be used to reduce anxiety.

Flat place markers or balls of different sizes, textures, and colours may be used for VI and autistic children.

Lines may be placed on the floor with 50mm brightly coloured contrasting sticky tape to guide people with VI.

PEOPLE

A teacher, teaching assistant or peer may act as a support to guide students with



less ability or visual impairment by helping them to carry out each exercise. Visually impaired students may also follow the teacher's modelling activity through touch.

A student may be praised by asking them to show the activity to others. This is an opportunity to reinforce modelling by saying things like, "Oh, that's excellent balancing, Maria. Do you all see how she jumps with both feet?" or "Well done, Peter! Come and show people how you jump with one foot. Do you see how Peter does his steps and then jumps?"

LESSON PLAN B2

Follows 1-step directions in a group of 5 or more children

60 Minutes

AIM OF LESSON

For students to be able to follow simple group instructions during the P.E lesson

MATERIALS

- Gymnastics stick
- Gymnastic bench
- Bean Bags
- Small balls
- Different coloured adhesive tape

TECHNIQUES

Chaining: Implementing forward chaining by teaching each part of a multi-step task in sequence, allowing the child to master one step before introducing the next. This builds confidence and ensures comprehension and execution of complex sequences.

Prompting and Fading: Using verbal, gestural, or physical prompts to guide the child's performance, gradually reducing these prompts as the child gains independence in the task.

Differentiated Instruction: Adapting activities to fit individual student needs and abilities to ensure everyone can participate and learn effectively.

Progressive Skill Building: Gradually increasing the complexity of skills taught, ensuring students master basic skills before moving to more advanced ones.

Peer Learning and Support

Encouraging students to help and learn from each other, enhancing both social interactions and skill acquisition.

Interactive Games: Using fun, engaging games to teach physical and strategic skills while keeping students actively involved.

Reflective Feedback: Providing students with insights into their performances and encouraging them to think about how they can improve.

Continuous Assessment: Regularly evaluating student progress and adjusting teaching methods to better meet their learning needs.

ACTIVITIES

Introduction (5 minutes)

Start the activity by gathering the students and explaining all of the activities. Let them know that if they listen and repeat what the teacher does, they can perform the activities, which might seem difficult.

Visual and verbal presentation (20 minutes)

The teacher shows the children the balls, bags and the bench and explains what they are and will be used for. The teacher allows the students to touch the objects and get used to them and shows each exercise they will do with them.

Activity 1: Students walk along a line (or lines) on the floor.

Activity 2: Students line up in threes. The student in the middle walks along the bench, and the other two children support him. If the child does not like being touched, they can be helped by holding a gymnastic stick.

Activity 3: Repeat the exercise, but walk across the bench with the middle child raising one leg.

Activity 4: Repeat Activity 3, but middle children raise one leg and then do a squat.

Activity 5: Repeat Activity 4, but with a bean bag balanced on the middle child's head.

The teacher should use prompts and fades to support the children to complete the activities.

Flood and Fire game (10 minutes)

If the teacher says, Flood, the students must find and stand on a bench. If they say Fire, the students must lie on the ground. If they say Fire Brigade, the children should line up in a designated position in the room.

Individual practice (10 minutes)

The teacher will be the first guide during the game and say: Fire, Flood or Fire Brigade. Children should have an opportunity to be the guide. The teacher may provide prompts.

Review (10 minutes)

The teacher and children provide feedback and review for the elements of the previous activities.

Cool Down (5 minutes)

Children sit in a circle. The teacher is the conductor. The conductor's task is to perform various movements, and the children observe and repeat the actions. The teacher then appoints a conductor who performs the actions. The rest of the children observe and repeat the actions.

LEARNING OUTCOMES

Directional Compliance: Students will accurately follow 1-step verbal directions from the teacher during structured activities, achieving this with at least 80% accuracy by the end of the session.

Balance Proficiency: By participating in balance activities such as walking along a taped line and balancing a bean bag on their heads, students will demonstrate improved static and dynamic balance skills, as evidenced by a 25% increase in the duration they can maintain balance without support.

Cooperative Participation: Students will engage cooperatively in group activities, showing improvement by helping peers in at least two exercises during the lesson. This includes providing physical or verbal support when navigating balance challenges.

Communication Skills: Enhance students' ability to communicate effectively within a group setting by expressing needs or challenges during activities. Students will use verbal or non-verbal methods to communicate with peers or instructors at least three times during the session.

Emotional and Social Regulation: Students will display improved self-regulation and emotional control in a group setting by participating in the Flood and Fire game without displaying challenging behaviours and following transitions smoothly between activities.

THEORETICAL RATIONALE

Cognitive Theory of Multimodal Learning: This lesson leverages verbal and visual inputs to maximise learning retention. The lesson supports dual coding theory by demonstrating tasks and allowing students to physically engage with the materials (gymnastics stick, balance bench, etc.), which posits that information processed in verbal and visual formats leads to better retention and recall.

Vygotsky's Social Development Theory: The lesson emphasises social interaction as a crucial learning component. By organising activities that require students to work in groups and support each other, such as assisting in balancing tasks, the lesson plan utilises social interactions to enhance cognitive development. Vygotsky's "Zone of Proximal Development" (ZPD) concept is applied here, where learners perform tasks slightly beyond their individual capabilities but achievable with peer support.

Bandura's Social Learning Theory: This theory underlines the importance of observational learning, modelling, and imitation. The lesson's structure, where students observe peers and teachers perform and replicate the activities themselves, taps into this theory. Students learn the physical skills required to balance and the cooperative and communicative behaviours modelled by their instructors and peers.

Motor Learning Theory: The gradual increase in task complexity—from following simple one-step directions to performing more complex balancing acts—aligns with

motor learning principles that advocate for progressive challenges to enhance skill acquisition. Feedback, a critical component of motor learning, is integrated throughout the lesson through real-time corrections and encouragement from peers and teachers.

Behaviourism: Through reinforcement strategies, where positive feedback and support are given following successful task completion, the lesson plan incorporates behaviourist approaches to learning. This reinforcement helps establish a connection between the behaviour (following directions and balancing) and the outcome (praise and social acceptance), which is crucial for behaviour modification.

SKILLS AND COMPETENCIES

Precision in Following Directions: Through targeted behavioural cues and reinforcement, students will develop an acute ability to follow precise instructions.

Dynamic Balance and Motor Coordination: Students will refine their motor skills and balance, crucial for physical activities, enhanced through repetitive practice and motor imitation.

Peer Collaboration and Support: Skills in working effectively with peers, sharing tasks, and supporting each other in learning scenarios, bolstered by cooperative learning strategies.

Communication Proficiency: Improved capability to communicate needs and responses accurately within a structured, supportive environment.

Behavioural Flexibility and Adaptation: Ability to adapt to new commands and situations quickly, showing flexibility in both cognitive and physical responses.

MODIFICATIONS FOR DIVERSE LEARNERS

SPACE

The bench may be placed close to the wall or ladders to make the child feel more comfortable.

Additional benches may be spaced further apart to make the child feel more comfortable.

Skill Stations may be used for skill development as detailed in Lesson Plan M4.

TASK

The teacher may break down the exercise into smaller tasks, e.g., all of the tasks may be completed on a line on the floor. Balancing on one leg may be completed while static. Balancing a bean bag on the knee may even be completed whilst seated. The teacher may skip some of the exercises for some students.

Wheelchair users might wheel between two benches and reach out to place balls or beanbags on them without losing balance.

EQUIPMENT

Several gymnastic benches of different heights and lengths may be used. Softer bean bags or even a favourite toy may be used to reduce anxiety. Flat place markers or balls of different sizes, textures, and colours may be used for VI and autistic children. Lines can be placed on the floor with 50mm coloured sticky tape to guide people with VI.

PEOPLE

A teacher teaching assistant or peer may act as a support to guide students with less ability or visual impairment by helping them to carry out each exercise. Visually impaired students may also follow the teacher's modelling activity through touch. A student can be praised by asking them to show the activity to others. This is an opportunity to reinforce modelling by saying things like, "Oh, that's excellent balancing Maria. Do you all see how she leans slightly to the left or right when she lifts or takes a step?" or "Well done, Peter! Come and show people how you balance the bean bag".

LESSON PLAN B3

Follow basic classroom rules

60 minutes

AIM OF LESSON

For students to be able to understand and follow basic P.E classroom rules.

MATERIALS

Set of PE classroom rule cards.
Large poster or flipchart with display pockets.
Markers and additional blank cards for student input.
A 'Rules of the Game' suggestion box.

TECHNIQUES

Democratic Decision-Making: Engage students in creating and agreeing upon classroom rules by giving them a sense of ownership over the process.

Guided Discussion: Facilitate an open conversation about the importance of each rule and how it helps maintain a safe and enjoyable environment for everyone.

Role-Playing: Encourage students to enact scenarios demonstrating the rules in practice, highlighting their relevance.

ACTIVITIES

Activity: "Creating Our Classroom Code"

Aim: To collaboratively establish a set of rules for the PE classroom that all students agree to follow.

Steps:

Introduction (5 minutes):

Start by forming a circle with the students. Discuss the purpose of rules in the PE classroom and the benefits of having everyone's input.

Discussion and Compilation (15 minutes):

Present a set of basic rule cards. Allow students to discuss the merits of each and suggest any additional rules. Encourage them to consider what is necessary to create a respectful, safe, and effective learning environment.

Voting and Prioritisation (10 minutes):

Have students vote on the suggested rules. Use the 'Rules of the Game' suggestion box for anonymous inputs. Decide which rules are most important and should always be upheld.

Visual Rule Poster Creation (15 minutes):

Create a large visual poster of the agreed-upon rules. Allow students to help place the rule cards in display pockets on the poster or write them out.

Role-Playing (10 minutes):

Role-play scenarios where following the rules is essential—for example, taking turns, respecting personal space, and using equipment properly. Discuss the positive outcomes of adhering to the rules.

Commitment and Closure (5 minutes):

Conclude by having each student sign or mark the poster as a symbol of their commitment to follow the rules. Reiterate the importance of cooperation and mutual respect.

Homework Assignment (Optional):

Encourage students to create a visual or written piece expressing why following rules is essential in sports and other areas of life.

LEARNING OUTCOMES

Rule Adherence: Students will demonstrate a clear understanding and consistent adherence to classroom rules with at least 90% accuracy.

Social Participation: Enhance active participation in rule-setting and -following processes, showing increased engagement and cooperative Behaviour.

Democratic Engagement: Students will effectively participate in the democratic process of rule selection and prioritisation, understanding its impact on personal and group dynamics.

Behavioural Regulation: Display improved self-regulation and adherence to classroom norms without external prompts by the end of the session.

THEORETICAL RATIONALE

Democratic Education: Involving students in rule creation fosters engagement and accountability.

Social Constructivism: Emphasises the role of collaborative interaction in cognitive development.

Behavioural Expectations: Clear expectations help manage behaviour proactively rather than reactively.

Applied Behaviour Analysis (ABA): Focuses on applying behavioural learning principles to systematically change behaviour, emphasising the use of reinforcements to encourage rule-following and cooperation.

Behaviourism: Supports the use of reinforcement and consequences to shape behaviour, aligning with ABA practices to modify student Behaviour towards the desired outcomes.

SKILLS AND COMPETENCIES

Understanding and Following Rules: Through ABA, students will develop a clear understanding and reliable application of classroom rules.

Cognitive Flexibility: Improves through engagement in discussions and democratic decision-making, adapting to group needs and feedback.

Cooperative Skills: Developed by actively participating in group discussions and rule-setting activities, fostering a supportive classroom environment.

Communication and Social Skills: Enhanced ability to communicate needs, opinions, and listen to others, vital for effective interaction and cooperation in group settings.

MODIFICATIONS FOR DIVERSE LEARNERS

SPACE: Arrange seating to ensure all students have equal access to view and participate in the discussion.

TASK: Use images and symbols alongside text to support understanding for all students, including those with reading difficulties.

EQUIPMENT: Incorporate tactile and visual materials for rule representation to engage diverse learners.

PEOPLE: Pair students to support each other in understanding and discussing the rules. Use peer mentoring to reinforce the rules.

LESSON PLAN B4

Approaches a peer to ask questions

60 minutes

AIM OF LESSON

For students to be able to ask a question or request an item from another peer.

MATERIALS

Social storybook illustrating peer interaction during PE.
Visual cue cards depicting various PE-related questions and requests.
Role-play props relevant to PE activities.
Peer interaction tracking chart.

TECHNIQUES

Role-Modelling: Demonstrate how to approach a peer and ask for an item or assistance, highlighting polite language and body language.

Guided Practice: Provide structured scenarios where students can practice approaching and interacting with their peers.

Error Correction and Positive Reinforcement: Recognise and reward attempts at interaction, regardless of the outcome, to encourage further attempts.

Behavioural Scripting: Develop scripts that students can use when approaching peers, which include polite language and appropriate body language.

Social Narratives: Utilise social stories and visual cue cards to teach and reinforce appropriate social interactions during PE activities.

ACTIVITIES

Activities "Peer Interaction in PE"

Create a Set of Visual Cue Cards:

"May I have the ball, please?"

Visual: A picture of a smiling child holding out their hand with a ball above it.

"Can you pass me the jump rope?"

Visual: Two children, one handing a jump rope to the other.

"Would you like to join our game?"

Visual: A group of children playing a game, with one child gesturing an invitation to an approaching child.

"Can you help me set up the cones?"

Visual: One child placing a cone on the ground, looking back at another child with a questioning expression.

"Whose turn is it next?"

Visual: A queue of children with a question mark above them, looking at each other.

"Can I try again?"

Visual: A child holding a basketball and looking at the hoop, with a curved arrow indicating another turn.

"Do you need a partner for this activity?"

Visual: One child with their hand raised, looking towards another child doing an activity alone.

"Where do we line up?"

Visual: A confused child with a thought bubble containing a line of children and a teacher pointing to a spot on the ground.

"How many laps should we run?"

Visual: Children running on a track, with a bubble showing "3?" above a stopwatch in a child's hand.

"What equipment do we need for this game?"

Visual: Various sports equipment with a question mark hovering over them.

"Can someone tie my shoelaces?"

Visual: A child sitting on the ground, pointing to their untied shoes, and looking at a teacher or peer.

"I'm feeling tired. Can I take a quick break?"

Visual: A child wiping sweat from their brow with a bench in the background and a clock showing a five-minute break.

Introduction (5 minutes)

Gather the students and explain the day's focus on peer interaction. Discuss the importance of asking for help or necessary items during PE class.

Storytelling (10 minutes)

Read a social story about asking peers for help or items in PE class. Pause to discuss the key points and to ensure comprehension.

Matching Game (10 minutes)

Spread out visual cue cards face down. Students take turns flipping them over and identifying scenarios where they might need to ask a peer for something.

Role-Playing (15 minutes)

In pairs or small groups, students role-play the scenarios from the cue cards. One student approaches another to ask a question or request an item related to PE activities.

Repetitions and Reinforcement (10 minutes)

Rotate partners and repeat role-play scenarios. Use the peer interaction tracking chart to mark each successful interaction.

Create a Visual Reminder (5 minutes)

As a group, create a large chart or poster with reminders about how to approach peers and what kind of questions or requests can be made during PE class.

Individual Practice (10 minutes)

Students practice what they have learned by engaging in a PE activity that requires them to ask a peer for an item or assistance.

Review and Close (5 minutes)

Conclude the session by having students reflect on their experiences and share what they learned about interacting with peers.

Homework Assignment (Optional)

Students can be encouraged to practice at home by asking family members for items or assistance, using the polite language they practised in class.

LEARNING OUTCOMES

Effective Social Communication: Students will initiate and maintain at least one interaction per PE class with 90% success, using the taught scripts and cues.

Increased Interaction Confidence: Students will show a measurable increase in confidence, demonstrated by initiating interactions without prompts in 80% of opportunities.

Understanding of Social Cues: Students will demonstrate understanding and application of social cues and polite language in interactions, as observed in structured and unstructured activities.

THEORETICAL RATIONALE

Social Interaction Theory: Emphasises the importance of social learning in developing communication skills.

Cognitive-Behavioural Theory: Highlights the role of practice and reinforcement in adopting new behaviours.

Inclusive Education Theory: Supports the integration of diverse learners, including autistic children, in social learning activities.

Behaviourism: This lesson leverages the principles of Behaviourism through the use of positive reinforcement and repetition. Students receive immediate feedback during the matching game and checklist activities, which reinforce correct behaviour and aid

in memorisation and association of necessary items for P.E. class. This approach is effective in systematically teaching and reinforcing desired behaviours in students.

SKILLS AND COMPETENCIES

Social Interaction Skills: Students will learn specific strategies for approaching peers, asking for help, and responding to requests, which are fundamental for successful peer-to-peer interactions in a PE setting.

Adaptive Communication Techniques: Through repeated practice and role-play, students will adapt their communication styles to interact effectively with different peers, recognising and responding to various social cues.

Self-Management and Responsibility: Students will be taught to take initiative in social interactions, managing their approach and responses responsibly, which is critical for fostering independence and confidence in social settings.

Problem-Solving in Social Contexts: Enhancing students' ability to navigate social dilemmas or misunderstandings during PE activities, equipped with strategies learned through ABA-based interventions.

MODIFICATIONS FOR DIVERSE LEARNERS

SPACE:

Designate clear, comfortable spaces within the PE area for practice interactions.

TASK:

Use simple, clear language on visual cue cards. Include picture symbols for non-readers or visual learners.

Implement a system where students earn tokens for successful peer interactions, which can later be exchanged for preferred activities or small rewards.

EQUIPMENT:

Utilise familiar objects from PE class for role-play to enhance the realism of the practice scenarios.

PEOPLE:

Assign peer buddies to students who may require additional support. Provide extra guidance or cues as necessary.

LESSON PLAN B4 SOCIAL STORY

Asking for help



I



sometimes



don't



know



what



to



do.



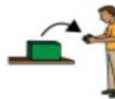
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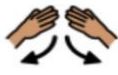
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help.



Crying



finished.



Yelling



finished.



I



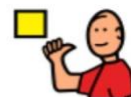
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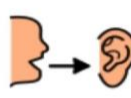
and



I



can



say



“ help me



please. “

©Sy21

LESSON PLAN B5

Responds to a question/request presented in a group

60 minutes

AIM OF LESSON

For students to be able to respond to a question/request in a group of 5 or more children and to provide an answer or perform an activity at least once during a physical education session.

MATERIALS

Questions for the students
Obstacle course elements
Gymnastic benches
Gym ladder
Small athletics hurdles
Large athletics hurdle
Rings
Markers
Gymnastic mats.
Cardboards with questions for Activity 2

TECHNIQUES

Direct Instruction and Modelling: Utilising clear, direct instruction and Modelling of Behaviours before students are asked to perform tasks. This helps clarify expectations and demonstrates correct responses.

Prompting and Fading: Employing a strategy where teachers provide prompts to initiate student responses, gradually reducing these prompts as students become more proficient, encouraging independence.

Discrete Trial Training (DTT): Implementing structured opportunities for students to respond to questions in controlled, repeated trials, reinforcing correct responses immediately.

Task Analysis: Breaking down complex tasks, such as responding to group questions or completing an obstacle course, into smaller, manageable steps that students can accomplish successfully.

Positive Reinforcement: Providing specific positive feedback immediately following desired Behaviours, such as answering a question correctly or effectively participating in a group activity, to reinforce these Behaviours.

ACTIVITIES

Form the group in a line and explain the plan for the lesson (2-5 min.)

Activity 1: "School, Home, Play" game (3-5 min.)

Explain the game and designate three places: SCHOOL - climb one rung of the gymnastic ladders; HOME - stand on the benches; PLAY- imitate any animal on the centre line of the gymnasium. The teacher gives a command, and the students move to a given place as quickly as possible.

Example Questions

Who liked this? Who else liked this game? Provide a prompt to the child if there's no answer. Anja, did you like this? Who else liked this game? Paul, what didn't you like about this game? Would you like to play it again?

Activity 2: Imitation game (20 min)

Children sit cross-legged in a circle. In the centre of the circle, there is a stack of cards with questions, e.g.:

- How does a frog jump?
- How does a stork walk?
- How does a snake move?
- How does a hare jump?
- How does a penguin walk?
- How does a monkey walk?
- How does a crab walk?

The child designated by the teacher enters the circle, takes the first piece of paper from the top, reads the question aloud, and then shows how a given animal moves. All children imitate the child who shows how a given animal moves.

Activity 3: Obstacle Course (25min)

During explaining the Obstacle Course, the teacher may ask, "what is this activity called?", "Can each of you name one of the parts of the obstacle course?", "Do you think this will be easy or difficult?", "Would you like someone to help you?", "Would you like someone to do this part for you instead of you?" Include rolling, crawling, balance walking on a gymnastic bench or floor ladder, jumping into rings with both legs or one leg, small athletic hurdles overcome in various ways, crawling under a high athletics hurdle, slalom run, sliding forward or backwards on the gymnastic bench.

Example Questions

After the activity, the teacher may ask "Who can remember what each activity is called?", "Do you think this was easy or difficult?", "Do you like this?", "Before you tried it, you said you thought it was difficult, but now that you have completed the course, do you still think it is difficult?", "Would you want to play

this game again?" Provide prompts if there's no answer.

LEARNING OUTCOMES

Initiate Interactions: Each student will successfully initiate at least one peer interaction per session, using learned scripts or visual aids.

Effective Communication: Students will demonstrate the ability to use appropriate social communication techniques during interactions, including asking and answering questions accurately.

Engagement in Social Activities: Autistic students will actively engage in peer interactions and group activities, showing an improved ability to follow group dynamics and participate in collaborative tasks.

THEORETICAL RATIONALE

Applied Behaviour Analysis: Central to this lesson plan, ABA focuses on systematic instruction and reinforcement to teach and strengthen desirable behaviours in both social and academic contexts.

Behavioural Psychology: Emphasises learning through observation, imitation, and reinforcement, particularly effective in teaching social and communication skills in a PE setting.

Developmental Psychology: Encourages skill-building consistent with each child's developmental stage, emphasising social skills in a group setting.

Educational Psychology: Applies strategies to create a learning environment that supports diverse learning styles and needs.

Cognitive Processing Theory: Supports the learning process of responding to stimuli among diverse learners.

Social Constructivism: Encourages knowledge construction through social interaction and cooperation.

Universal Design for Learning (UDL): Provides multiple means of engagement, representation, and expression to support diverse learners.

SKILLS AND COMPETENCIES

Understanding and Following Rules: Through ABA, students will develop a clear understanding and reliable application of classroom rules.

Cognitive Flexibility: Improvement through engagement in discussions and democratic decision-making, adapting to group needs and feedback.

Cooperative Skills: Developed by actively participating in group discussions and rule-setting activities, fostering a supportive classroom environment.

Communication and Social Skills: Enhanced ability to communicate needs, opinions, and listen to others, vital for effective interaction and cooperation in group settings.

MODIFICATIONS FOR DIVERSE LEARNERS

SPACE

Designate specific areas within the PE space for interaction exercises, ensuring they are accessible and comfortable for all students, with clear boundaries to provide structure for autistic children.

TASK

Simplify or break down interaction tasks into smaller steps for students who require it and provide visual schedules or cues to assist with task completion.

EQUIPMENT

Offer alternative communication devices or tools, such as speech-generating devices or picture exchange communication systems, for non-verbal students or those with difficulty in verbal communication.

PEOPLE

Pair students with buddies who can guide the interaction process and ensure all students, including those with autism, are included in peer activities. Educators and aides should be available to facilitate and support interactions.

LESSON PLAN B6

Arrives to P.E class well prepared

60 minutes

AIM OF LESSON

For students to be able to arrives to PE class with appropriate items (e.g., clothing/footwear).

MATERIALS

Table or chair
 Cards with random items
 Cards with pictures of clothes and materials needed for PE for the week
 Whiteboard or large paper and markers

TECHNIQUES

Active planning: Teachers will help students complete their kit bag for the next day using the cards and poster.

Selective attention: The activity's objective is to encourage the students to select their clothes and materials for the next day. They will make a small poster of their responsibilities for the next day.

Behavioural Chaining: Breaking down the task of preparing a PE kit into a series of steps that students follow in sequence, reinforcing each step to ensure comprehension and retention.

Visual Scheduling: Utilising visual aids to provide a clear sequence of actions, helping students understand what is expected and when.

Token Reinforcement: Introducing a token system for successful task completion, where tokens can be exchanged for preferred activities or small rewards, encouraging ongoing participation and effort.

Prompting and Fading: Using prompts to guide students through selecting and organising their PE equipment, gradually reducing prompts as they gain proficiency to foster independence.

Error Correction: Providing immediate, constructive feedback when errors occur, helping students learn from mistakes and correct their Behaviour in future attempts.

ACTIVITIES

Introduction (5 minutes):

Start the activity by gathering the students in a circle and explain to them that they are going to learn to remember the clothes and equipment they need for PE lessons. Let them know that they will work together to do this in a fun way.

Visual presentation (10 minutes):

Show the cards with pictures of the clothes and equipment needed. Ensure that each card has a clear picture of an item such as trainers, T-shirt, shorts, towel, water bottle, etc. Explain what each item is as you show them.

Matching game (10 minutes):

Place the cards face down on a table or on the floor. Ask students to take turns choosing a card and turning it over. They should say out loud which item it is and whether it is needed for PE class. If the student says the correct answer, they keep the card. If they get it wrong, they turn the card face down again.

Repetitions and reinforcement (10 minutes):

Continue the matching game until all students have had several opportunities to participate. As they progress, repeat the names of the items and whether they are needed for the class.

Create a visual reminder (10 minutes):

After everyone has had a chance to participate, draw a checklist with pictures of the items needed for PE class on the board or a large piece of paper. Invite students to help you complete the checklist.

Individual practice (10 minutes):

Give each student a copy of the checklist you created together and ask them to colour in the pictures of the items needed. This will help them visually reinforce the information.

Review and close (5 minutes):

Briefly review the checklist and ask students to read it aloud. Encourage each student to state one item and why bringing it to PE class is important.

Homework assignment (optional):

If you feel it is necessary, assign students homework to practice at home with the checklist and make sure they have all the essential items in their PE bag.

LEARNING OUTCOMES

Task Completion: Students will independently gather and prepare all necessary items for PE class.

Selective Attention: Students will demonstrate improved ability to focus on selecting the correct items without distractions, correctly identifying necessary equipment.

Responsibility: Each student will show an increased sense of responsibility by consistently preparing their own kit without reminders.

THEORETICAL RATIONALE

Applied Behaviour Analysis: This lesson leverages the principles of ABA through the use of systematic positive structured teaching techniques, reinforcement and repetition. Students receive immediate feedback during the matching game and checklist activities, which reinforce correct behaviour and aid in memorisation and association of necessary items for P.E. class. This approach is effective in systematically teaching and reinforcing desired behaviours in students.

Cognitive Load Theory: This lesson plan utilises Cognitive Load Theory by breaking down the task of preparing for a P.E. class into smaller, manageable segments, which helps in reducing the working memory load for students, particularly beneficial for autistic students who may struggle with multi-step instructions.

Universal Design for Learning (UDL): The lesson plan is designed under the principles of UDL to accommodate diverse learners by providing multiple means of engagement (visual aids, physical activity), representation (cards, real items), and action and expression (creating visual reminders, participating in games). This approach ensures that all students, regardless of their learning style or ability, can access and benefit from the lesson.

Social Learning Theory: By incorporating peer interactions and Modelling through activities such as the matching game and creating a visual reminder together, the lesson leverages social learning theory. This encourages students to learn from each other, fostering a collaborative environment that is supportive of both autistic and non-autistic students.

SKILLS AND COMPETENCES

Selective Attention and Executive Functioning: Students will enhance their selective attention skills by focusing on identifying and remembering the necessary items for P.E. class. This skill is critical as it aids in filtering distractions and improving concentration on the task at hand.

Responsibility and Independence: By planning and preparing their equipment for P.E., students learn to take responsibility for their personal belongings, fostering independence.

Social Skills and Teamwork: Through cooperative games and group activities, students will practice social interactions and teamwork. These skills are essential for

building positive relationships with peers and are particularly beneficial for autistic students, who may find social interactions challenging.

Visual-Spatial Skills: Creating and using visual reminders such as checklists and posters helps in developing visual-spatial skills, which are important for organising and processing visual information in a spatial context.

Adaptive Skills: The lesson encourages students to adapt to varying scenarios and use problem-solving skills, especially when engaging with activities that involve choosing the correct items or adapting to modified rules in the game.

MODIFICATIONS FOR DIVERSE LEARNERS

SPACE

Cards may be placed closer to create fewer challenges for some students. More physical activity may be added to the task by placing the cards further away.

TASK

A poster of a male and female child with all of the required equipment may be used. Each child could add card stickers (for example, from Velcro). Some cards could be incorrect (carrot, car, elephant). Introduce a token system for successful task completion, where tokens can be exchanged for preferred activities or small rewards, to encourage ongoing participation and effort.

EQUIPMENT

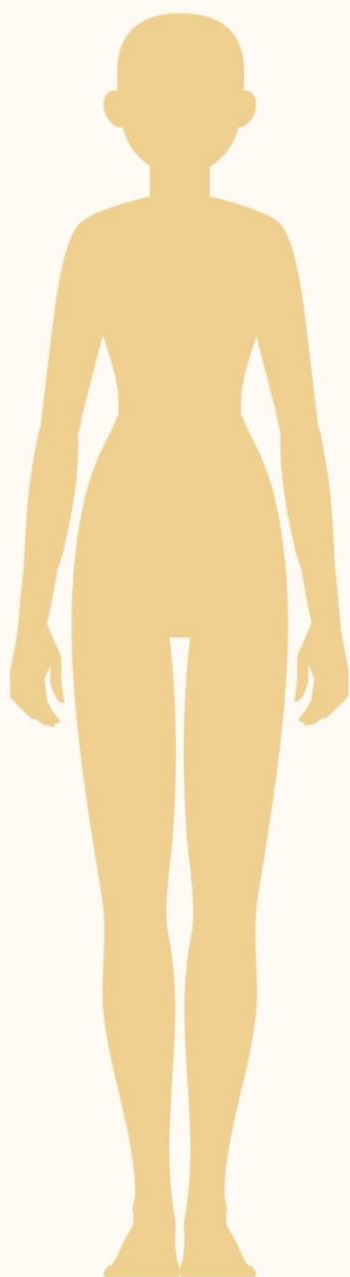
Real items could be used instead of pictures, for example Monday – Sports clothes, Notebook, Markers, Bag, etc. Cards may be placed on a table or chair to include students with mobility issues and wheelchair users.

PEOPLE

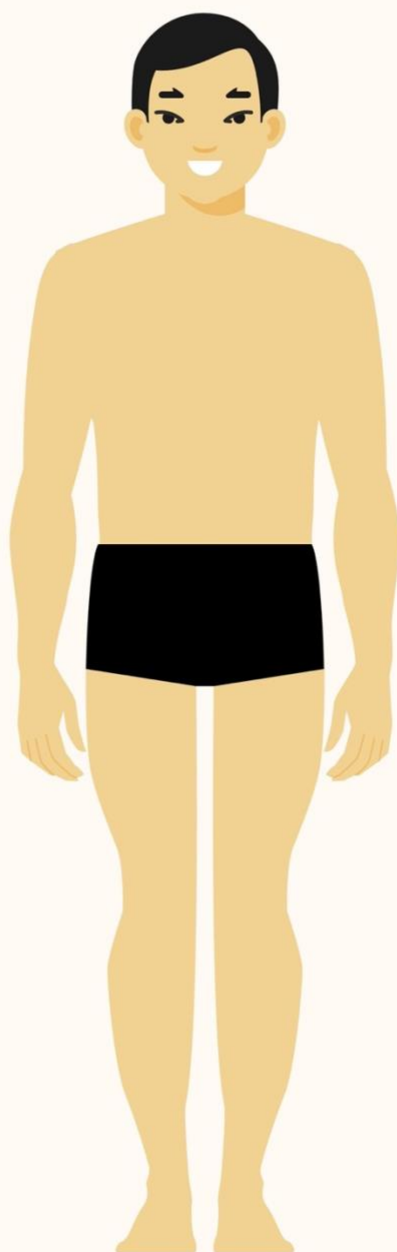
A teacher, teaching assistant, or peer may support students with less ability or visual impairment by helping them select each card and talking to them about it. The supporter may speak on behalf of the student and look for agreement. Students could help the teacher by sticking the cards or saying which cards the teacher forgot to add.

LESSON PLAN B6 POSTERS

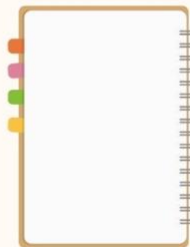
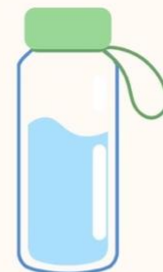
WHAT TO PICK TODAY?



WHAT TO PICK TODAY?



WHAT TO PICK TODAY?



LESSON PLAN B7

Transitioning from one activity to the other

60 minutes

AIM OF LESSON

For students to be able to move from one activity to another (transitions) throughout the PE session without challenging behaviour or needing assistance

MATERIALS

Whiteboard or Flipchart Board

Flipchart paper

Markers

Computer and projector for the short story

[Link to Ella Story](#)

Posters or pictures depicting appropriate and inappropriate behaviour

Keyword cards

TECHNIQUES

Differential Reinforcement: Reinforcing only the Behaviours that lead to smooth transitions and withholding reinforcement for Behaviours that do not meet the criteria.

Visual Cues: Using visual schedules and cues to help students anticipate and prepare for transitions. This can include timelines, pictures of the upcoming activities, or symbolic cues related to the activities.

Role-Playing: Engaging students in role-playing different transition scenarios to practice appropriate Behaviours and reinforce learning through action.

ACTIVITIES

Introduction (5 minutes):

Gather the students in class before PE class and explain to them that they will learn about the importance of behaving appropriately during the change of activities in PE so that everyone enjoys the class.

Visual presentation (10 minutes):

Show the visual story or images representing appropriate and inappropriate behaviours during activity changeover. For example, you may use a picture of students waiting patiently in line alongside a picture of students running and pushing

each other. Discuss the differences and ask students which of these behaviours is correct.

Discussion (10 minutes):

Encourage an open discussion about why it is important to behave appropriately during the change of activities. Ask questions such as "How do you feel when someone misbehaves?" "What can we do to make sure everyone enjoys the class?" Listen to students' responses and reinforce the importance of respecting others.

Activity 1: Creating keyword cards (10 minutes):

Write keywords describing appropriate and inappropriate behaviours during activity change on the board or large paper. Examples of keywords include "waiting in line," "being polite," and "listening to the teacher." Invite students to help you create these cards.

Activity 2: Individual engagement (10 minutes):

Ask each student to choose a keyword and commit to remembering it during PE class. This keyword will serve as a personal reminder of how they should behave.

Activity 3: Role play (10 minutes):

Conduct a role play where one student acts as the teacher and another acts as the student who behaves inappropriately during the change of activities. Use the keywords and posters for appropriate and inappropriate behaviour. Then, switch roles and allow other students to practice.

Review and close (5 minutes):

Re-discuss the importance of behaving appropriately during activity change and ask students to share how they plan to remember their keywords during PE class.

LEARNING OUTCOMES

Smooth Transitions: Students will independently transition from one PE activity to another, using learned Behaviours.

Behavioural Self-Management: Students will demonstrate the ability to manage their Behaviours during transitions without direct intervention from an adult.

Response to Visual Cues: Students will correctly respond to visual cues indicating a transition is about to occur.

THEORETICAL RATIONALE

Applied Behaviour Analysis (ABA): Focuses on the use of systematic reinforcement and structured interventions to modify Behaviours, particularly effective for teaching structured tasks like transitions.

Cognitive Load Theory: By breaking down the task of moving between PE activities into smaller, manageable segments (like using visual aids and interactive

techniques), the lesson reduces the cognitive load, making it easier for students to process and remember the information.

Constructivist Learning Theory: The lesson plan uses active learning strategies that require students to construct knowledge through experience, such as guided discovery and peer teaching, which align with constructivist principles that knowledge is built through experiences.

Behaviourism: Using rewards (like teacher or peer praise during activities) reinforces positive behaviour. This aligns with behaviourist approaches that positive reinforcement can lead to behaviour changes.

SKILLS AND COMPETENCIES

Adaptive Skills: Students will enhance their ability to adapt to new activities quickly and efficiently, reducing transition times and disruptions.

Self-Regulation: Improved self-regulation during transitions, demonstrating an understanding of how to behave and effectively managing their actions.

Social Skills: Through role-playing and group discussions, students will practice and enhance their communication and cooperation skills, which are vital during transitions.

Executive Functioning: Strengthened planning and execution abilities, crucial for organising oneself quickly in changing scenarios.

MODIFICATIONS FOR DIVERSE LEARNERS

SPACE

The space may be divided into Skill Stations so that students can develop the same skills at the same time in different groups (or ways) for each activity:

Activity 1: Creating keyword cards

Activity 2: Individual engagement

Activity 3: Roleplay

TASK

All students may be given a number 1, 2, 3 or 4 and then go to the numbered Skill Stations around the room to practice the three main Activities simultaneously in different groups in the same or different ways.

Group Discussion Sharing Goals and Feedback presentations would be given by each Skill Station to all students in the class.

Use scripts to teach students the steps involved in transitioning from one activity to another. These scripts can help standardise responses and reduce anxiety during changes.

Prompting and fading by introducing prompts at the beginning of transitions and gradually reducing them as students become more proficient in managing transitions independently.

EQUIPMENT

Students may each be given a colour Blue, Green, Red, or Yellow and then will go to the correct Skill Station, which might be marked on the floor with corresponding-coloured cones, sticky tape, or a coloured piece of paper taped to the wall.

PEOPLE

During role-play activities, students with higher abilities should be paired with students with lower abilities so that both can learn.

Peer support and peer learning will include students of all abilities.

LESSON PLAN B8

Labels own behaviour

90 min

It may be split into two or more sessions

AIM OF LESSON

For students to be able to label their own behaviour and set own goals.

MATERIALS

Ella Story: <https://ellakids.app/s/3a9ecd84-1e96-4a76-91ca-c3bae62fb8b4>

Paper

Markers

Example Behaviour Posters

Board or Flipchart

TECHNIQUES

Behavioural Modelling: Demonstrating desired Behaviours through examples, emphasising positive interactions and correct responses.

Self-Monitoring: Teaching students to monitor their own Behaviours and progress towards goals, reinforcing self-regulation and independence.

ACTIVITIES

Introduction (10 minutes)

Gather students in a circle and explain that they will learn to label their behaviour and set personal goals. Encourage students to be open and honest with themselves.

The teacher introduces the activity to the group and explains the steps in the activity.

Visual Story: The teacher will show the example of the story created by Ella.

Demonstration: Show the students what they need to create and how to proceed with the activity.

Presentation of examples of behaviours (10 minutes)

Show Example Behaviour Posters, both positive and negative, such as "listening attentively", "interrupting others", "helping a peer", etc. Talk about each behaviour and ask students to comment on when they have displayed that behaviour.

Activity 1: Labelling behaviours (10 minutes)

Give each student a piece of paper and a marker. Ask students to write or draw a

behaviour they have recently exhibited, either positive or negative. Then, encourage them to label that behaviour.

Group discussion (10 minutes)

Students share in the group what they have labelled on their papers. They can explain why they chose that behaviour and in which situations they displayed it. Encourage an open and non-judgmental discussion.

Activity 2: Goal setting (10 minutes)

Ask students to choose a labelled behaviour that they want to improve. Encourage them to set a personal goal related to that behaviour. For example, if they labelled 'interrupting others', their goal could be 'waiting my turn to speak in class'.

Activity 3: Action planning (10 minutes)

Students develop an action plan to achieve their goal; write down the necessary steps or draw pictures to represent the plan.

Sharing goals (10 minutes)

Invite students to share their goals and plans with the group. This allows them to receive support and constructive feedback.

Follow-up and review (10 minutes)

Encourage students to keep track of their progress towards their goals. They can update their papers regularly to see how they are progressing.

Celebration and closure (10 minutes)

Celebrate students' achievements, even if they are small. Encourage students to recognise their growth and motivation to keep improving.

LEARNING OUTCOMES

Behavioural Labelling Accuracy: Students will accurately label their Behaviours, both positive and negative.

Goal-Setting Proficiency: Students will independently set realistic personal Behaviour goals and start developing action plans to achieve them.

Self-Regulation Enhancement: Students will demonstrate improved self-regulation by monitoring their own Behaviour and making adjustments to align with their set goals.

THEORETICAL RATIONALE

Social Cognitive Theory: This theory, developed by Albert Bandura, emphasises the role of observational learning, self-efficacy, and self-regulation. By observing and discussing both positive and negative behaviours through example behaviour posters

and peer interactions, students learn to model and reinforce desirable behaviours. The goal-setting and action-planning phases are crucial for enhancing students' belief in their abilities to change their behaviour, fostering higher self-efficacy.

Constructivist Theory: According to constructivist learning principles, learners construct new knowledge by building on their existing knowledge. This lesson plan engages students in constructing a personal understanding of their behaviours through active participation—labelling behaviours, setting goals, and developing action plans—making the learning experience profoundly personal and contextually relevant.

Applied Behaviour Analysis: Central to teaching self-awareness and goal setting by utilising reinforcement, prompting, and Behaviour modification techniques to instil an understanding and application of self-labelling and goal achievement.

Behaviourist Approaches: The lesson plan utilises principles from behaviourism through the use of reinforcement and feedback. Students who identify behaviours and receive feedback during role-plays and discussions experience real-time reinforcement, which helps modify behaviours. Positive reinforcement encourages the repeat of good behaviours, while corrective feedback helps discourage undesirable ones.

Self-Determination Theory (SDT): This theory focuses on autonomy, competence, and relatedness as essential elements of motivation. By allowing students to set their own goals and create action plans, the lesson plan enhances their autonomy and competence. Group discussions and peer feedback support the relatedness component, fostering a supportive learning environment where students feel connected to their peers.

Reflective Practice: Rooted in the works of Donald Schön and other educational theorists, reflective practice is encouraged through activities that require students to think about their behaviour and the effects of these behaviours on others. This reflective cycle promotes deeper learning and insight, which are critical for personal growth and adaptation.

Goal-Setting Theory: This theory by Locke and Latham emphasises the importance of clear, challenging goals and feedback for effective performance and underpins the goal-setting activities in the lesson. By teaching students to set specific, measurable, achievable, relevant, and time-bound (SMART) goals, the lesson directly applies goal-setting theory to improve student self-management skills.

SKILLS AND COMPETENCIES

Self-awareness: Students will enhance their understanding of their emotions, strengths, weaknesses, and drives. This skill is pivotal for personal development and emotional intelligence.

Reflective Thinking: This lesson encourages students to think critically about their behaviours and the consequences of these behaviours, fostering a habit of reflective practice, which is essential for lifelong learning.

Goal setting: Students will develop the ability to set realistic and attainable goals, a fundamental skill that aids personal and academic achievement. This includes learning to define objectives, identify resources, and develop action plans.

Self-regulation: Students practice self-regulation by setting personal goals and monitoring their behaviour. This involves managing their thoughts and emotions to enhance their ability to achieve individual goals.

Interpersonal Communication: As students discuss their behaviours and goals, they enhance their communication skills. This includes articulating thoughts, listening actively, and engaging respectfully with peers.

Empathy and Respect: Through group discussions and sharing personal insights, students will learn to empathise with others and respect diverse viewpoints. This helps in building positive interpersonal relationships.

Problem Solving: The action planning activity requires students to think creatively and strategically about achieving their goals, enhancing their problem-solving skills.

Persistence and Resilience: Setting and working towards personal goals helps students develop persistence. They learn that setbacks are part of the learning process and that perseverance is critical to success.

Leadership and Initiative: Students practice leadership and initiative by taking responsibility for their behaviour change and supporting peers in their goals.

MODIFICATIONS FOR DIVERSE LEARNERS

SPACE

The space may be divided into Skill Stations so that students can develop the same skills at the same time in different groups (or ways) for each of the three Activities:

1. Labelling behaviours
2. Goal Setting
3. Action Planning

TASK

All students may be given a number 1, 2, 3, or 4 and then go to their numbered Skill Station 1, 2, 3, or 4 around the room to practice the three main Activities simultaneously in different groups in the same or different ways.

Use prompts and fades to guide Behaviour during activities and gradually reduce them as students become more proficient in labelling their Behaviours and setting goals.

Discrete Trial Training (DTT): Structuring teaching into distinct, controlled trials that include a prompt, the student's response, and a consequence to reinforce Behaviour understanding.

Token Economy: Implement a system where students earn tokens for accurately labelling Behaviours and successfully setting and pursuing goals, which can be exchanged for preferred activities or rewards.

EQUIPMENT

Students may each be given a colour, Blue, Green, Red Yellow, and then will go to the correct Skill Station, which might be marked on the floor with corresponding coloured cones, sticky tape or coloured sheets of paper taped to the wall.

PEOPLE

Students with higher abilities should participate with students with lower abilities so that both can learn.
Peer support and peer learning will enable the inclusion of students of all abilities.

LESSON PLAN B9

Communicates wants and needs

60 minutes

AIM OF LESSON

For students to be able to appropriately communicate wants and needs to the PE teacher during the session.

MATERIALS

Flipchart paper

Markers

Cards with pictures of common wants and needs in the PE class.

Whiteboard or large paper and markers.

Keyword cards.

TECHNIQUES

Role-Playing: Engaging students in structured role-playing activities that mimic real-life situations they might encounter during PE, providing immediate feedback and reinforcement.

Error Correction: Providing constructive feedback immediately following communication attempts, helping students learn from mistakes and refine their skills.

Open dialogue: The teacher asks questions and shares two options so students can reply with the correct one. By choosing the correct options, the students will feel that their behaviour is correct and improve their self-esteem.

Scaffolded Learning and Prompt-fading: Providing temporary support to students as they develop new skills, gradually reducing assistance as they become more proficient.

Interactive Visual Aids: Enhancing learning by engaging students visually and kinaesthetically, promoting better understanding and retention of information.

ACTIVITIES

Introduction (5 minutes):

Gather the students in a circle and explain that they will learn how to communicate what they need or want during PE class to enjoy the activity more. Encourage students to participate actively and without fear.

Visual presentation (10 minutes):

Show the cards with images of common wants and needs in PE class, such as water rest, going to the toilet help, etc. Explain what each image represents and how to communicate these needs to the teacher. Use clear and straightforward language.

Discussion (10 minutes):

Encourage an open discussion about communicating their needs and wants during PE class. Ask questions like "Why is it important to say what you need?" "What happens if you don't say what you need?" Listen to students' responses and validate their opinions.

Activity 1: Creating keyword cards (10 minutes):

Write keywords related to communication on the board or a large piece of paper. For example, words like "water", "help", "rest", and "bath". Invite students to help you create these cards.

Activity 2: Role-play scenarios (15 minutes):

Do some role-play scenarios in which students must communicate their needs and wants to the teacher. This will help them to practice real situations. Make sure to give positive feedback and correct constructively.

Review and close (10 minutes):

Re-discuss the importance of communicating appropriately during a PE class and ask students to share how they plan to remember their communication keywords during PE class.

LEARNING OUTCOMES

Clear Communication: Students will demonstrate the ability to clearly and appropriately express their needs and wants during PE sessions.

Improved Self-Advocacy: Students will independently advocate for their needs using learned strategies.

Enhanced Understanding of Communication Impact: Students will recognise and discuss the effects of effective communication on their PE experience and peer interactions.

THEORETICAL RATIONALE

Applied Behaviour Analysis: Focuses on using structured teaching methods, reinforcement, and feedback to promote the communication of needs and wants effectively.

Social Learning Theory: Emphasises the role of Modelling and imitation in learning new Behaviours, supporting the use of role-play and Behavioural Modelling in the lesson.

Cognitive Theory: Underlines the importance of understanding the processes behind Behaviour change, highlighting the need for active, engaged learning techniques like role-playing and problem-solving.

Self-Determination Theory: Stresses the importance of fostering autonomy and competence, which are critical for effective self-advocacy and communication.

SKILLS AND COMPETENCIES

Effective Communication: Students will learn to clearly and confidently communicate their needs and wants to others, specifically in a physical education context. This includes verbalising needs such as hydration, rest, or assistance during activities.

Active Listening: This lesson plan emphasises the importance of listening to instructions and the needs of others, which is crucial in understanding and responding appropriately to social interactions within PE classes.

Empathy Development: Students will develop empathy by engaging in role-play and discussing the needs and feelings of others. Understanding and respecting peers' perspectives during PE activities fosters a more inclusive and supportive environment.

Problem-solving Skills: Students will practice identifying problems (such as misunderstandings or conflicts about needs during PE) and thinking critically to develop appropriate solutions, enhancing their problem-solving abilities.

Self-advocacy Skills: This plan encourages students to advocate for themselves by clearly stating their needs. Learning to self-advocate respectfully and effectively is a critical life skill.

Peer Support and Teamwork: Through group activities and discussions, students will enhance their ability to work cooperatively with others, providing and receiving support as needed during physical education sessions.

Resilience and Adaptability: Students will learn to adapt their communication in response to different situations and feedback, which is vital for developing resilience and flexibility in academic and personal settings.

Decision Making: By choosing appropriate communication strategies and responding to scenarios, students will enhance their decision-making skills, learning to consider the effects of their choices on their experiences and those of their peers.

Leadership Abilities: Through leading discussions and role-play scenarios, students have opportunities to develop leadership skills, guiding and influencing peers positively.

Cultural and Social Awareness: Recognising and respecting diverse communication styles and needs, students will enhance their social awareness, promoting a more harmonious environment in multicultural settings.

MODIFICATIONS FOR DIVERSE LEARNERS

SPACE

The space may be divided into Skill Stations so that students can develop the same skills at the same time in different groups (or ways) for each of the two Activities:

Activity 1: Creating keyword cards

Activity 2: Role-play scenarios

TASK

All students may be given a number 1, 2, 3, or 4 and then go to Skill Station 1 2 3 4 marked on the wall to practice the two main Activities simultaneously in different groups in the same way or different adapted ways.

Each Skill Station would give group Discussions and Feedback presentations to all students in the class.

Implement a token system where students earn rewards for appropriately communicating their needs, reinforcing positive Behaviour.

Utilise verbal and visual prompts to guide students in their communication attempts, gradually reducing prompts as students become more adept.

EQUIPMENT

Students may each be given a colour, Blue, Green, Red, or Yellow, and then will go to the correct Skill Station, which might be marked on the floor with corresponding coloured cones, sticky tape, or coloured sheets of paper taped to the wall.

PEOPLE

Students with higher ability may participate with students with lower ability so that both can learn and achieve.

Peer support and peer learning will enable the inclusion of students of all abilities.

LESSON PLAN B10

Demonstrates a new skill in a group

80 minutes

It may be split into two sessions

AIM OF LESSON

For students to be able to demonstrate a new skill in a group-teaching format of 5 or more children.

MATERIALS

Ella Story <https://ellakids.app/s/30a60537-e995-4e2c-aa86-54e3f5f0527d>

Sport clothes

Teacher-made Medals

Cones

Tennis or Softballs

TECHNIQUES

Task Analysis: Breaking down the skill of throwing a ball into small, manageable components that students can learn step-by-step.

Behavioural Modelling: Demonstrating the desired skill (throwing) through clear, step-by-step demonstrations by the teacher and allowing peer Modelling within groups.

Prompting and Fading: Initially guiding student Behaviour with verbal or physical prompts, then gradually reducing these prompts as competence increases.

Differential Reinforcement: Providing positive reinforcement for correct techniques and gentle correction for mistakes, encouraging continuous improvement.

Token Economy: Using tokens or other rewards for demonstrating correct throwing techniques or for effectively working within the group, reinforcing both skill acquisition and teamwork.

ACTIVITIES

Introduction (10 minutes):

Gather students in a throwing area and explain that they will learn a new skill:

throwing a ball between 5 people after mastering it in a one-on-one setting. Encourage them to be open to learning together and to work as a team.

Introduce the activity to the group and explain the steps.

Visual Story: The teacher will show the example of the story created by Ella

Demonstration: Show the students what they need to achieve and how to do it easily

Group work: Working in groups will help them to help each other and improve their social skills.

Initial demonstration (10 minutes):

The instructor or PE instructor demonstrates how to throw the ball correctly, focusing on stance, grip, and arm movement. They use simple language and repeat the important steps.

Individual practice (5 minutes):

Ask each student to practice throwing the ball separately. Provide individual feedback and adjust instructions according to the needs of each student.

Group formation (5 minutes):

Divide students into groups of 5 or more, ensuring that each group has a variety of skills and ability levels. This will encourage collaboration and mutual support.

Group practice (20 minutes):

Each group follows instructions to throw the ball together. Encourage communication and collaboration in the group, making sure that all students participate and support each other.

Evaluation and adjustment (10 minutes):

The PE teacher walks around the groups and observes progress, offering individualised advice and adjustments as needed.

Friendly competition (15 minutes):

Organise a friendly competition between the groups to see which can throw the ball the furthest or most accurately. The emphasis here should be on participation and enjoyment rather than winning.

Celebration (5 minutes):

Acknowledge students' achievements and teamwork. You can give small awards or applause. Hand out medals crafted by the teacher; they can paint them as they wish or come pre-painted.

LEARNING OUTCOMES

Skill Acquisition: Students will demonstrate the ability to throw a tennis-sized ball with one hand accurately. They will learn and apply correct stance, grip, and arm movement techniques, showing measurable improvement in their throwing accuracy and distance.

Team Collaboration: Each student will actively participate in group exercises, learning to cooperate with peers in a team setting. They will understand the roles of different team members and contribute to achieving a common goal through effective communication and mutual support.

Social Skills Development: Students will enhance their social interactions by engaging in activities that require supporting and encouraging one another. They will learn the importance of positive reinforcement among peers and how to provide constructive feedback.

Competitive Spirit and Sportsmanship: Students will develop a healthy competitive spirit through friendly competition. They will learn to balance competitiveness with good sportsmanship, respecting opponents and valuing participation over winning.

Emotional Resilience: Students will gain resilience by learning to handle success and disappointment in competitive and cooperative activities. They will practice maintaining a positive attitude and effort regardless of outcomes, understanding that improvement comes with practice and persistence.

Problem-Solving: During activities, students will face scenarios that require quick thinking and problem-solving, such as adjusting their strategy based on the performance outcome. They will learn to analyse their performance and make tactical decisions to enhance their effectiveness.

Physical Fitness and Coordination: Students will improve their physical coordination and fitness through active participation in throwing activities. This outcome supports the development of motor skills and encourages a healthy lifestyle.

Inclusivity and Adaptability: Students will understand and apply ways to include all peers, regardless of skill level, adapting activities to ensure everyone can participate meaningfully.

SKILLS AND COMPETENCIES

Motor Skills and Physical Coordination: Enhancing fine and gross motor skills through repetitive practice of throwing techniques.

Communication and Interpersonal Skills: Developing clear communication and the ability to work effectively within a team is crucial for group sports and activities.

Problem-Solving and Critical Thinking: Cultivating the ability to quickly assess and adjust strategies in response to performance feedback during group activities.

Leadership and Initiative: Encouraging students to take leadership roles within their groups, promoting initiative and responsibility.

THEORETICAL RATIONALE

Applied Behaviour Analysis: Focuses on using systematic approaches to teach new skills and Behaviours, with an emphasis on reinforcement to solidify learning.

Constructivist Theory suggests that learners construct knowledge through experiences. Students build and refine their understanding based on physical experience and social interaction by engaging in practical, hands-on activities like throwing a ball. The group teaching format facilitates peer learning, where students can learn from each other's techniques and feedback, embodying Vygotsky's concept of the Zone of Proximal Development (ZPD), where peer collaboration leads to learning that might not occur independently.

Social Learning Theory: Albert Bandura's theory highlights the importance of observation, imitation, and modelling in learning. In this lesson, students observe their peers and the instructor to learn and replicate the correct throwing techniques. The group format enhances this process as students see multiple demonstrations and receive varied feedback, fostering improvement through observational learning and social reinforcement.

Motor Learning Theory focuses on acquiring motor skills through practice, feedback, and the processing of sensory information. The lesson's structure, from individual practice to group practice and competitive play, aligns with the stages of motor learning—cognitive, associative, and autonomous. These stages describe how learners progress from understanding a new skill, refining it, and finally performing it effortlessly.

Self-Determination Theory emphasises the role of autonomy, competence, and relatedness in motivation and psychological development. The lesson supports autonomy by allowing students to take control of their learning through goal-setting and self-assessment. Competence is developed as students improve their throwing skills and receive positive feedback, and relatedness is enhanced through group interactions and shared experiences.

Cognitive Load Theory pertains to the amount of information that working memory can hold at one time. By structuring the learning session to gradually increase complexity—from observing and practising simple movements to participating in a competition—this lesson plan helps manage cognitive load, ensuring that students are not overwhelmed and can effectively integrate new skills.

Theory of Experiential Learning: Kolb's model, which cycles through concrete experience, reflective observation, abstract conceptualisation, and active experimentation, is relevant here. Students engage directly with the task (throwing balls), reflect on their technique, conceptualise improvements or adjustments, and experiment with different approaches during group practice and competition.

MODIFICATIONS FOR DIVERSE LEARNERS

SPACE

The space between students can be smaller or larger to make students feel more comfortable or reduce or increase the challenge for others.

TASK

This activity may be set up in a Speed Date. Speed Dates have two lines of students facing each other.

The more highly skilled students or teaching assistants form Line 1, and at the end of each activity, the last person in Line 1 moves to the beginning of Line 1, and each person moves down one row. Line 2 holds the ball.

In a Speed Date, pairs of students may stand further away or closer together.

Everyone can participate in the same activity in different ways and with different people simultaneously.

EQUIPMENT

To meet students' needs better, balls may be used in different colours, textures, sizes, and shapes. Balls may have bells in and be from different sports. Bean bags may be used instead of balls. Each student will have a personalised learning experience. Different balls may improve engagement or reduce stress.

Use balls made from paper and Sellotape if you don't have equipment.

In a Speed Date, the line of less able students should hold the equipment while the more able students move in the line as described previously.

In a Speed Date, pairs of students may choose to stand further away or closer together.

Everyone can participate in the same activity in different ways and with different equipment and people simultaneously.

PEOPLE

Peer coaching can take place in Line 1 as the students with higher abilities coach those with lesser abilities.

Students will learn how to accommodate the needs of lesser-able students and how to include

NOTES TO LESSON PLANS B11-B13

BEHAVIOURAL SKILLS IN THE PE CONTEXT

The following three Lesson Plans are for behavioural skills in the PE Goal Bank. They address the challenging behaviour of children with ASD in inclusive settings during PE classes. Because every child with ASD is unique, different strategies and approaches taken by PE teachers may work in better ways. Accordingly, PERfect Lesson Plans make exemplar suggestions for targeting certain behaviours.

To provide high-quality, inclusive PE lessons, PE teachers must understand their students with special needs, including challenging behaviours, physical conditions, etc.

LESSONS

B11: Throughout the PE session, the teacher will engage all children in the behaviours that support the learning of all children.

B12: Stays within the group setting of 5 or more children throughout the PE session

B13: Respond to all questions/requests presented by peers during a PE session.

SCENARIO:

Settings: In a PE class that lasts 45 minutes, there are 20 students in the 6th grade. One of these students is Ivan, a 12-year-old boy who has ASD and ADHD. During some PE classes, an assistant teacher supports Ivan; in others, the PE teacher can apply peer tutoring.

Ivan feels excited when he comes to P.E. class in the school gym. He does not like it when activities change too quickly. If they do, he can get upset and annoyed. Because of his attention deficit, when the teacher explains the tasks, he sometimes looks like he is not paying attention. Ivan finds it hard to stay focused and do what the teacher says. Sometimes, he starts moving around, jumping, and making loud noises. This can interfere with the learning process of the other students.

This scenario suggests a behavioural situation that PE teachers may face in any PE class, regardless of the aim or exercises. Lesson Plan Modifications suggest that an assistant teacher may support the PE teacher in some classes. This will make the process of handling inappropriate behaviour easier.

The teacher's goal could be to make appropriate behaviours happen more, to make inappropriate behaviours happen less, or not at all.

The teacher could use a methodology to encourage appropriate behaviours like shaping, chaining, prompting, and fading. Shaping involves rewarding steps that get closer to the desired behaviour. Chaining reinforces a series of connected actions leading to the desired outcome. Prompting gives cues before an action to remind what is expected. Fading is slowly removing reminders or rewards so desired behaviours happen naturally.

Applying these methods to the scenario with Ivan, the boy with ASD and ADHD.

SHAPING

For Ivan, the teacher can praise and reward small steps towards better focus and behaviour. If Ivan usually gets disturbed during quick transitions, the teacher might reward him for staying calm a bit longer during each transition. The assistant teacher

supervises these additional prompts.

CHAINING

In Ivan's case, breaking down tasks into smaller steps can help. If the class is doing a complex physical activity, the teacher can guide Ivan through each step and reward him for completing them in sequence. The assistant teacher supervises the separate prompt.

PROMPTING

The teacher can give Ivan clear and straightforward instructions before activities to help him understand what's expected. For instance, saying, "Ivan, remember to stay calm and listen" before transitions. The assistant teacher supervises each additional prompt.

FADING

As Ivan gets more familiar with the routines and expectations, the teacher can gradually reduce the amount of help and reminders given to him, allowing him to naturally demonstrate appropriate behaviours over time. The assistant teacher participates in the PE class but only supports the prompts when necessary.

PEER TUTORING

Another approach is using a peer-tutoring system (Modifications: People) which will support an individualised way of learning.

Peer tutoring is when students help other students learn. It can involve various ways of teaching, like showing how to do something, explaining things, asking questions, and giving feedback and praise to help the other student learn better. For Ivan, peer tutoring can be a very effective way to learn, boost confidence, and make friends. For the student, it improves their emotional intelligence through volunteering.

How to Make Peer Tutoring Work for Ivan

Selecting Peer Tutors: Choose students who are not only good at the subject but also have the patience and understanding to help Ivan. These peer tutors should be trained to provide the right kind of support.

Tailored Learning: Ivan's peer tutor should have a plan for what to teach and what Ivan needs to learn. The lessons should be adjusted to match Ivan's abilities and pace of learning.

Progress Tracking: Keep an eye on how well Ivan is learning and compare it to his previous performance. This helps to see the progress he's making.

Positive Reinforcement: When Ivan does well, it is important to reward him in some way. Reward the peer tutor at the same time. This can be something "small", such as praise, but it will motivate both to keep them interested and engaged.

The Benefits of Peer Tutoring for Ivan



Individualised support from a peer who understands his unique needs.

A comfortable and supportive learning environment.

Increased confidence in learning and social interactions.

The opportunity to make friends and build positive relationships.

This adjusted approach to peer tutoring strongly emphasises individualised support, understanding Ivan's needs, and creating a positive and inclusive learning experience for him. It harnesses the benefits of peer tutoring to help him thrive in the classroom.

The Benefits for the Peer Tutor

Tutors get better at a subject when they teach it to someone else. They need to know it well to explain it. They become better at talking to others because they must explain things and answer questions. Tutors learn to praise, be kind and understand when others need help with their learning. Peer tutors improve their emotional intelligence, a critical life skill. Student tutors become leaders by helping others. This makes them more confident. Tutors feel good when they help others learn and do well. They learn to be patient because everyone learns differently. Tutors feel proud when they help others succeed. They will gain increased confidence in learning and social interactions and the opportunity to make friends inclusively and build positive relationships.

LESSON PLAN B11

Students engage in behaviours that support the learning of all children

45 minutes

AIM OF LESSON

For students to engage in fun and interactive activities to improve their coordination between legs and arms, including children with ASD by engaging in activities with adaptations to accommodate various needs. It balances individual and group activities to cater to different abilities while keeping the students active and motivated.

MATERIALS

Open space (gymnasium, field, or playground)
Cones or markers
Balls (soccer ball, basketball, dodgeball, etc.)
Visual aids
Stopwatches or timers
Sensory tools

TECHNIQUES

Behavioural Modelling: Demonstrate the desired skills and Behaviours through clear examples, ensuring that all students, including those with ASD, can observe and imitate accurately.

Differential Reinforcement: Provide specific positive reinforcement for Behaviours that support learning and cooperation among students, while correcting undesirable Behaviours promptly and constructively.

Visual Supports and Prompts: Use visual aids consistently to guide activities and expectations, gradually reducing prompts as students gain independence.

Structured Peer Interaction: Facilitate structured interactions among students to enhance social learning and cooperation, using role-play and peer-mediated strategies to foster engagement and appropriate Behaviour.

ACTIVITIES

Introduction (5 minutes):

Students are gathered in a circle.

Explanation of the aim of the lesson and the importance of respecting each other's learning experiences.

Show visual aids illustrating expected behaviours.

Students share their thoughts on how they can help or hinder their classmates' learning.

Warm-up (10 minutes):

Have students jog or walk around the designated area.

Use a whistle to signal changes in direction or pace.

Encourage them to stay aware of their surroundings and avoid collisions.

Include the student with ASD in the warm-up, ensuring they feel comfortable.

Encourage the assistant teacher to support the student with ASD to stay focused and engaged during the warm-up.

Students are divided into small groups or pairs.

Activity 1: Soccer Dribbling (10 minutes)

Set up cones as a dribbling course.

Each student takes turns dribbling a soccer ball through the course using their feet and maintaining control.

Encourage the student with ASD to participate and use prompts if inappropriate behaviour occurs. Allow for breaks if needed.

Activity 2: Basketball passing (10 minutes)

Assign each pair a basketball.

Students practice passing the ball to their partner while moving and coordinating their arm movements.

Emphasise proper passing technique.

Assign a partner to the student with ASD who understands his needs.

Adapt the activity to accommodate the student with ASD, allowing him to participate in a way that suits his abilities.

Focus his attention during the demonstrations and prompt every inappropriate behaviour.

Encourage cooperative play where the student with ASD's partner can support him as needed.

Cool-down (5 minutes):

Gather students in a circle.

Reflection and review of what they've learned and experienced whilst leading a cool down and praising individual efforts.

Conclusion (5 minutes):

Thank all the students for their participation and effort.

Highlight the importance of inclusivity and teamwork in the class.

Mention any upcoming lessons or activities.

LEARNING OUTCOMES

Motor Coordination: Students will demonstrate improved coordination between arms and legs in various physical activities, as measured by their ability to complete set courses or routines with increased accuracy.

Behavioural Self-Regulation: Students will exhibit reduced disruptive Behaviours and increased self-regulation during PE sessions, as observed by teachers and recorded in Behaviour tracking tools.

Inclusive Participation: All students, including those with ASD, will actively participate in each session, showing increased comfort and engagement in group settings.

Social and Cooperative Skills: Students will demonstrate an improved ability to work with peers, follow group norms, and support each other's learning through cooperative physical activities.

THEORETICAL RATIONALE

Applied Behaviour Analysis: Focuses on the systematic application of interventions based on principles of learning theory to improve social Behaviours to a meaningful degree, and to demonstrate that the interventions employed are responsible for the improvement in Behaviour.

Social Learning Theory: Emphasises learning through observation, imitation, and Modelling, which is critical in group settings where students learn from each other as well as from the teacher.

Motor Learning Theory: Highlights the importance of practice, feedback, and the sensory processing of movements, which are essential in teaching complex motor skills in PE.

Cognitive Load Theory: Ensures that tasks are presented in a way that is manageable for students' cognitive capacities, facilitating better learning and retention of skills.

SKILLS AND COMPETENCIES

Physical Fitness and Coordination: Enhancing fine and gross motor skills through structured physical activities.

Communication Skills: Developing the ability to communicate needs, follow instructions, and express oneself effectively in a group.

Emotional and Social Awareness: Increasing awareness of one's Behaviour on others, fostering empathy, and improving interactions with peers.

Problem Solving and Adaptability: Cultivating the ability to adjust strategies based on activity demands and peer interactions, enhancing flexibility and problem-solving capabilities.

Leadership and Teamwork: Encouraging students to take on leadership roles in activities, promoting initiative, and teamwork.

MODIFICATIONS FOR DIVERSE LEARNERS

SPACE

Activity 1

Make the spaces between cones smaller or larger to accommodate the needs of students or provide a more significant challenge for some.

Have a quiet spot where the student with ASD can go if needing a break.

Set up different cone spacing in different lanes.

Activity 2

See Modifications in Lesson Plan M3

TASK

Warm-up and Activity 1

Use concentric rings of cones, each a different colour, to create lanes in which to dribble the ball, run, or walk. More skilled or mobile students will receive a more significant challenge, moving in the outer lanes, which may also be narrower or wider, whilst people with physical disabilities can dribble in the inner lanes, which are shorter. Wheelchair users can have their own lane.

Activity 2

Break down complex physical activities into smaller, manageable steps that all students can understand and follow, using visual and verbal cues.

In a Speed Date, the students may be split into two lines. In Line 1 are the higher-skilled students; in Line 2, the lower-skilled students hold the adapted equipment. They face each other to practice the same skills simultaneously in a different way. Once both lines have practised their skills, the student on the end of Line 1 (highly skilled students) will move to the other end, and everyone in the line moves over one space to face a new person. This methodology enables different students to practice together and improve their skills.

The distance between each pair may be changed to create more significant or smaller challenges. The ball's size or shape may be changed to create greater or smaller challenges. The colours may be changed for students with visual impairment. The

texture may be changed for students with sensory issues. The line with lower skills will always hold the equipment.

Peers can support students with lower skills.

The tasks may also be broken down into task components to improve skills.

Skill Stations (see Lesson Plan M4) can be set up in each corner of the room, e.g.,
Station 1: Throwing and carefully watching a large ball.

Station 2: Keeping the hands together and open while carefully watching and catching.

Station 3: Catching and throwing a slightly smaller ball or heavier ball.

Station 4: Smaller balls, bigger distance between catching and throwing. Each station will contain a component of catching. The teacher can move students to other stations or ask if they want to move.

EQUIPMENT

Balls may have different colours, weights, shapes, sizes, or textures. Balls can also have holes and patterns. This will enable the inclusion of people with difficulty seeing certain colours and provide attractive alternatives for those with sensory issues.

A ball with a bell may be used for students with visual impairment.

Instead of a whistle, the teacher may hold up a red (stop), green (go) or yellow (wait) cone to signal to the students.

PEOPLE

Include a teaching assistant who knows how to support children with ASD.

Partner the child with ASD with a friend who understands him and can be there for support.

Teach the other students to be kind and patient so that everyone can work together.

Peers can support those with lesser skills.

LESSON PLAN B12

Stays within the group setting of 5 or more children

45 minutes

AIM OF LESSON

For students to engage in relay games that improve teamwork and coordination with the additional goal of having the child with ASD comfortably participate within a group setting of 5 or more children throughout the session.

MATERIALS

Open space (gymnasium field or playground)
Cones or markers relay batons and Hula hoops
Stopwatches or timers
Sensory tools

TECHNIQUES

Behavioural Modelling: Demonstrating correct participation in group activities to provide clear examples for all students, including those with ASD.

Differential Reinforcement: Providing specific positive feedback for appropriate group Behaviour and participation, reinforcing these actions while gently correcting undesirable Behaviours.

Visual Cues and Schedules: Implementing visual aids that outline the steps of activities, helping students with ASD understand what to expect and reducing anxiety about transitions.

ACTIVITIES

Introduction (5 minutes)

All students are gathered in a circle.
Explanation of the aim of the lesson and the importance of respecting each other's learning experiences.
Show signals and visual aids illustrating the appropriate positions.

Warm-up (10 minutes)

Have students jog or walk around the designated area.
Use a whistle to signal changes in direction or pace.
Encourage them to stay aware of their surroundings and avoid collisions.
Include the student with ASD in the warm-up, ensuring they feel comfortable.

Encourage the assistant teacher to support the student with ASD to stay focused and engaged during the warm-up and stay in-group with others.

Divide students into teams of 5 or more, with the child with ASD in one of the teams. Use hula hoops arranged in lines to mark the positions where students should wait for their turn in the activity.

Activity 1: Relay Race (10 minutes)

Set up a relay course with markers.

Each team takes turns passing a relay baton, emphasising teamwork and coordination.

Encourage students with ASD to stay in line in their hula-hoop and wait. Focus their attention on the student who is playing before them. Allow for breaks if needed.

Repeat the game by removing the hula-hoops

Activity 2: Team Challenge (10 minutes)

Create a team challenge where each team must solve a puzzle or complete a task together. The five teams are arranged in line in their hula-hoops. Each team needs to complete a puzzle together. Each piece of the puzzle represents a different part of a famous landmark. To succeed, everyone on the team must work together to put the puzzle pieces in the correct order. When the start signal is given, the first from the left runs to the place where the puzzle should be completed and leaves their puzzle piece. They return and touch the next student who repeats the exercise. When all pieces are in place the whole team goes and completes the puzzle. When it is complete, they run back and take their positions.

Focus their attention during the demonstrations.

Encourage cooperative play where the student with ASD's partner can support him as needed.

Repeat the game by removing hula-hoops.

Cool-down (5 minutes)

Gather students in a circle.

Reflect on what they've learned and experienced.

Acknowledge everyone's efforts and give praise.

Lead a brief stretching routine to cool down muscles.

Conclusion (5 minutes)

Thank all the students for their participation and effort.

Highlight the importance of inclusivity and teamwork in the class.

Mention any upcoming lessons or activities.

LEARNING OUTCOMES

Group Participation: Students with ASD will demonstrate the ability to stay actively engaged in group settings throughout the PE session, improving their social involvement and reducing isolation.

Enhanced Teamwork and Coordination: All students will show improved teamwork and coordination abilities through successful participation in relay games and team challenges.

Effective Communication: Students will enhance their communication skills, learning to express their needs and cooperate with peers during activities.

Increased Comfort and Engagement: Students with ASD will exhibit increased comfort and engagement in group settings, showing progress in adapting to and enjoying social participation.

THEORETICAL RATIONALE

Applied Behaviour Analysis: Emphasises using structured interventions based on reinforcement to modify Behaviours, which is crucial for helping students with ASD adapt to and participate in group activities.

Social Learning Theory: Highlights the importance of learning through observation and interaction with peers, supporting the structured peer interaction technique.

Self-Determination Theory: Focuses on fostering autonomy and competence, which is particularly important for enhancing motivation and participation among students with ASD.

Cognitive Theory of Social Integration: Underlines the benefits of social integration for children with ASD, supporting their development through structured social and team-based activities.

SKILLS AND COMPETENCIES

Teamwork: Students will develop effective teamwork skills by working together during the relay games and team challenges.

Communication: Enhanced communication skills will be observed as students collaborate with peers.

Problem Solving: Students will build problem-solving skills as they work collectively to complete challenges.

Empathy: Students will improve empathy as they understand and respond to their unique needs.

Autonomy and Self-Regulation: Students with ASD will improve their autonomy and self-regulation abilities, gradually feeling more comfortable within group settings.

Inclusivity and Respect: The lesson plan will instil values of inclusivity and respect amongst all students, promoting a welcoming and understanding classroom environment.

MODIFICATIONS FOR DIVERSE LEARNERS

SPACE

Make sure the areas for activities are clear and not too crowded.

Make the areas for activities smaller or larger to accommodate the needs of students or provide a greater challenge for some.

Make a quiet spot where students with ASD can go if they need a break.

TASK

Make tasks easier by breaking them into smaller steps.

Give extra time if it is needed.

Provide smaller jigsaws to teams with lower abilities.

Use demonstration practice runs and words to explain what to do.

The warm-up may be used to assess students' skills (see B11 STEP modifications).

EQUIPMENT

Anything may be used as a baton.

A drawing can be made over several sheets of coloured paper to act as a giant jigsaw. Sheets of paper could contain numbers or letters which need to be put into order instead of a jigsaw.

Different colour Poly Spot Markers for each group can be used to mark positions on the floor.

A large wall clock will allow students to know when each activity will start and finish in accordance with the lesson plan.

PEOPLE

Use prompting and fading to assist students, particularly those with ASD, during activities and gradually reducing these prompts as they gain more independence.

Have a teaching assistant to support the children with ASD.

Increase the number of students in the more skilled teams to provide a greater challenge.

Pair the child with ASD with a friend who understands him and can be there for support.

Teach the other students to be kind and patient, so that everyone can participate, achieve and enjoy the feelings that achievement brings.



To encourage reflection, students may be asked, “What did you do well?” “What could you improve?” and then, “What would you change if you did the activity again?”

Use structured peer interaction to promote social learning, using peers as models and support systems within group activities.

LESSON PLAN B13

Responds to all questions/requests presented by peers

45 minutes

AIM OF LESSON

For students to engage in a sport game while ensuring the child with ASD actively participates by responding to questions and requests from peers during the P.E session using a peer tutor for support.

MATERIALS

Open space (gymnasium, field or playground)
Cones or markers, relay batons and Hula hoops
Stopwatches or timers
Sensory tools

TECHNIQUES

Targeted Behavioural Modelling: Demonstrating social interactions and game participation, focusing on how to respond to peer questions and requests.

Prompting and Fading: Using prompts to guide appropriate responses and interactions, gradually reducing these prompts as students gain confidence and skills.

Systematic Reinforcement: Providing consistent and specific positive feedback for appropriate responses and engagement in activities, reinforcing desired Behaviours.

Peer-Mediated Instruction: Using trained peer tutors to facilitate social interaction and model appropriate Behaviour, enhancing learning opportunities for students with ASD.

Visual Supports and Cues: Implementing clear and structured visual cues to assist in understanding game rules and expected Behaviours, supporting comprehension and execution of tasks.

ACTIVITIES

Introduction (5 minutes):

All students are gathered in a circle.

Explanation of the aim of the lesson and the importance of respecting each other's learning experiences.

Assign a peer tutor and explain the peer tutor's tasks and what is expected from the student with ASD.

The focus is on the student with ASD responding to the peer's questions, such as "Where is the jail?" and prompts, such as, "Try to avoid bumping into people".

Warm-up (10 minutes)

Have students jog or walk around the designated area.

Use a whistle to signal changes in direction or pace.

Encourage them to stay aware of their surroundings and avoid collisions.

Include the student with ASD in the warm-up, ensuring he feels comfortable.

Encourage the peer tutor to support the student with ASD to stay focused and engaged during the warm-up and stay in-group with others.

Activity 1: Capture the Flag (10 minutes)

Divide students into two teams

Set up a playing area with a clear boundary in the centre and a "jail" area for each team.

Explain the rules: Each team has a flag hidden in its territory. The goal is to capture the opposing team's flag and return it to your team's "base" without being tagged by the opposing team. If tagged, a player goes to the opposing team's jail and can be freed by a teammate touching them.

A Peer Tutor may help the student with ASD understand the game's objectives and strategies. The Peer Tutor should ask questions to elicit answers.

The PE teacher should also encourage students with ASD to respond to questions and requests from their peers, including coordinating plans to capture the flag or help free teammates from jail.

Activity 2: Bean Bag Toss (10 minutes)

Set up a bean bag toss game with designated target areas such as hula hoops or marked spots on the ground.

Divide the students into pairs or small groups

Provide each group with bean bags to toss.

Explain the rules: The objective is to toss the bean bags into the target areas to earn points. The closer the bag lands to the centre, the more points it is worth.

The Peer Tutor should help the student with ASD understand the objectives and strategies. The Peer Tutor should pose questions to elicit answers.

The PE teacher should also encourage the student with ASD to respond to questions or requests, such as discussing strategies with his peers and taking turns tossing the bean bags.

Cool-down (5 minutes)

Gather students in a circle.

Reflect on what they have learned and experienced.

Acknowledge everyone's efforts.

Lead a brief stretching routine to cool down muscles.

Conclusion (5 minutes)

Thank all the students for their participation, efforts, and teamwork.

Highlight the importance of inclusivity and teamwork in the class.

Mention any upcoming lessons or activities.

LEARNING OUTCOMES

Responsive Communication: Students with ASD will demonstrate an ability to appropriately respond to peer questions and requests in over 80% of opportunities during games.

Enhanced Social Interaction: All students will show improved social skills, participating cooperatively and communicating effectively in team activities.

Active Engagement: Students with ASD will actively engage in group settings, maintaining participation with minimal prompts by the session's end.

Empathetic Peer Interactions: Peer tutors will exhibit increased empathy and understanding towards students with ASD, effectively supporting their participation and interaction.

THEORETICAL RATIONALE

Applied Behaviour Analysis: Focuses on the practical application of Behavioural interventions to improve social interaction and communication skills in students with ASD.

Social Learning Theory emphasises that students learn from observing others within a social context. The activities structured in this lesson, particularly through peer tutors, provide opportunities for the child with ASD to model behaviour, improving communication and social interactions with peers.

Behaviourism: Through the consistent use of behavioural prompts and reinforcement of positive behaviours, this lesson aims to condition students to respond appropriately to social cues and requests. The reinforcement schedule strengthens desired behaviours over time, making social interactions part of the student's repertoire.

Constructivist Theory: By engaging in hands-on activities like Capture the Flag and Bean Bag Toss, students construct their understanding and knowledge through experiences. This approach helps integrate the theoretical aspects of teamwork and communication with practical application, enhancing learning outcomes.

Inclusive Education Theory: This theory supports the modifications and accommodations made within the lesson to ensure all students can participate fully and effectively, regardless of their abilities. The lesson's structure advocates for an inclusive environment where students with ASD can interact with their peers under less restrictive conditions.

Self-Determination Theory: This theory encourages autonomy and self-advocacy. Allowing students with ASD to participate actively and respond to peers in structured



games supports their competence, relatedness, autonomy, critical intrinsic motivation and engagement components.

Theory of Mind: By placing students with ASD in scenarios where they must interpret and respond to the needs and requests of others, the lesson supports the development of empathy and understanding, which are often areas of challenge for individuals with ASD.

SKILLS AND COMPETENCIES

Problem-Solving Abilities: Improvement in problem-solving skills during game play, learning to navigate challenges and strategise with peers.

Self-Regulation and Independence: Increased ability in self-regulation and independence through active participation and response to situational demands in PE.

Teamwork: Students will develop effective teamwork skills by working together during the games and team challenges.

Communication: Enhanced communication skills will be observed as students interact and collaborate with their peers.

Empathy: empathy will be improved as they understand and respond to individual needs.

Independence and Self-Advocacy: Students will learn to communicate and advocate for individual needs, fostering independence and self-regulation.

Inclusivity and Respect: The lesson plan will instil values of inclusivity and respect among all students, promoting a welcoming and understanding classroom environment.

MODIFICATIONS FOR DIVERSE LEARNERS

SPACE

Activity 1: Mark out a court for the game with cones or coloured tape.

Make sure the areas for activities are clear and not too crowded.

This game can get noisy, so have a quiet spot where students with ASD can go if they need a break.

Activity 2: Increase the distance to the target to create an achievable challenge for more highly skilled throwers.

Use demonstration, practice runs, and words to explain what to do.

TASK



Activity 1: Make tasks easier by breaking them into smaller steps; for example, the student with ASD may participate only as a defender or only as an attacker in different rounds.

Give extra time if it is needed.

Activity 2: Skill Stations may be used to deliver the activity more inclusively. (See Lesson Plan M4)

Warm-up: This may be used to assess students' skills (see B11 Modifications).

EQUIPMENT

Use balls made from paper and Sellotape if you don't have equipment.

In a Speed Date, the line of less able students should hold the equipment while the more able students move in the line as described previously. (see Lesson Plan M3)

In a Speed Date, pairs of students may choose to stand further away or closer together.

Everyone can participate in the same activity in different ways and with different equipment and people simultaneously.

Activity 1: A cone or ball may be placed on a chair instead of a flag.

Activity 2: To create differentiated challenges, as well as bean bags, balls may be used in different colours, textures, sizes, and shapes. Balls may have bells in and be from different sports. Each student will have a personalised learning experience. Different balls may increase the challenge, improve engagement or reduce stress.

Use targets of different sizes for different students to create an achievable challenge. (Cardboard boxes of different sizes)

PEOPLE

In Activity 1 and 2 a Peer Tutor or PE teacher may help the student with ASD understand the game's objectives and strategies. The Peer Tutor or PE teacher should ask questions to elicit answers including coordinating plans to capture the flag or help free teammates from jail.

LESSON PLAN M1

Imitates a motor action sequence modelled by the P.E teacher

45 minutes

AIM OF LESSON

For the student to develop motor skills and coordination by imitating various motor actions while practising social skills.

MATERIALS

Motor imitation station materials
 Movement self-evaluation cards
 Visual prompt cards
 Imitating actions in PE social story
 Teacher self-assessment form

TECHNIQUES

Social Stories: Students engaging with a story on moving like others.

Behavioural Modelling: Demonstrating the motor actions that students are expected to imitate, providing a clear example for learners. Students observing peers engage in behaviours and contact reinforcement.

Prompting and Fading: Using verbal, physical, or visual prompts to guide student actions, gradually reducing the prompts as students gain proficiency.

Differential Reinforcement: Providing specific positive reinforcement for accurately imitated actions and appropriate social interactions, and corrective feedback for inaccurate imitations.

Task Analysis: Employing task analysis to detail and teach the steps involved in each motor action, making it easier for students to understand and replicate the movements.

Self-assessment/reinforcement (students reflecting on their activities)

ACTIVITIES

Review the imitating actions and social story with the students. Ask questions to check for comprehension throughout.

Prepare the classroom with the motor imitation stations:

Mirror:

Place mirrors where students can imitate silly peer actions in the mirror.

Dance: Calm dance music plays, and each student takes a turn making a dance move for others to imitate.

Animals: students select an animal card, do an action, and the others imitate. Guide the students through the imitation stations using added prompts if needed and have them self-evaluate whether they did the action correctly using the movement self-evaluation cards.

Students will practice social awareness by watching and modelling peers.

LEARNING OUTCOMES

Motor Skill Acquisition: Students will accurately imitate a set of motor actions demonstrated by the teacher, improving their coordination and motor skills as measured by teacher observation and self-evaluation cards.

Improved Social Skills: Students will demonstrate improved social interactions by engaging with peers through Modelling and imitation activities, as observed by teachers and reported by peers.

Enhanced Self-Assessment: Students will develop self-assessment skills, being able to critique their own performances and identify areas for improvement using self-evaluation cards.

Cognitive and Physical Development: Students will enhance their cognitive and physical abilities by integrating visual observations into motor execution, refining their movements based on peer and teacher feedback.

THEORETICAL RATIONALE

Applied Behaviour Analysis: Focuses on the practical application of Behavioural interventions to improve fine and gross motor skills, as well as social Behaviours, through structured teaching and reinforcement. This psychological perspective focuses on the idea that all behaviours are learned through interaction with the environment. The lesson utilises behaviourist principles such as reinforcement and repetition. Positive reinforcements like praise and self-assessment cards encourage students to repeat desired behaviours, thus solidifying the learning of appropriate motor actions.

Motor Learning Theory focuses on how individuals acquire and refine skills through physical movement, practice, and feedback. The lesson leverages motor learning by structuring activities that require repetition and adjustment, which are key to developing motor skills. By imitating actions, students enhance their ability to process

visual information, convert it into motor commands, and refine their movements based on feedback, consistent with the principles of motor learning.

Social Learning Theory: Albert Bandura's theory emphasises that people learn from one another through observation, imitation, and modelling. This lesson uses peer modelling and social stories to facilitate learning, where students observe the demonstrated actions of their peers and the teacher and then attempt to replicate them. This helps in learning specific motor skills and understanding the social cues associated with each action.

Constructivist Learning Theory suggests that learners construct knowledge through experiences. In this lesson, students are active participants rather than passive receivers of information. Students construct their understanding of physical movements and social interactions by engaging in interactive stations like mirror imitation, dance, and animal actions, making learning more meaningful and tailored to their personal experiences.

Cognitive Development Theory: Jean Piaget's theory can be applied to understand how children adapt to and organise the physical actions they observe into coherent schemas. The lesson supports cognitive development by challenging students to adapt observed behaviours into their repertoire of movements, enhancing their cognitive flexibility and problem-solving skills.

Experiential Learning: Kolb's experiential learning cycle suggests that learning is best facilitated through concrete experience, reflective observation, abstract conceptualisation, and active experimentation. This lesson plan allows students to experience physical activities directly, reflect on their performance, understand the underlying principles of the movements, and use this knowledge to improve and experiment with new movements in a supportive environment.

SKILLS AND COMPETENCIES

Motor Coordination and Control: Students will demonstrate improved motor skills and body awareness through active participation in imitation tasks.

Social Interaction and Teamwork: Development of teamwork skills through participation in group activities and learning to cooperate and communicate effectively with peers.

Self-Regulation and Adaptability: Enhancement of self-regulation skills by managing their Behaviour and adapting actions based on the group setting and task requirements.

Communication and Empathy: Improvement in communicating needs and understanding others, fostering an environment of mutual respect and support among students.

MODIFICATIONS FOR DIVERSE LEARNERS

SPACE

The space between stations may be made smaller or bigger to make students feel more comfortable or to vary the challenge.

Number each person, e.g., 1 to 5. Each Group gets together at one station. Each group can elect a leader or a teaching assistant who can support the group. (See Lesson Plan M3).

TASK

Use Chaining to break down complex motor actions into smaller, more manageable steps that can be learned sequentially to build towards the complete action.

Speed dates have two lines of students and tables between the lines.

The more highly skilled students or teaching assistants form Line 1, and at the end of each activity, the last person in Line 1 moves to the beginning of Line 1, and each person moves down one row.

Everyone can participate in different activities in different ways and with different people simultaneously.

(See Lesson Plan M3).

EQUIPMENT

Use balls made from paper and Sellotape if you don't have equipment.

PEOPLE

Peer coaching can take place with more skilled students guiding those with less ability. Before a discussion or review, students may draw a presentation using words, symbols, or pictures to support the discussion of the experiences.

Students may speak on behalf of people if needed.

LESSON PLAN M1 SOCIAL STORY



Imitating Actions in PE.

In PE class, we learned to imitate actions. Imitating means copying what other people do. It's like playing a game of follow the leader.



Why Do We Imitate?

We imitate in PE to learn new movements and exercises. When we see others do something, it helps us to understand how to do it too.



How to Imitate

To imitate actions, we need to pay attention to what others are doing. We can watch their body movements, listen to the teacher's instructions, and try our best to copy them.



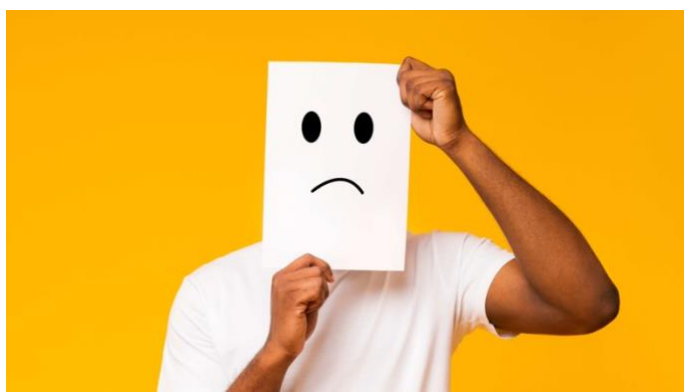
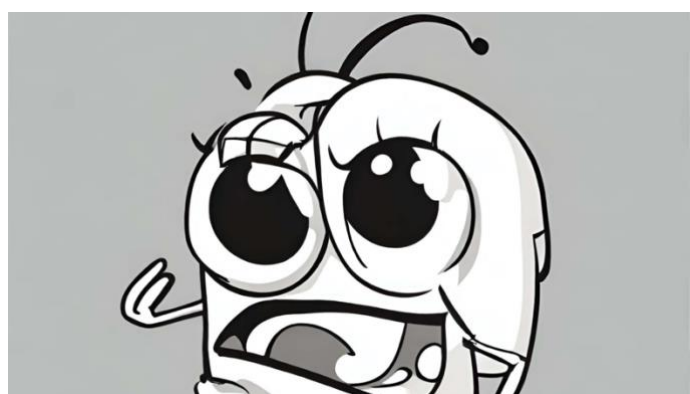
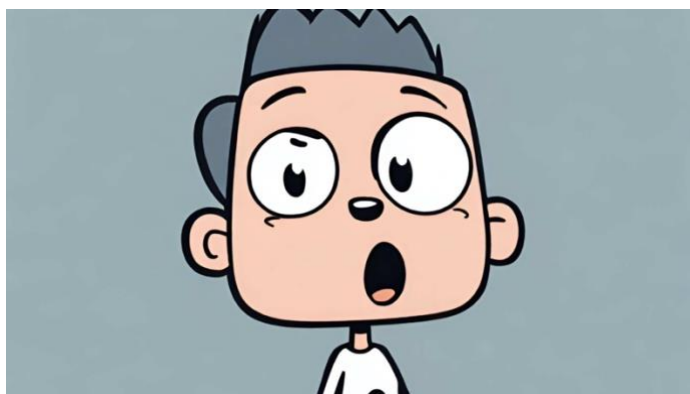
Practice Makes Perfect

Imitating actions takes practice. We may not get it right the first time, and that's okay. We can keep trying and practising.



Having Fun Together
Imitating actions is not just about learning, it's also about having fun with our friends.

LESSON PLAN M1 MOVEMENT EVALUATION CARDS



LESSON PLAN M1 VISUAL PROMPT CARDS



LESSON PLAN M1 TEACHER ASSESSMENT FORM

Directions: the teacher should complete this Checklist after completing the lesson.

TARGET	I DID IT!	MAYBE NEXT TIME	NOTES ON HOW IT WENT
1. Adapted the social story with the students.			
2. Reviewed the social story with the students.			
3. Asked questions to check for comprehension when doing the social story review.			
4. Prepared and ran the imitation stations where the students are put into small groups and rotate to the different stations to complete an imitation activity e.g. Mirrors set up where they imitate silly peer actions in the mirror. Calm dance music plays and each student takes a turn doing a dance move for others to imitate. Students select an animal card, do an action, and the others imitate.			
5. Had the students engage in self-assessment during each imitation activity by asking them to hold up the movement to self-evaluation cards to self, identify if they themselves imitated the action correctly.			
6. Used additional prompts, if needed, to help the students imitate, move from station to station, and/or self-evaluate. These can be visual prompts, pictures, verbal, close, gestures, and/or items like mirrors.			
7. Concluded the session by reviewing the social story with the students.			

LESSON PLAN M2

Hops on one foot across the room without falling.

45 minutes

AIM OF LESSON

For the student to develop motor skills and coordination by learning to hop across the room while practising direction, following, and social skills.

MATERIALS

Hopping obstacle course materials
 Movement self-evaluation cards (can be the same used in M1)
 Visual prompt cards
 Learning to hop social story
[YouTube hopping video](#)
 Teacher self-assessment form
 Self-assessment/reinforcement (students reflecting on their activities)

TECHNIQUES

Behavioural Modelling: Demonstrating the correct hopping technique through live demonstrations and video Modelling to provide clear examples for students.

Task Analysis: Breaking down the hopping skill into smaller, manageable steps, teaching each component separately to ensure understanding and mastery.

Social Story: A customised, short narrative designed to teach specific social Behaviours or concepts by describing relevant social cues and appropriate responses in a clear and reassuring manner.

Prompting and Fading: Employing verbal, physical, or visual prompts to guide student performance during the initial learning phases, gradually reducing these prompts as proficiency increases.

Differential Reinforcement: Providing positive reinforcement for correctly performed skills and appropriate Behaviours, and using corrective feedback or mild consequences for errors to promote learning.

Error Correction: Giving immediate and specific feedback after each attempt to refine student technique and improve outcomes.

ACTIVITIES

Review the learning to hop social story with the students. Ask questions to check for comprehension throughout.

Prepare the classroom with a hopping obstacle course (see teacher self-assessment form for more details) and the hopscotch path to hop along together.

Watch the hopping video together with the students.

Guide the students to work together in the hopping obstacle course and self-evaluate their activities using the cards.

Increase challenges in the course as appropriate (e.g., making the distance longer, having to carry items, team competition, etc.).

Use added prompts as needed (e.g., visual prompt cards).

LEARNING OUTCOMES

Motor Skill Mastery: Students will accurately demonstrate the ability to hop on one foot across a set distance, showing improvement in balance and coordination.

Direction Following: Students will follow simple directions with accuracy during hopping and related activities.

Self-Assessment Skills: Students will utilise self-assessment cards to evaluate their performance and identify areas for improvement, fostering self-regulation and critical thinking.

Social Interaction: Students will enhance their ability to work within a group, participating actively and responding to the social cues of their peers and instructors.

THEORETICAL RATIONALE

Applied Behaviour Analysis: Emphasises the systematic application of interventions based on principles of learning to improve complex motor skills and social Behaviours through structured teaching and reinforcement.

Motor Learning Theory emphasises acquiring motor skills through practice, feedback, and repetition. It is particularly relevant to the lesson's focus on hopping, as students learn this skill through guided practice and incremental increases in challenge. The theory supports structuring activities that allow for repeated attempts and adjustments based on feedback, which is vital for motor skill consolidation.

Social Learning Theory: Albert Bandura's theory provides a framework for understanding how students learn within a social context, particularly through observation and imitation. The lesson plan leverages video modelling and peer demonstrations, enabling students to observe correct hopping techniques before attempting them. This exposure helps students internalise the physical coordination and balance required for hopping.

Cognitive Load Theory: This theory deals with the brain's ability to process information and suggests that learning is optimised when the cognitive load is appropriately managed. By breaking down the hopping activity into manageable parts and integrating visual aids and social stories, the lesson plan helps reduce extraneous cognitive load, allowing students to focus on mastering the skill.

Constructivist Learning Theory: This educational theory argues that learners construct new knowledge based on their experiences. The lesson's design, where students actively engage with and reflect on the hopping activities, allows them to build an understanding of physical balance and coordination through personal experience and reflection facilitated by self-assessment cards.

Zone of Proximal Development (ZPD): Vygotsky's concept of ZPD involves learning with the help of more knowledgeable others. The lesson incorporates teacher guidance and peer assistance to help students achieve tasks they might not complete independently, such as navigating a more complex hopping course or incorporating additional tasks like carrying items.

Behaviourism: This theory is applied through reinforcements and behaviour modifications. Positive reinforcement, such as praise and tangible rewards like certificates for completing the course, encourages students to engage in and persist with the hopping activities. The course's design includes progressively challenging tasks and also uses principles of shaping behaviour through successive approximations.

SKILLS AND COMPETENCIES

Physical Coordination and Balance: Development of fine motor skills and balance through repeated practice of hopping activities.

Communication and Cooperation: Enhancement of communication skills through interaction with peers and instructors during group activities.

Problem-Solving and Adaptability: Improvement in students' ability to adjust their strategies based on feedback and changes in task demands.

Leadership and Peer Support: Encouragement of leadership roles within group activities, promoting peer support and teamwork.

MODIFICATIONS FOR DIVERSE LEARNERS

SPACE

The space between stations can be made smaller or bigger to make students feel more comfortable.

TASK



Speed dates have two lines of students and tables between the lines. The more highly skilled students or teaching assistants form Line 1, and at the end of each activity, the last person in Line 1 moves to the beginning of Line 1, and each person moves down one row. The space between the lines may be increased or decreased. The space between individual students may be increased to provide a greater challenge or reduced to provide a more achievable challenge. Everyone can participate in different activities in different ways and with different people simultaneously. See also Lesson Plan M3 for Modifications of Speed Dates and Skill Stations.

EQUIPMENT

Use balls made from paper and Sellotape if you don't have equipment.
Coloured tape may mark squares on the floor instead of hula-hoops or hoops.

PEOPLE

Peer coaching can take place with more skilled students guiding those with less ability. Before a discussion or review, students may draw a presentation using words, symbols, or pictures to support the discussion of the experiences. Students may speak on behalf of people if needed.

LESSON PLAN M2 VISUAL PROMPT CARDS



LESSON PLAN M2 SOCIAL STORY



Learning to Hop

Sometimes we can have fun by hopping on one foot. It's a special way of moving our bodies. Let's learn how to do it!



Getting Ready

Before we start talking, it's important to make sure we have enough space around us. We need a safe open area.



Balancing on One Foot

Hopping on one foot requires good balance. First, stand tall with your feet close together. Lift one foot off the ground and bend your knee slightly.



Hopping Practice

Now it's time to start hopping. With one foot off the ground, use the leg you are standing on to jump forwards. Try to land softly on the same leg you are jumping with. Keep practising until you feel comfortable.



Cheering for Progress

Learning to hop takes time and practice. Be proud of yourself for trying and making progress. Keep up the great work!



LESSON PLAN M2 TEACHER ASSESSMENT FORM

Lesson Plan M2 Teacher Assessment Form

Directions: The teacher should complete this checklist while completing the lesson.

TARGET	I DID IT	MAYBE NEXT TIME IT	NOTES ON HOW IT WENT
1. Adapted the social story with the students.			
2. Reviewed the social story with the students.			
1. Asked questions to check for comprehension when doing the social story review.			
4. Prepared and run the hopping obstacle course where the students pair-up to complete a hopscotch course, which includes: Jointly watching the video demonstrating, the hopping motion and watching a peer demonstration Using a hopping path on the floor, made of cones or tape. Taking turns hopping along the path with a partner while holding hands/supporting one another.			
5. Had the students engage in self-assessment during each imitation activity by asking them to hold up the movement to self-evaluation cards to self, identify if they themselves imitated the action correctly.			
6. Used additional prompts, if needed, to help the students hop. These can be visual prompts, pictures, verbal, close, gestures, and/or items like mirrors			
7. Increased the Complexity of the activities in the hopping obstacle course throughout session progress (e.g., making the distance longer, having to carry items, team, competition, etc.) cetera			
8. Concluded the session by reviewing the social story with the students.			

LESSON PLAN M3

Throws a ball overhand to hit a target

60 minutes

AIM OF LESSON

For students to develop motor skills and coordination while learning to throw a ball and hit a target.

MATERIALS

A medium-size ball
1 x 2m target
1 x 1m target
Hula hoops
Balloons
Dartboard with sticky balls
Surprise bag with small rewards (stickers, small toys, etc.)

TECHNIQUES

Behavioural Modelling: Demonstrating correct overhand throwing techniques through live action to provide clear, visual examples of the skill.

Physical Prompting and Fading: Initially guiding student actions through hand-over-hand assistance, then gradually reducing physical support as proficiency increases.

Differential Reinforcement: Offering immediate, specific positive feedback for correct throws and constructive feedback for improvement, fostering motivation and skill enhancement.

Chunking: Breaking down the task of throwing into smaller, manageable steps, such as grip, stance, and release, to facilitate learning and reduce cognitive overload.

Motivating Reinforcers: Using a variety of reinforcers such as verbal praise, stickers, or small toys from a "goodie bag" to celebrate successes and motivate continuous effort.

ACTIVITIES

Blow up the balloons and have the students play [catch and throw](#) with them.

Prepare [fun targets](#) of different sizes (2m and 1m); students can participate in the preparation.

Start by [modelling](#) how to throw the ball standing 2m away from the 2m target.

Have the students try with you standing beside them and guiding them hand-over-hand.

As the students become more comfortable with throwing, reduce the amount of help. When a student hits the target, let them choose a reward from a "goodie bag".

For lower-level students, before introducing the [ball](#), you can start with beanbags. For more [ideas](#) for targets, you can use hula hoops, stack-up plastic cups, or Velcro dartboards. Ultimately, you can have students play group games such as [Popcorn Roll & Bounce](#) and [dodgeball](#).

LEARNING OUTCOMES

Motor Skill Acquisition: Students will demonstrate the ability to accurately perform an overhand throw, hitting a target from a distance of 4 meters.

Skill Consistency: Students will consistently use the correct stance, grip, and throwing motion as taught in the lesson.

Independent Performance: Students will progress from needing physical prompts to performing the overhand throw independently.

Social and Peer Interaction: Students will engage in peer Modelling activities, learning from watching their classmates and applying those observations to their own practice.

THEORETICAL RATIONALE

Applied Behaviour Analysis: Focuses on using reinforcement strategies and systematic instruction to teach complex motor skills and improve Behavioural responses in a structured setting.

Motor Learning Theory: This theory emphasises the acquisition and refinement of motor skills through practice, sensory feedback, and successful repetitions. In this lesson, students practice throwing a ball overhand, a complex motor skill that involves coordination, timing, and precision. Motor learning theory supports the lesson's structured practice and feedback elements, which are designed to improve students' throwing accuracy and technique.

Cognitive Load Theory: This theory focuses on the human brain's capacity to process information and suggests that learning is most effective when cognitive load is appropriately managed. By breaking down the task of throwing into manageable parts (e.g., grip, stance, throw technique) and using video modelling to demonstrate

these elements, the lesson helps students focus on acquiring one skill at a time, reducing unnecessary cognitive load.

Social Learning Theory: Albert Bandura's theory highlights the importance of learning behaviours through observation, imitation, and modelling. By incorporating video modelling and peer demonstrations in the lesson, students can observe the correct techniques and outcomes of overhand throwing, facilitating learning through imitation. Peer interactions, including observing classmates and receiving feedback, also reinforce learning in a social context.

Behaviourism: This psychological perspective emphasises learning through interaction with the environment. The lesson plan incorporates behaviourist principles by using positive reinforcement (e.g., rewards from a surprise bag for hitting the target), which encourages repeated efforts and reinforces successful behaviours. Modifying the task's difficulty based on student performance applies the behaviourist concept of shaping.

Constructivist Theory: Constructivist learning theory posits that learners construct knowledge from their experiences. In this lesson, students are actively involved in creating their learning experiences by participating in setting up targets and engaging in trial-and-error processes to find the most effective throwing techniques. This hands-on approach helps students build personal understanding and practical skills through direct interaction with the physical world.

Zone of Proximal Development (ZPD): Vygotsky's ZPD theory is applied by structuring tasks that students can complete with assistance. Hands-on guidance (hand-over-hand assistance) and progressively challenging targets ensure that activities are within the student's ZPD, promoting learning and skill development with appropriate support.

SKILLS AND COMPETENCIES

Precision and Coordination: Development of precise hand-eye coordination needed for accurate throwing.

Cognitive Skills: Enhancement of focus, attention to detail, and the ability to follow multi-step directions.

Social Cooperation and Communication: Improvement in working cooperatively in group settings and communicating effectively with peers during activities.

Physical Awareness and Control: Increased awareness of body positioning and movement control necessary for effective motor execution.

MODIFICATIONS FOR DIVERSE LEARNERS

SPACE

The space between targets can be made smaller or larger to make it easier for some or increase the challenge for others.

The activity may be set up in a Speed Date.

Speed Dates have two lines of students facing each other.

The more highly skilled students or teaching assistants form Line 1 and at the end of each activity, the last person in line 1 moves to the beginning of line 1 and each person moves down one row. The space between the lines may be increased or decreased. The space between individual students may be increased to provide a greater challenge or reduced to provide a more achievable challenge.

Everyone can participate in the same activity in different ways and with different people simultaneously.

TASK

Demonstrating correct overhand throwing techniques through video to provide clear, visual examples of the skill.

In a Speed Date, the line of less able students should hold the equipment while the more able students hold the target. The lines exchange target and ball halfway through and then pass it back again before the more highly skilled students move along the line as described previously.

Everyone can participate in the same activity in different ways and with different equipment and people simultaneously.

EQUIPMENT

To meet students' needs, balls may be used in different colours, textures, sizes, and shapes. Balls may have bells in and be from different sports.

Use balls made from paper and Sellotape if you don't have equipment.

PEOPLE

Number each person, e.g., 1 to 5 (or give them a colour). Each Group numbered 1 to 5 (or colour) is asked to get together at the Skill Station number or colour marked on the wall. A different component of the activity at each station will build into the entire activity in the last Skill Station. Each Skill Station can have a Peer Coach or a teaching assistant who can support the Group.

During the activity, the teacher should visit each Skill Station and coach and praise the students.



After the activity, students should be asked if they wish to move to another Skill Station, or the teacher might suggest that they move because they did so well or practice another element.

LESSON PLAN M4

Bounces and catches a tennis ball with one hand

60 minutes

AIM OF LESSON

For students to develop motor skills and coordination while learning to bounce and catch a tennis ball with one hand.

MATERIALS

Bouncy balls of varying sizes
Hula hoops
Plastic rings
"Goodie bag" of rewards

TECHNIQUES

Behavioural Modelling: Demonstrating the correct technique for bouncing and catching the ball to provide clear, visual examples.

Task Chunking: Breaking down the task of bouncing and catching into smaller, manageable steps, teaching each component separately to ensure mastery.

Physical Prompting and Fading: Employing hand-over-hand guidance initially, followed by a gradual reduction of physical prompts as students gain skills and confidence.

Differential Reinforcement: Providing specific positive feedback for successful attempts and corrective feedback for errors, emphasising incremental skill acquisition.

Reinforcement: Implementing rewards to maintain high levels of motivation and engagement throughout the learning process.

ACTIVITIES

Let children pick from a variety of balls and practice dropping one from waist height and trying to catch the rebound with two hands. Have students stand in a circle and play the "[Bounce the ball](#)" game using a volleyball-sized ball. Students use two hands to bounce the ball to each other. Model the movement at the beginning so students can imitate you.

You can add rules or use [tunes](#) to make the game more fun. See variations at the end of this lesson plan. As a progression, have students bounce tennis balls at each other using one hand.

Students can catch with either one or two hands. Put the hula-hoops on the floor and ask students to stand inside the circle. They have to bounce and catch the volleyball, making sure the ball stays inside the hula hoop.

Use the plastic rings instead of hula hoops and replace the volleyball with the tennis ball as a progression. Students have to use one hand to bounce and catch. Set a [target number](#) of successful “bounce & catch” and let them choose a reward from a “goodie bag” when a student reaches their target.

LEARNING OUTCOMES

Skill Proficiency: Students will demonstrate the ability to accurately bounce and catch a tennis ball with one hand, achieving a set number of consecutive successes.

Improved Motor Coordination: Students will show enhanced motor skills and coordination by successfully completing increasingly complex bouncing and catching tasks.

Cognitive and Physical Integration: Students will integrate cognitive instructions with physical actions to perform the tasks with increased precision.

Social and Peer Interaction: Students will engage effectively in group activities, learning from peer demonstrations and providing feedback to others.

THEORETICAL RATIONALE

Applied Behaviour Analysis: Focuses on the systematic application of Behavioural interventions based on learning principles to improve specific motor skills through structured teaching and reinforcement.

Motor Learning Theory: This theory underscores the importance of repetition, feedback, and sequential skill acquisition in learning motor skills. In this lesson, students’ progress from simpler tasks, such as catching with two hands, to more complex tasks, like bouncing and catching with one hand. The gradual increase in task difficulty aligns with the stages of motor learning—cognitive, associative, and autonomous—ensuring that students develop the motor skills required and the cognitive understanding of each action.

Behavioural Theory: Utilising principles of operant conditioning, this lesson plan incorporates positive reinforcement through rewards from a “goodie bag” to encourage desired behaviours and skill mastery. The reinforcement schedule helps shape behaviour incrementally, providing immediate positive feedback for successfully completed tasks, which is crucial for motivating and sustaining student engagement and effort.

Developmental Biomechanics: Understanding the physical development and biomechanical capabilities of students helps design age-appropriate and physically feasible activities. This rationale supports the use of varied ball sizes and weights to accommodate the developmental stages of different students, ensuring that the activities enhance motor coordination without causing physical strain.

Cognitive Load Theory: The lesson’s design considers the cognitive load on students by breaking down complex actions into simpler, discrete tasks that can be learned without overwhelming the learner. This approach helps manage the intrinsic cognitive load associated with learning new motor skills, allowing for more focused attention and better retention of techniques.

Social Learning Theory: Emphasises learning through observation and imitation. The lesson incorporates modelling and video modelling to demonstrate the correct techniques in bouncing and catching, allowing students to visually and cognitively process the actions before attempting them. This is supported by peer learning opportunities, where students observe and learn from each other’s attempts and successes.

SKILLS AND COMPETENCIES

Precision and Coordination: Students will develop precise hand-eye coordination needed for accurate bouncing and catching.

Cognitive Skills: Enhancement of cognitive processing skills, including the ability to follow multi-step instructions and integrate them with physical actions.

Social Cooperation and Communication: Improvement in working cooperatively in group settings and communicating effectively with peers during activities.

Adaptability and Problem-Solving: Cultivation of adaptability and problem-solving abilities as students adjust their techniques in response to feedback and changing task demands.

MODIFICATIONS FOR DIVERSE LEARNERS

SPACE

Four Skill Stations can be created around the room, where the activity is broken down into the basic elements of bounce and catch. The goal is that each station will add an element of bounce and catch with the last Skill Station as the whole activity to improve skills for everyone. Alternatively, an Adapted Speed Date (See Lesson Plan M3) can be used to learn to play the games of bounce and catch. An Open Activity in which everyone can participate (pick a ball and bounce and catch) can be used to assess the student’s skills. Students are placed at a Skill Station with tasks most suited to their abilities. For example, Skill Station 1: Drop a large bouncy ball inside a

hoop. Skill Station 2: Throw down a ball so it bounces higher. Skill Station 3: Throw down a bouncy ball in a hoop and catch. Skill Station 4: Throw the ball down, pat the ball down twice inside the hoop, and then catch. Everyone can participate in different activities in different ways and with different people at the same time.

TASK

At different Skill Stations, balls may be used of different colours, textures, sizes, and shapes with different bounce levels to meet students' needs. Balls may have bells in and be from different sports. Balloons may be used for pat and catch in one half of the hall. Coloured tape on the floor or coloured cones may be used to mark different Skill Session areas. Hoop sizes may be bigger to create more significant challenges. Squares in coloured tape on the floor may be used instead of hoops.

Use Video Modelling to demonstrate the correct technique for bouncing and catching the ball to provide clear, visual examples.

EQUIPMENT

Coloured tape may be used to mark squares on the floor instead of hula-hoops or hoops.

Balls may be further varied by texture, shape, and colour.

Variable Reinforcement Schedules may be used to implement different types of rewards to maintain high levels of motivation and engagement throughout the learning process.

PEOPLE

Number each person, e.g., 1 to 5 (or give them a colour). Each Group numbered 1 to 5 (or colour) is asked to get together at the Skill Station number or colour marked on the wall. Each Skill Station can elect a leader or a teaching assistant who can support the Group. The teacher should visit each Skill Station and coach and praise the students during each activity. After the activity, students should be asked if they wish to move to another Skill Station, or the teacher might suggest that they move because they did so well. Students may draw a presentation using words, symbols, or pictures to support a discussion of the experiences.

Each Skill Station can elect a leader or a teaching assistant who can support the Group. During each activity the teacher should visit each Skill Station and coach and praise them. A peer might support the lesser-skilled student by initially catching or bouncing the ball for them.



FURTHER BOUNCE THE BALL GAME VARIATIONS

Set a time for the game. Have the students bounce and toss a ball to each other. When a student misses the ball, they are out. When only one student remains or the time is up, the student(s) who have not missed the ball get a surprise from a goodie bag.

Students can play in pairs, with a hula hoop in the middle. Try to bounce the ball inside the hula hoop circle before the other student catches it. See the video example [here](#).

Place a bin/laundry basket in the middle and place a big Pilates ball inside. Provide students with throwing balls (e.g. Tennis balls). Students throw the ball at the Pilates ball and try to catch it as it rebounds. See video example [here](#).

Assign point values to different types of catches (e.g., one point for a regular catch, two points for catching with one hand). Have students try to accumulate as many points as possible during a set time.

Simon Says: Play a game of "Simon Says" but replace the usual commands with catching and bouncing instructions. For example, "Simon says bounce the ball three times" or "Simon says catch the ball with your left hand."

Catch in a Circle: Form a circle with students and have them pass the ball around while trying to catch it. Increase the complexity by having multiple balls in circulation at once.

LESSON PLAN M5

Kicks a stationary ball so that it travels in the air

60 minutes

AIM OF LESSON

For students to develop motor skills and coordination while learning to kick a ball at least 4 metres away.

MATERIALS

Bouncy balls of varying sizes
Balloons
Pins
Paper cups
"Goodie bag" of rewards

TECHNIQUES

Behavioural Modelling: Demonstrating the correct kicking techniques through live demonstrations to provide clear, visual examples for all students.

Physical Prompting and Fading: Initially guiding student actions through hand-over-foot guidance, then gradually reducing physical support as proficiency increases.

Differential Reinforcement: Offering immediate, specific positive feedback for correct techniques and Behaviours, and providing corrective feedback for mistakes to enhance learning.

Task Chunking: Breaking down the task of kicking a ball into smaller, manageable components, such as positioning, approach, and impact, to ensure mastery of each element.

Reinforcement: Implementing rewards to maintain high levels of motivation and engagement throughout the learning process.

ACTIVITIES

Set out a variety of balls of different shapes, sizes and textures and ask children to pick one. Ask them to find different ways of making their ball move and stop by rolling, throwing, kicking or pushing with a part of their bodies.

Balloon kicking - children aim to keep a balloon in the air using only their feet, either on their own or in pairs.

Create your target - Construct a pyramid using paper cups, pins or bottles. Stand next to the student a few metres away and progressively move away up to the 4m. Then, prompt the student to kick the ball to the target. Give them lots of praise for hitting the target.

As the student gets better at this, remove the prompts and let them do it independently.

Set the target higher to encourage the student to kick the ball in the air and repeat the above process.

Set a target number of successful kicks, and when a student reaches their target, let them choose a reward from the goodie bag.

LEARNING OUTCOMES

Skill Proficiency: Students will accurately demonstrate the ability to kick a stationary ball so that it travels on the floor and in the air at least 4 meters.

Motor Coordination: Students will show improved coordination and balance involved in executing a correct kicking motion.

Independent Performance: Students will progress from needing physical prompts to performing the kick independently.

Cognitive Understanding of Kicking Dynamics: Students will understand the force, trajectory, and spatial relations involved in effectively kicking a ball to a target.

THEORETICAL RATIONALE

Applied Behaviour Analysis: Focuses on systematic applications of Behavioural interventions to improve motor skills through structured teaching and reinforcement.

Behaviourism is central to the lesson's approach, particularly in using positive reinforcement to shape student behaviour. The lesson plan employs rewards (e.g., a "goodie bag") to reinforce the successful completion of tasks, such as accurately kicking a ball to meet a specific distance. The reinforcement schedule is tailored to encourage repeated successful behaviour, fostering skill acquisition through motivation and reward.

Motor Learning Theory emphasises the importance of practice, feedback, and modelling to acquire and refine motor skills. The lesson involves demonstrating techniques, providing physical prompting, and allowing students to practice kicking in progressively challenging setups. This structured practice helps students internalise the physical movements necessary for effective kicking.

Cognitive Development Theory: By engaging students in tasks that require coordination and spatial awareness, such as kicking a ball to hit a target, the lesson supports cognitive processes involved in planning and executing movements. The tasks are designed to challenge students' understanding of force, trajectory, and spatial relations, critical cognitive components in executing complex motor tasks.

Social Learning Theory: Although not explicitly detailed in the lesson, this theory underpins the group activities and peer interactions during the practice sessions. Students observe their peers and model their actions, which can enhance learning through imitation. This social aspect of learning is crucial in physical education, where peer influence can significantly impact student engagement and performance.

Universal Design for Learning (UDL): The modifications and accommodations provided in the lesson plan, such as using different sizes and types of balls, ensure that students of varying abilities can participate and achieve success. This approach aligns with UDL principles by offering multiple means of engagement, representation, and expression to meet diverse learner needs.

SKILLS AND COMPETENCIES

Physical Coordination and Balance: Development of fine motor skills and balance through repeated practice of kicking activities.

Cognitive Skills: Enhancement of cognitive processing skills, including the ability to follow multi-step instructions and integrate them with physical actions.

Social Cooperation and Communication: Improvement in working cooperatively in group settings and communicating effectively with peers during activities.

Adaptability and Problem-Solving: Cultivation of adaptability and problem-solving abilities as students adjust their techniques based on feedback and changing task demands.

MODIFICATIONS FOR DIVERSE LEARNERS

SPACE

Using the following Cardboard Box Game (below) as an example, the space between students and targets can be made smaller or bigger to make students feel more comfortable or to increase the challenge.

TASK

A Speed Date can be set up with two lines of students. The more highly skilled students, or teaching assistants, form Line 1, and at the end of each activity, the last person in Line 1 moves to the beginning of Line 1 and each person in Line 1 moves down Line 1 to face a new person.

Like the Cardboard Box Game below, everyone can participate in different activities in different ways and with different people simultaneously.

Video Modelling may be used to demonstrating the correct kicking techniques to provide clear, visual examples for all students.

EQUIPMENT

The Cardboard Box Game: Different targets can be made from cardboard boxes of different sizes and shapes, which are taped together and placed in a line between two lines of students. The more highly skilled students should be in Line 1, and the less proficient students should be in Line 2. Line 2 keeps the same ball. Each person in Line 1 will face a different person in Line 2, a different cardboard box and use a different ball. Line 2 will have the same ball and box in front of them.

After a little practice, the person at one end of Line 1 will move to the other end of Line 1, and everyone in Line 1 will move down one space to face a new person in Line 2.

Variable Reinforcement Schedules may be used to implement different types of rewards to maintain high levels of motivation and engagement throughout the learning process.

PEOPLE

In the Cardboard Box Game, the ball, target, distance, or person can be changed to adapt the activity to suit each individual so that everyone can participate and everyone can be provided with an achievable challenge.

Before a discussion or review, students may draw a presentation using words, symbols, or pictures to support the discussion of the experiences. Students may speak on behalf of people if needed.

LESSON PLAN M6

Picks up and runs holding an item

60 minutes

AIM OF LESSON

For students to develop motor skills and coordination by picking up items, and running while holding them.

MATERIALS

4 Bean bags (different colours)
40 Poly Spots
1 bucket
Goodie bag with rewards

TECHNIQUES

Behavioural Modelling: Demonstrating the correct way to pick up an item and run effectively to provide clear, visual examples for all students.

Physical Prompting and Fading: Initially guiding student actions through hand-over-hand guidance or spatial prompts, then gradually reducing physical support as proficiency increases.

Differential Reinforcement: Offering specific positive feedback for correct techniques and Behaviours, and providing corrective feedback for errors to enhance learning.

Motivating Reinforcers: Implementing a variety of reinforcers such as praise, tokens, or small prizes from a "goodie bag" to celebrate successes and motivate continuous effort.

ACTIVITIES

"Pick it up" game: To set up for this game, place the bucket in the middle of the room and create four lines of Poly Spots leading to the bucket.

Divide your students into four teams and give each team a different colour bean bag. Demonstrate the activity.

They start by standing at the start of the Poly Spot line. The players must run on the Poly Spot line, stop on one spot and throw the bean bag into the bucket. If it goes in, they have to pick the bean bag out of the bucket, pick up the spot they are standing

on and run back to the start of the line. If they miss, they must pick up the bean bag, run back and hand it to the next player.

Ask one of the teams to demonstrate the activity.

The winning team is the team which collects all their Poly Spots first. The winning team will win a prize at the end.

LEARNING OUTCOMES

Skill Proficiency: Students will demonstrate the ability to pick up an item and return to the starting point without dropping the item.

Motor Coordination: Students will show improved coordination and agility involved in executing the running and picking motions.

Independent Performance: Students will perform the task independently, showing improvement in motor planning and execution.

Teamwork and Competitive Spirit: Students will engage effectively in the team activity, demonstrating teamwork, and experiencing healthy competition.

THEORETICAL RATIONALE

Applied Behaviour Analysis: Focuses on using reinforcement strategies and systematic instruction to teach complex motor skills and improve Behavioural responses in a structured setting.

Motor Learning Theory: Supports the structured practice and feedback elements of the lesson, which is crucial for acquiring and refining motor skills.

Cognitive Development Theory: Enhances understanding of how physical movements are planned and executed, supporting the cognitive processes involved in learning to perform multi-step tasks.

Social Learning Theory: Emphasises the importance of learning through observation and Modelling, supporting the use of peer demonstrations and video Modelling to facilitate skill acquisition.

SKILLS AND COMPETENCIES

Physical Coordination and Agility: Students improve their coordination and agility as they run, pick up an item, and quickly change direction to run back. This exercise enhances their overall motor skills, balance, and ability to manoeuvre in space efficiently.

Speed and Reaction Time: The task requires students to complete the action within a limited time frame, which helps develop their speed and reaction time. These are

crucial aspects in many sports and physical activities, fostering quicker responses to physical stimuli.

Hand-Eye Coordination: As students need to pick up an item off the floor while running, they enhance their hand-eye coordination. This skill is fundamental in many areas of daily life and other sports where timing and precision are essential.

Spatial Awareness: Running back and forth and interacting with objects and peers in a defined space help improve students' spatial awareness. They learn to judge distances more accurately and become more aware of their body's position in space.

Teamwork and Social Interaction: Working in teams to collect items promotes teamwork and social interaction. Students learn to communicate under pressure and support their teammates, fostering a sense of camaraderie and collective goal achievement.

Focus and Attention: The necessity to concentrate on the task within a short time interval helps enhance students' focus and attention. These cognitive skills are crucial for academic learning and other extracurricular activities.

Following Instructions: The ability to understand and follow through with instructions during the game improves cognitive processing and listening skills. This competency is vital for successful learning across all academic subjects.

Competitive Spirit: Engaging in a competitive environment where teams race against each other to finish tasks first fosters a healthy competitive spirit. It teaches students how to handle both winning and losing gracefully.

Problem Solving and Strategy: Deciding the best way to pick up the bean bag and the quickest route back involves strategic thinking and problem-solving. These skills are beneficial for academic subjects that require critical thinking.

Self-regulation and Behavioural Control: Participating in structured physical activities helps students, especially those with challenges such as ASD, to regulate their behaviour and control impulses effectively. The environment encourages them to adhere to rules and manage their actions within a socially accepted framework.

MODIFICATIONS FOR DIVERSE LEARNERS

SPACE

The space between poly-spots can be made smaller or larger to reduce or increase the challenge.

TASK

Task Segmentation may be used to break down the complex task of running and picking up items into smaller, manageable components to ensure mastery of each element.

Video Modelling may be used to demonstrate the correct tasks to provide clear, visual examples for all students.

One or more easier targets may be used to include those who find the activity unachievable.

Coloured tape can be used to mark square areas of different sizes on the floor instead of just one bucket.

The aim should always be that everyone can simultaneously participate in different activities in different ways and with different people.

EQUIPMENT

If you don't have the equipment, use balls made from paper and Sellotape coloured sheets of paper instead of poly-spots and a cardboard box instead of a bucket.

Bean bags may be placed on a table to include wheelchair users and other students with mobility issues.

PEOPLE

Peers can act as a buddy to guide students with less ability in parts of the game. For those with severe, severe mobility issues, peers can run or throw in their place.



SENSORY SKILLS IN THE PE CONTEXT

Sensory Skills in the PE Context address communication skills related to self-expression and emotional intelligence in challenging situations for children with ASD in inclusive settings during PE classes. Because every child with ASD is unique, they may communicate differently, using verbal or non-verbal approaches - words/gestures/AAC/PECS.

To provide a quality inclusive PE lesson, a PE teacher must know their students with special needs in-depth, including challenging behaviours, physical condition, etc.

Lessons S1 and S2 are designed for a PE class that lasts 45 minutes; there are 20 students in the 6th grade. One of these students is a 12-year-old boy who has ASD and ADHD.

LESSON PLAN S1

Communicates opinion about feet leaving the ground

45 minutes

AIM OF LESSON

For students to be able to do a long jump while ensuring everyone actively participates.

For students to be able to use appropriate ways of communication and to express their feelings during exercises, particularly when their feet leave the ground.

MATERIALS

Open space (gymnasium, field or playground)

Cones or markers

Measuring tape

Soft landing mats

AAC or PECS communication tools (if needed)

TECHNIQUES

Behavioural Modelling: Demonstrating a long jump technique through step-by-step actions to provide clear, visual examples for all students.

Task Analysis: Breaking down the long jump into sequential steps (approach, take-off, flight, landing) to ensure mastery of each component.

Prompting and Fading: Using verbal and physical prompts to guide students during their attempts, gradually reducing assistance as they gain proficiency.

Differential Reinforcement: Providing specific positive feedback for successful attempts and improvements, and constructive feedback for adjustments to reinforce learning and correct Behaviours.

Motivating Reinforcers: Employing a variety of reinforcers such as verbal praise, high-fives, or access to preferred activities, to celebrate successes and motivate continuous effort.

ACTIVITIES

Introduction (5 minutes)

Students are gathered in a circle.

Explanation of the aim of the lesson and the importance of respecting each other's learning experiences.

Assign a peer tutor to assist the student with ASD in the warm-up and facilitate social interaction.

Warm-up (10 minutes)

Have students jog or walk around the designated area.
Use a whistle to signal changes in direction or pace.
Encourage them to stay aware of their surroundings and avoid collisions.
Include students with ASD in the warm-up, making sure they feel comfortable.
Encourage the peer tutor to support the student with ASD to stay focused and engaged during the warm-up.

Main Activity - Learning Long Jump

Activity 1: Demonstration and Explanation

Explain the key steps and safety measures involved in a long jump.
Demonstrate the long jump technique to the entire class.
Show students how to measure their approach and place markers for take-off.
Form pairs, ensuring that everyone has a peer tutor.
The peer tutor of the student with ASD will assist him in understanding the long jump technique, helping him express himself using words, gestures, AAC, or PECS as needed.
Encourage the peer tutor to maintain positive and patient communication with the student with ASD.

Activity 2: Practice with Markers

Have students practice the long jump with markers set up for take-off.
PE teacher and peer tutor will guide to ensure everyone uses the proper technique and stays safe.
Throughout the practice, ask students with ASD questions about their feelings during the jumps and encourage them to communicate their emotions.

Activity 3: Soft Landing Mat

Gradually transition from using markers to a soft landing mat for actual long jumps.
Each student will have the opportunity to perform a long jump.
The PE teacher and peer tutors will provide support, guidance, and communication assistance to the students with ASD as necessary.
Continue to ask the student with ASD about his feelings during each jump, allowing him to express himself.

Cool-down (5 minutes)

Gather students in a circle.
Reflect on what they've learned and experienced.
Acknowledge everyone's efforts.
Lead a brief stretching routine to cool down muscles.

Conclusion (5 minutes)

Thank all the students for their participation and effort.
Highlight the importance of inclusivity and teamwork in the class.
Mention any upcoming lessons or activities.

LEARNING OUTCOMES

Motor Skill Development: Students will demonstrate the ability to perform all components of the long jump with proper technique.

Effective Communication: Students, especially those with ASD, will use appropriate communication methods (verbal, AAC, PECS) to express their feelings and respond to inquiries during activities.

Emotional Expression: Students will articulate their emotions related to the activities, enhancing their self-awareness and emotional regulation.

Peer Interaction and Social Skills: Students will engage effectively with peer tutors and classmates, demonstrating improved social interactions and cooperation.

THEORETICAL RATIONALE

Applied Behaviour Analysis: Focuses on systematic applications of Behavioural interventions based on principles of learning theory to improve communication, social interactions, and motor skills through structured teaching and reinforcement.

Motor Learning Theory: Supports the practice and feedback components of the lesson, which is crucial for acquiring and refining motor skills like long jumping.

Universal Design for Learning (UDL): Ensures that all students, regardless of ability, can participate and learn effectively by providing multiple means of engagement, representation, and action.

Social Learning Theory: Highlights the importance of learning from peers through observation and interaction, supporting the use of peer tutors to facilitate skill acquisition and social learning.

SKILLS AND COMPETENCIES

Physical Coordination and Agility: Development of physical skills necessary for executing the long jump, including running, jumping, and landing.

Communication Skills: Enhancement of the ability to use verbal and non-verbal communication methods effectively during physical activities.

Social Cooperation and Teamwork: Improvement in working cooperatively with peers and understanding the dynamics of teamwork and support.

Self-regulation and Emotional Control: Cultivation of skills to regulate Behaviour and emotions during competitive and physically demanding activities.

MODIFICATIONS FOR DIVERSE LEARNERS

SPACE

The take-off point can be from a static position or with a shorter or longer run-up. Have a quiet spot where the student with ASD can go if he needs a break.

TASK

Break down the jump into smaller steps at Skill Stations around the room (See Lesson Plan M4) for example:

Station 1: Jumping on the spot with feet together.

Station 2: Step forward and collect the back leg and feet together.

Station 3: A longer step forward and collect the back leg and feet together.

Station 4: Full long jump with a longer distance.

Give extra time if it is needed

Use both demonstrations and words to explain what to do

EQUIPMENT

Using Skill Stations (see Lesson Plan M4), different equipment may be used:

Station 1: Jump up and land with both feet together.

Station 2: Step over a low cardboard box and collect the back leg to stand with feet together.

Station 3: Step over a higher box and collect the back leg to stand with feet together.

Station 4: Step over a longer and higher box and collect the back leg to stand with feet together.

Station 5: Jump over a longer and higher box and collect the back leg to stand with feet together.

Station 6: Long Jump without boxes.



PEOPLE

Have a teacher's assistant who can support children with ASD.

Partner the child with ASD with a friend who understands him and can be there for support.

Teach the other students to be kind and patient so everyone can work together.

LESSON PLAN S2

Communicates opinion about falling/heights

45 minutes

AIM OF LESSON

For students to be able to climb a rope/ladder
For students to be able to use appropriate ways of communication and to express their feelings during exercises, particularly when climbing heights

MATERIALS

Open space
Gymnastic ropes and equipment
Ladders and slides
Soft landing mats.
AAC or PECS communication tools (if needed)

TECHNIQUES

Behavioural Modelling: Demonstrating safe techniques for climbing and sliding, using both live demonstrations to provide clear examples.

Physical Prompting and Fading: Using physical guidance to assist students during initial attempts, then gradually reducing this support as they gain proficiency.

Differential Reinforcement: Providing specific positive feedback for correct actions and gentle corrections for errors to enhance learning and motivation.

Motivating Reinforcers: Utilising a variety of reinforcers, including both verbal and non-verbal praise, such as thumbs up and high five, to celebrate successes and motivate continuous effort.

ACTIVITIES

Introduction (5 minutes)

Students are gathered in a circle.
Explanation of the aim of the lesson and the importance of respecting each other's learning experiences.
Assign a peer tutor to assist the student with ASD in the warm-up and facilitate social interaction.

Warm-up (10 minutes)

Conduct a warm-up activity to prepare students for gymnastic exercises. Include the student with ASD in the warm-up, ensuring they feel comfortable. Encourage the peer tutor to support the student with ASD to stay focused and engaged during the warm-up.

Main Activity - Learning about Heights and Falling (20 minutes)

Activity 1: Rope Climbing

Set up a rope climbing area with soft landing mats. Provide a demonstration and explanation of rope climbing techniques emphasising safety measures. Ask the student with ASD questions about how they feel about rope climbing, prompting them to communicate using words, gestures, AAC or PECS as needed. Remind the peer tutor to assist and encourage the student with ASD during the activity. Encourage peer tutors to maintain positive and patient communication with students with ASD.

Activity 2: Bench Sliding

Set up bench slides with soft landing mats. Explain and demonstrate the bench sliding technique and safety precautions. Remind the peer tutor of the student with ASD to support and communicate. Continue to ask questions about the experience and feelings related to bench sliding.

Activity 3: Height Desensitisation

Set up a simple obstacle course involving activities at different heights. This may include walking on balance beams, stepping onto and off low platforms, and navigating through hoops or tunnels at varying heights. The peer tutor will guide the student with ASD through the obstacle course. The student with ASD will be encouraged to communicate his thoughts and emotions related to the height challenges he encounters. PE teacher will provide support, guidance, and communication assistance to the student with ASD and the peer tutor as necessary. Continue to ask the student with ASD about his feelings during the exercises, allowing him to express himself.

Cool-down (5 minutes)

Gather students in a circle. Reflect on what they've learned and experienced. Acknowledge everyone's efforts. Lead a brief stretching routine to cool down muscles.

Conclusion (5 minutes)

Thank all the students for their participation and effort.
Highlight the importance of inclusivity and teamwork in the class.
Mention any upcoming lessons or activities.

The student with ASD will actively participate and communicate his opinion about falling and heights using words, gestures, AAC (Augmentative and Alternative Communication) or PECS. Other students will also learn to express their feelings and emotions about height-related activities.

LEARNING OUTCOMES

Motor Skill Mastery: Students will demonstrate the ability to climb a rope and slide down safely while following proper techniques.

Effective Communication: Students, especially those with ASD, will use AAC or PECS to express their feelings about the activities, enhancing their ability to communicate under various conditions.

Safety and Risk Assessment: Students will understand and apply safety measures related to heights, learning to assess risks and act accordingly.

Emotional Expression: Students will articulate their emotions related to height-related activities, enhancing self-awareness and emotional regulation.

THEORETICAL RATIONALE

Universal Design for Learning emphasises creating flexible and inclusive learning environments. In this lesson, differentiation and support for communication (using words, gestures, AAC or PECS) are applied to accommodate diverse learning needs.

Applied Behaviour Analysis: Focuses on the systematic application of Behavioural interventions to improve social, communication, and motor skills through structured teaching and positive reinforcement.

Motor Learning Theory: Supports the practice and feedback components of the lesson, which are crucial for acquiring and refining complex motor skills.

Cognitive Development Theory: Enhances understanding of how students process and integrate sensory and motor information, supporting the cognitive aspects of learning to navigate heights.

Social Learning Theory: Highlights the importance of learning through observation and Modelling, supporting the use of peer tutors and video Modelling to facilitate skill acquisition.

SKILLS AND COMPETENCIES

Physical Coordination and Motor Skills: Rope climbing and ladder sliding enhance gross motor skills, improve muscle strength, and develop coordination. These physical skills are crucial for children's general health and their ability to participate in various activities confidently.

Spatial Awareness and Balance: Engaging in exercises that involve navigating different heights and obstacles helps improve children's spatial awareness and balance. For children with ASD, these activities can be particularly beneficial as they often face challenges in these areas.

Safety Awareness and Risk Assessment: Participating in activities that involve heights and physical challenges helps children understand and respect safety protocols. It teaches them to assess risks and make informed decisions about their actions, a critical life skill.

Communication Skills: The lesson plan emphasises using AAC (Augmentative and Alternative Communication) or PECS (Picture Exchange Communication System) for children with ASD. This promotes their ability to effectively communicate needs, feelings, and responses, essential for social interaction and emotional expression.

Social Skills and Teamwork: By working in pairs or groups and with peer tutors, all children, including those with ASD, enhance their social skills. They learn to cooperate, take turns, and support each other, fostering a sense of teamwork and community. Reflecting on and articulating personal experiences and insights

Emotional Regulation and Expression: The lesson provides opportunities for children, especially those with ASD, to express their feelings about heights and falling. This expression helps in emotional regulation and develops their ability to articulate feelings and fears, contributing to emotional resilience.

Confidence and Self-Esteem: Successfully navigating physical challenges can boost children's confidence and self-esteem. For children with ASD, achieving these milestones can be particularly empowering, enhancing their self-efficacy.

Following Instructions and Adapting to Structured Environments: The structured nature of the lesson helps children, particularly those with ASD, to follow instructions and adapt to regulated environments, improving their ability to function effectively in different settings.

MODIFICATIONS FOR DIVERSE LEARNERS

SPACE

Ensure areas for activities are clear and not too crowded.
Have a quiet spot where the student with ASD can go if he needs a break.

TASK

Task Segmentation means breaking down each activity (climbing, sliding, balancing) into smaller, manageable steps to ensure mastery and increase confidence.

All of the activities may also be set up as an Obstacle Course for teams of students to perform all of the activities together, leaving no one behind. They must all support each other to complete the tasks. Give extra time if it is needed.

Activity Stations may be set up around or across the room in rows (See Lesson Plan M4). Use both demonstrations and words to explain what to do.

EQUIPMENT

Make sure all the equipment is safe and inclusive for everyone. Communication tools may be used to help everyone feel comfortable and engaged.

A variety of **Motivating Reinforcers** may be used in addition to verbal and non-verbal praise, such as stickers, or small toys, to celebrate successes and motivate continuous effort.

PEOPLE

Have a teacher's assistant who can support children with ASD. Partner the child with ASD with a friend who understands him and can be there for support. Teach the other students to be kind and patient so everyone can work together.

LESSON PLAN S3

Communicates opinion about having their head upside down

60 minutes

May be split into multiple sessions

AIM OF LESSON

For students to be able to communicate their opinions about having their heads upside down during P.E activities

MATERIALS

Communication Board
Social story about having the head upside down

TECHNIQUES

Social Story: Utilising a customised story to prepare students for the experience of having their heads upside down, explaining what to expect and how to handle feelings that arise.

Behavioural Modelling: Demonstrating the activities while explicitly showing how to express feelings using a communication book.

Verbal and Visual Prompting: Providing cues to guide students in using communication tools effectively during and after the activities.

Positive Reinforcement: Offering praise, encouragement, or tangible rewards for expressing feelings appropriately and participating in activities despite discomfort.

Graduated Exposure and Desensitisation: Gradually introducing activities that involve having the head upside down, increasing complexity or duration as the student becomes more comfortable.

ACTIVITIES

Review the social story about having the head upside down during PE activities with the student.

Prepare activities with the head upside down for the student to try.

Prepare the communication book for the child to express their opinion about doing these activities.

Model the activities to the student. Have them try out the activities.

Show the student the communication book to express their opinion (needing a break, feeling scared, dizzy, etc.) about the activities. Visually and verbally prompt the child

to use the visual cards and practice communication. Give positive reinforcement after using the cards to express their opinion.

Practice expressing opinions about the activities using the communication book. For more information on communication books, see this [video](#).

LEARNING OUTCOMES

Effective Communication: Students will accurately use the communication book to express their feelings about activities involving having their heads upside down.

Participation and Engagement: Students will participate in activities that involve being upside down, demonstrating increasing comfort over time.

Self-Regulation Skills: Students will show improvement in self-regulating their emotions and Behaviours in challenging physical activities.

Adaptive and Coping Skills: Students will develop strategies to cope with discomfort during physical activities, using tools and techniques provided.

THEORETICAL RATIONALE

Applied Behaviour Analysis: Focuses on using Behavioural interventions to teach students how to communicate effectively and manage their emotions during challenging physical activities.

Behaviourism: Highlights the role of environmental interactions in learning, using positive and negative reinforcements to shape Behaviour and encourage communication.

Cognitive Behavioural Theory: Emphasises understanding and changing thought patterns that affect emotions and Behaviours, particularly relevant for managing feelings of discomfort or fear.

Developmental Psychology: Considers the developmental stage of students to tailor activities and communication methods that are age-appropriate and effective.

SKILLS AND COMPETENCIES

Physical Coordination and Motor Skills: Development of coordination, balance, and agility through PE activities.

Communication and Expression: Enhancement of ability to communicate personal experiences and feelings accurately using AAC tools.

Emotional Resilience and Coping: Cultivation of resilience and coping mechanisms to handle physical and emotional challenges.

Social Interaction and Empathy: Improvement in interacting with peers and adults in a supportive environment, fostering empathy and cooperative Behaviour.

MODIFICATIONS FOR DIVERSE LEARNERS

SPACE

The space between people may be smaller or bigger to make students feel more comfortable or increase and decrease the challenge.

Some children with autism are particularly sensitive to light and bright colours, including bright white. Beige, greys, cream or warmer tones, to create lightly coloured walls can reduce distractions and may have a calming effect. Fluorescent lighting seems to be worse for an autistic child.

TASK

Tasks may be broken down into the component elements of having the head upside down using the Skill Station Methodology (See Lesson Plan M4)

Bridges and Bending Forward to Touch the Toes

Skill Station 1: On both knees, with both hands on the floor in front, make a bridge.

Skill Station 2: Lying face down on the floor with arms out in front or hands at the sides of the head and then walking the hands closer to the body, keeping the head down towards the floor.

Skill Station 3: Standing and moving the hands down the body to touch the knees.

Skill Station 4: Standing and moving the hands down the body to touch.

Forward Roll

Skill Station 1: On both knees with both hands on the floor in front, make a bridge.

Skill Station 2: On the knees, both hands on the floor but closer to the body, and head down towards the floor.

Skill Station 3: On the right knee, with the left foot on the floor, the left hand on the floor beside the left foot, and the right hand between the legs with palms up and fingers pointing backwards.

Skill Station 4: Full forward roll. The position is as Station 3, but the head goes down between the legs so that the back of the neck goes on the floor as they push with the right foot to do a forward roll.

EQUIPMENT

Soft gymnastic mats and wall padding may be used.

Coloured wristbands are red for the right and blue for the left to ensure the correct hand and foot are used during the practice of forward rolls.



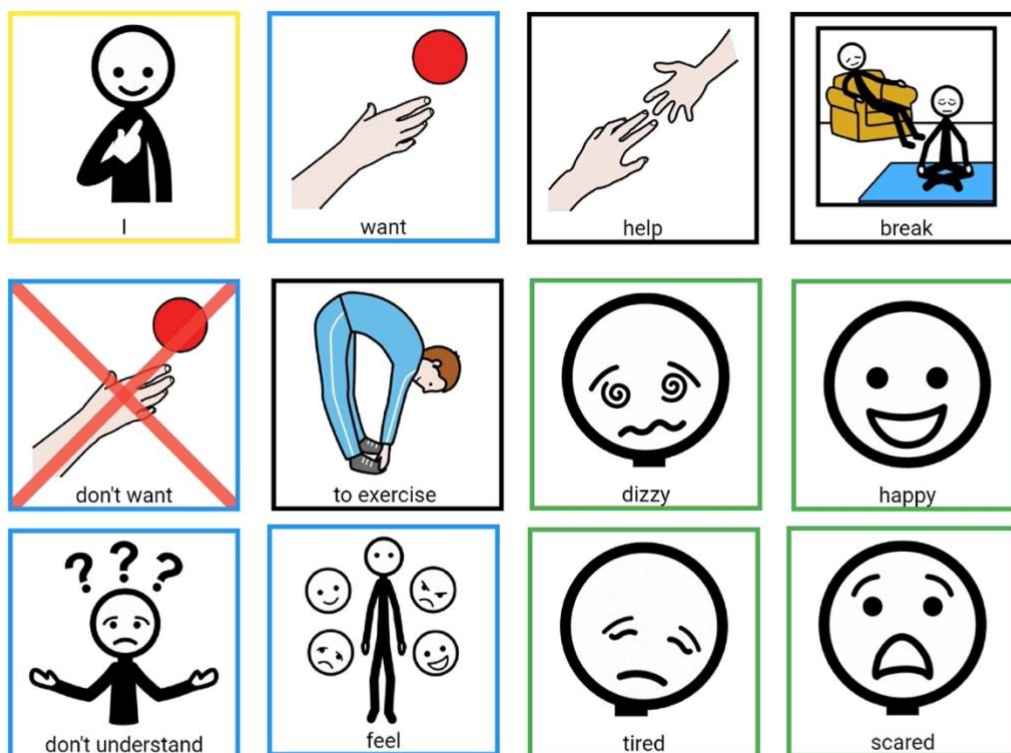
PEOPLE

Before a discussion or review, students may draw a presentation using words, symbols, or pictures to support the discussion of the experiences.

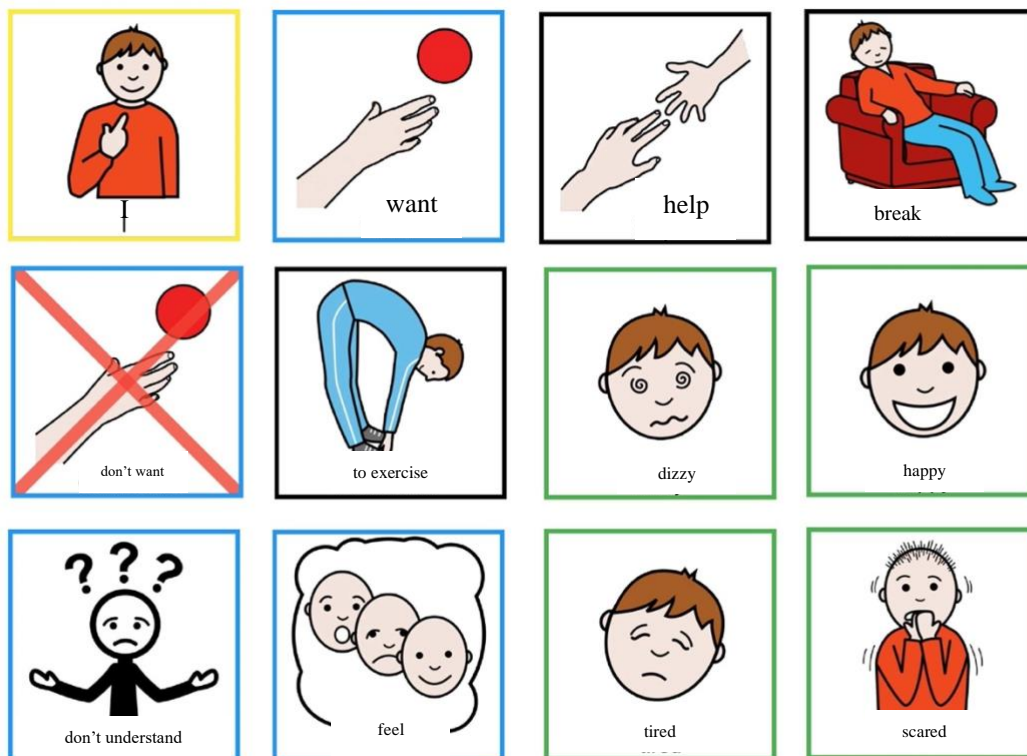
Students may speak on behalf of people if needed.

Peers can assist at each Station and with each task.

LESSON PLAN S3 COMMUNICATION BOARD



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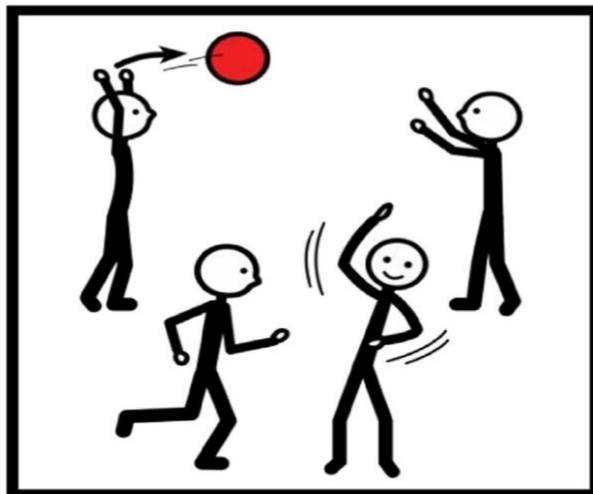


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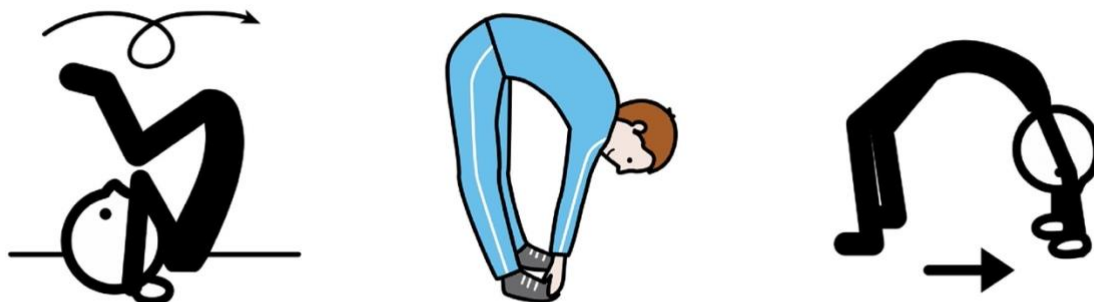
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LESSON PLAN S3 SOCIAL STORY



During PE classes, I do different exercises

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Sometimes, during PE classes, I can do exercises that involve having my head upside down.

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Doing these exercises can make me feel scared, tired, or even dizzy.

This can be overwhelming, and I may need a break.

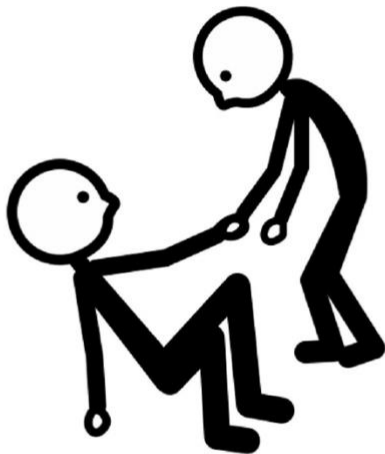
And that is okay.

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I can try to be brave and try to do the exercise.

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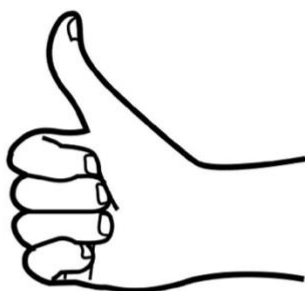
Maybe I won't understand the exercise. I can ask the teacher for help.

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I can take a break from exercise and rest. I can tell my teacher that I need to take a break, using words or pictures.

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It's okay not to do the exercises. I will stay calm and do different activities.

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LESSON PLAN S4

Communicates opinion about being touched/touching others

60 minutes

Can be split into multiple sessions

AIM OF LESSON

For students to be able to communicate opinions about being touched or touching others during P.E activities

MATERIALS

A social story about being touched/touching others
 Visual cards
 Communication board

TECHNIQUES

Social Stories: Using social stories to prepare students for PE activities that involve physical contact, explaining what will happen and why it's important.

Verbal and Visual Prompting: Providing cues and prompts using visual cards and verbal instructions to guide students through the activities and use of communication tools.

Positive Reinforcement: Offering praise and tangible rewards for expressing comfort levels and participating in activities as appropriate.

Modelling: Demonstrating the use of communication boards to express feelings about touch, and actively participating in activities to show acceptable ways to interact.

ACTIVITIES

Review the social story about being touched/touching others during PE activities with the student. Prepare visual cards with different activities that the student will do with a peer that involve close contact (high five, fist bump, elbow bump, etc.)

Guide the students through the activities and have the students try the activities.

Prompt the student to communicate their opinion of being in close contact with their peers using the communication board (not feeling okay, need a break).

[Model using the communication board.](#)

Use the board to practice communication. You can see more about communication boards in this [video](#).

LEARNING OUTCOMES

Communication of Boundaries: Students will effectively use communication boards to express their comfort or discomfort with being touched during PE activities.

Participation in Physical Activities: Students will participate in selected activities involving touch to the extent they are comfortable, showing an understanding of how to manage personal boundaries.

Self-Management Skills: Students will demonstrate emerging self-management skills by identifying when they feel uncomfortable and communicating their needs.

Adaptability: Students will show increased adaptability by engaging in varied activities with different levels of physical contact as they become more comfortable.

THEORETICAL RATIONALE

Applied Behaviour Analysis: Focuses on systematically teaching students to communicate their needs and manage sensory sensitivities through positive reinforcement and structured interaction.

Sensory Integration Theory: Helps understand how students process sensory information, particularly touch, and the importance of accommodating sensory needs in educational settings.

Behaviourism: Emphasises learning from the environment through interaction and reinforcement, which is critical for teaching students how to respond to and communicate about touch.

Social Learning Theory: Highlights the importance of Modelling and peer learning in acquiring social skills and understanding norms around personal space and touch.

SKILLS AND COMPETENCIES

Communication Skills: Development of robust communication skills using AAC or PECS to express feelings and boundaries.

Sensory Processing Skills: Enhanced ability to process sensory information related to touch and develop coping strategies.

Social Interaction Skills: Improved social interaction skills, including understanding how to express and respect personal and others' boundaries.

Empathy and Support: Cultivation of empathy by understanding diverse comfort levels among peers and learning supportive Behaviours.

MODIFICATIONS FOR DIVERSE LEARNERS

SPACE

The space between students may be made smaller or bigger to make students feel more comfortable.

TASK

Set up a speed date with two lines of students facing each other. The more highly skilled students or teaching assistants form Line 1, and at the end of each activity, the last person in Line 1 moves to the beginning of Line 1, and each person moves down one row. Line 2 holds any equipment. Everyone can simultaneously participate in touch activities in different ways and with different people. (See Lesson Plan M3).

Graduated Exposure and desensitisation introduce touch gradually with less invasive activities (e.g., high fives) and progressing to more involved contact as comfort levels increase.

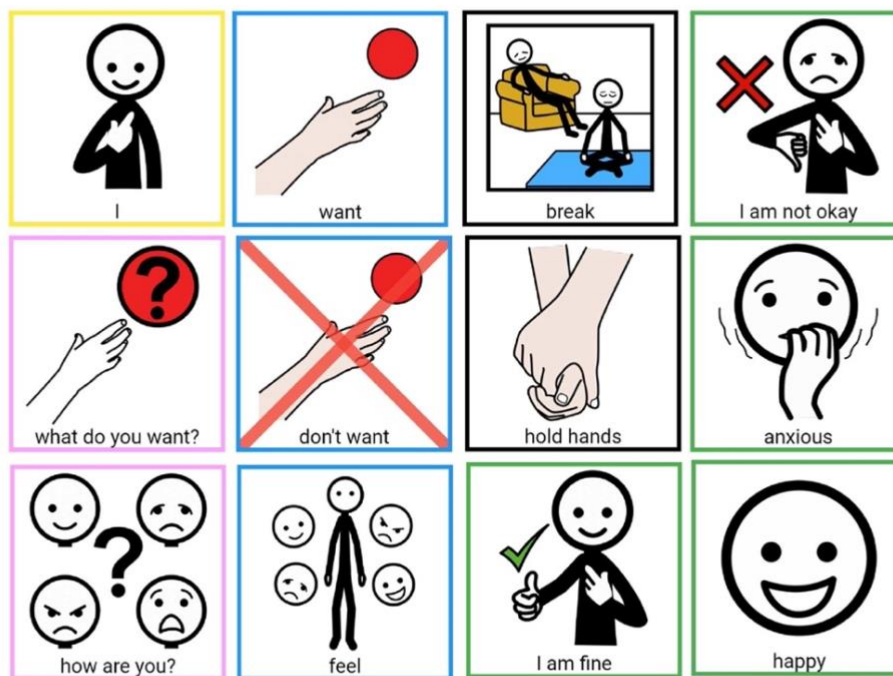
EQUIPMENT

The PE teacher or peer may use objects that the child likes, such as a toy car, hairbrush, or even a hand puppet to touch.

PEOPLE

Before a discussion or review, students may draw a presentation using words, symbols, or pictures to support the discussion of the experiences. Students may speak on behalf of people if needed.

LESSON PLAN S4 COMMUNICATION BOARD



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Sometimes during PE classes I may do activities together with students

LESSON PLAN S4 SOCIAL STORY



Sometimes I will need to hold their hands.

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Like when we form a circle together.

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When I do these activities, I may feel anxious. This can be overwhelming, and I may need a break. That is okay.

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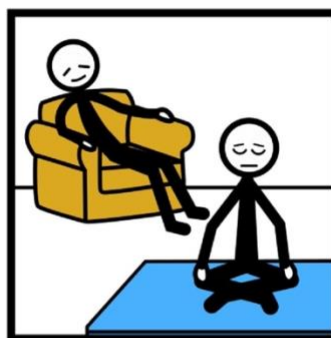


I can try to brave and do the activity with the other students.

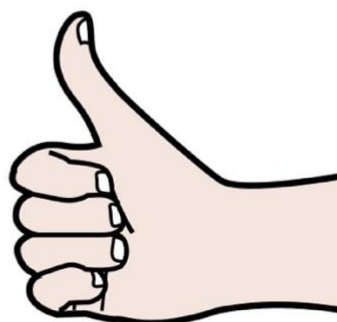
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It's okay if I don't want to hold hands or be close to other students.

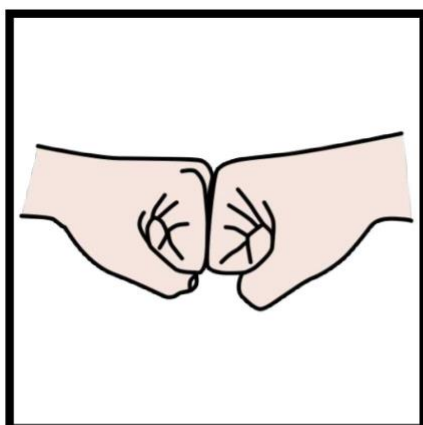
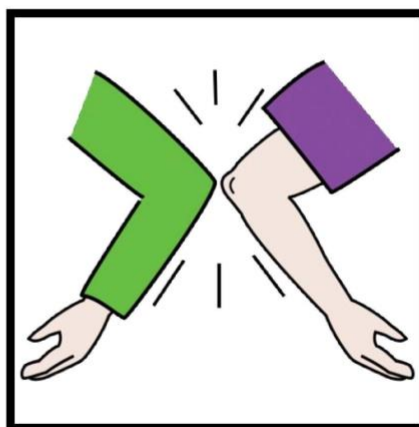


I will tell my teacher that I need to take a break using words, gestures or pictures.

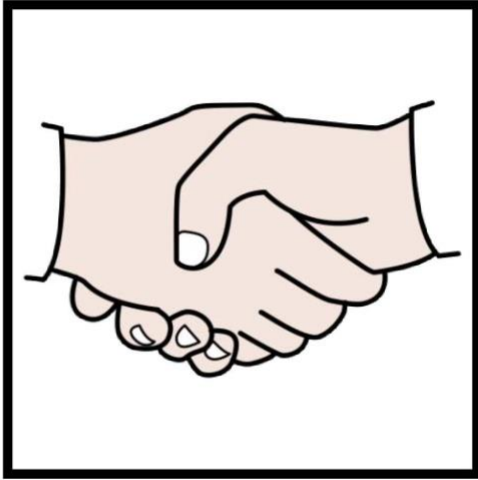


It's okay not to do group activities. I will stay calm and do different activities.

LESSON PLAN S4 VISUAL ACTIVITY CARDS



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LESSON PLAN S5

Communicates opinion about standing in line/close to others

60 minutes

AIM OF LESSON

For students to be able to communicate opinions about standing in line/close to others.

MATERIALS

Calm down objects (stress/squeeze ball, sensory bottle, [fidget toys](#) etc)

Hoops

Social story

Visual cards

TECHNIQUES

Social Story: Utilising a social story to prepare students for the experience of standing in line or being close to others, detailing what Behaviours are expected and why.

Behavioural Modelling: Demonstrating appropriate Behaviours while standing in line or during close contact situations to provide clear, visual examples.

Verbal, Visual, and Physical Prompting: Providing cues and prompts to guide students on where to stand and how to interact, using visual cards to communicate needs and preferences.

Positive Reinforcement: Offering praise and tangible rewards for maintaining appropriate Behaviour and for successfully using communication tools to express comfort or discomfort.

Structured Environmental Cues: Using physical markers such as hoops or coloured spots to visually indicate appropriate standing locations, helping to manage spatial awareness and comfort.

ACTIVITIES

Review the social story about standing in line close to other students together with the students.

Prepare an Activity Station with calm-down objects (stress/squeeze ball, slime, sensory bottles, fidget toys etc.).

Go through the Activity Station with the student and prompt using the objects. Prepare circles where the students can stand when waiting in line (you may use hoops). Show the student where to stand when waiting in line to avoid close contact with the other students.

Introduce the visual cards to the student. Prompt using the visual cards to express needs (needing a stress relief object and a break from activity). Practice expressing opinions about the activities using the visual break cards.

LEARNING OUTCOMES

Communication of Personal Space Needs: Students will effectively use communication tools to express their comfort levels about proximity to others.

Adherence to Spatial Guidelines: Students will demonstrate the ability to follow visual cues and maintain appropriate distances from peers during line-ups and close-contact activities.

Self-Management Skills: Students will show improved ability to manage their emotions and Behaviours in situations where personal space is limited.

Use of Calming Strategies: Students will independently utilise calm-down objects or techniques when feeling overwhelmed by close proximity.

THEORETICAL RATIONALE

Applied Behaviour Analysis: Focuses on using Behavioural interventions to teach students how to communicate needs and manage Behaviours effectively in social settings.

Behaviourism: Emphasises learning through interaction with the environment, using positive reinforcement to shape Behaviour related to personal space and communication.

Cognitive-Behavioural Theory: Enhances understanding of how thoughts and feelings can affect Behaviour, particularly in managing reactions to physical proximity.

Universal Design for Learning (UDL): Ensures that activities and communications are accessible and appropriate for all students, regardless of their sensory sensitivities or communication abilities.

SKILLS AND COMPETENCIES

Communication Skills: Development of robust communication skills using visual cards and other AAC tools to express feelings and boundaries.

Sensory Processing Skills: Enhanced ability to process sensory information related to touch and personal space, developing coping strategies.

Social Interaction Skills: Improved social interaction skills, including understanding how to express and respect personal and others' boundaries.

Emotional Regulation: Cultivation of emotional regulation skills by recognising and communicating personal discomfort or needs in a social setting.

MODIFICATIONS FOR DIVERSE LEARNERS

SPACE

Students may be brought progressively closer when standing in line.

TASK

Skill stations may be set up with different or progressive touch or calming routines and progressively closer rings in the lines. (See Lesson Plan M4)

A Speed date may also be used (See Lesson Plan M3)

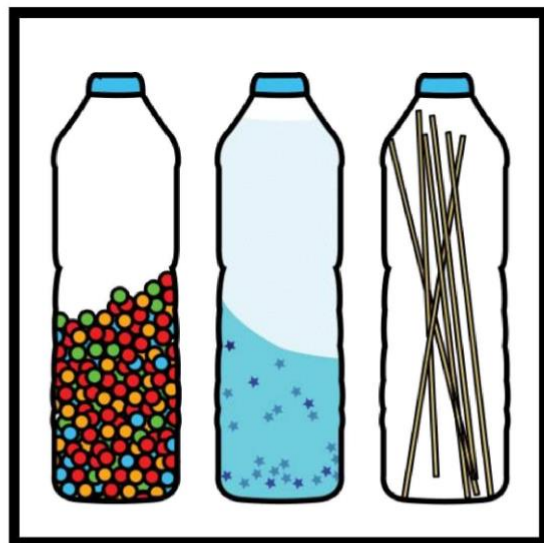
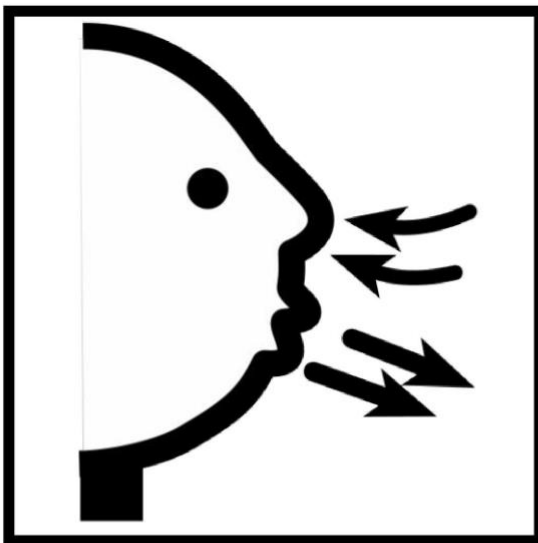
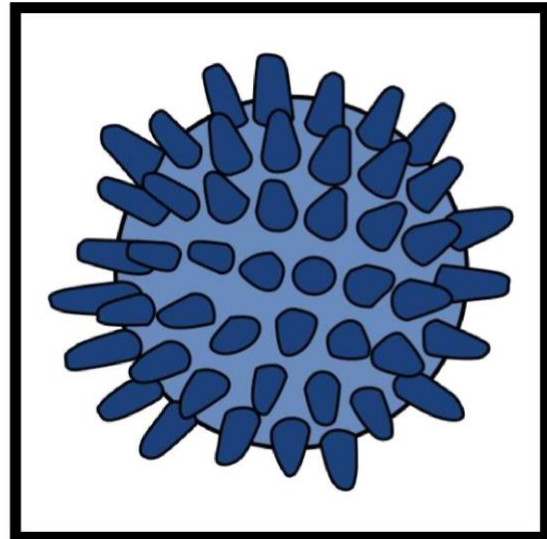
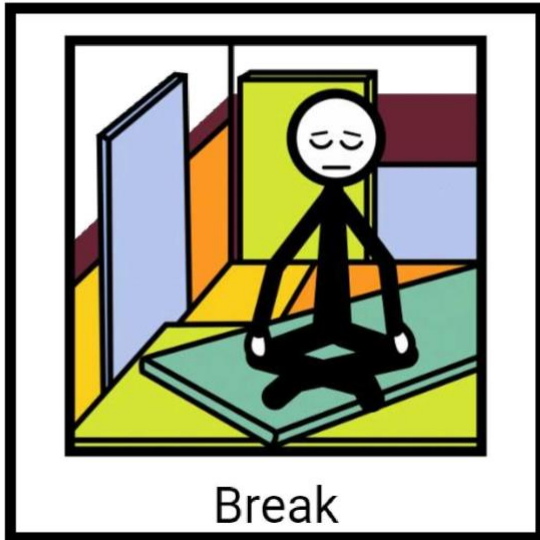
EQUIPMENT

The PE teacher or peer may use objects that the child likes, such as a toy car, hairbrush, or even a hand puppet to touch.

PEOPLE

Before or after the session, students may draw a presentation using words, symbols, or pictures to support a discussion of the experiences.

LESSON PLAN S5 VISUAL CARDS



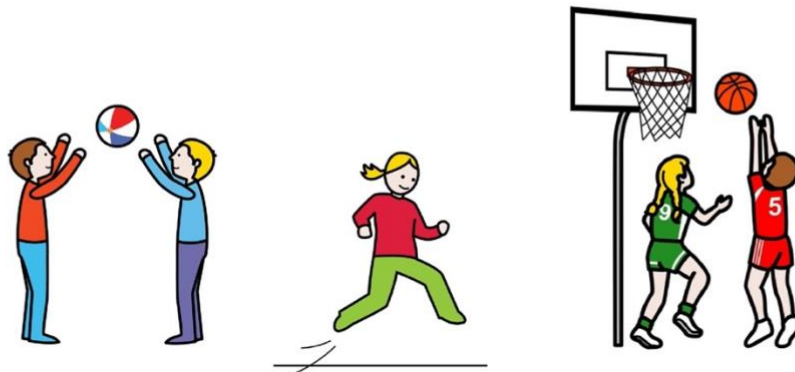
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Create cards with different relief stress objects you have in the PE class.

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LESSON PLAN S5 VISUAL STORY



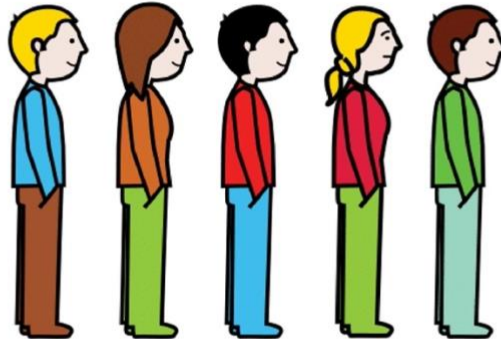
In the PE classroom there are a lot of students.

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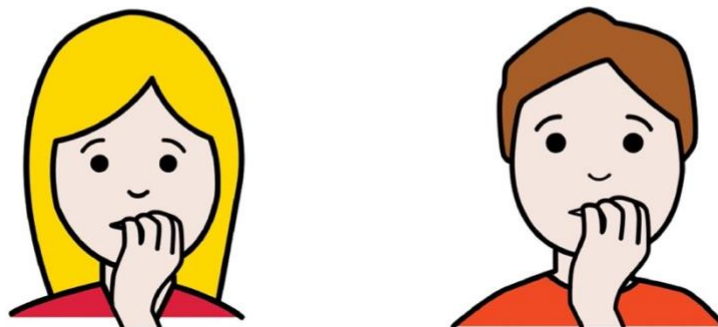
Sometimes we will do activities in a circle, and they will sit next to me.

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Sometimes I will have to wait in line to do the activities.

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Being too close to other children can make me feel stressed and anxious. But I can try something that can help calm me down.

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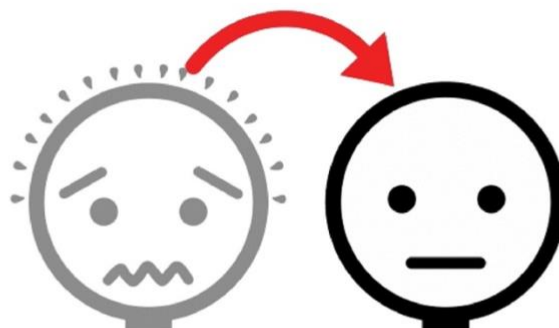
First, I can try to take deep breaths and try to stay calm.

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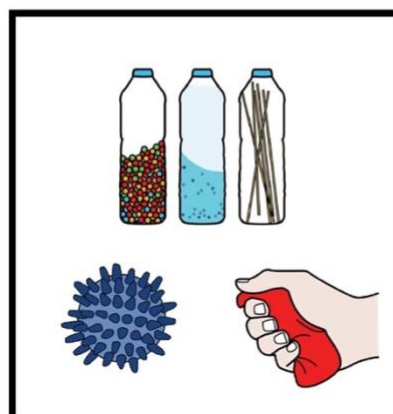
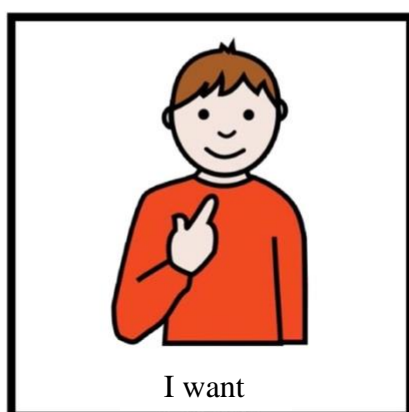
If I am still stressed, I can use an object that can calm me down. That can be a stress ball, sensory bottle, slime, or anything else I like.

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This can help calm me down.

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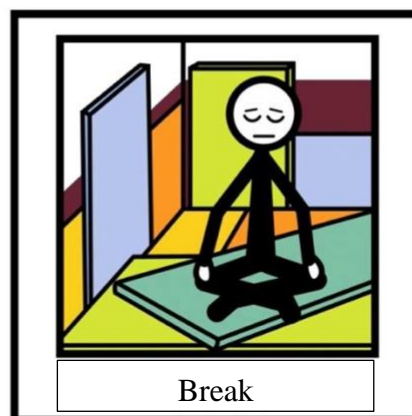
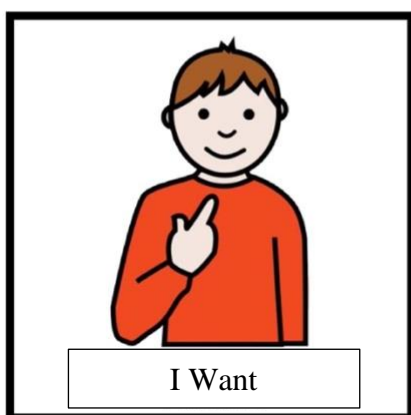
I will ask my teacher to take an object that can calm me down using words, cards, or gestures.

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If I am stressed. I will take a break from the activity and sit alone

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I will ask my teacher to take a break using words, cards, or gestures

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LESSON PLAN S6

Communicates opinion about excessive movement

60 minutes

Can be split into multiple sessions

AIM OF LESSON

For students to be able to communicate opinions about excessive movement during P.E activities.

MATERIALS

Social story
Therapeutic ball
Communication board.

TECHNIQUES

Social Story: Utilising a social story to prepare students for activities involving excessive movements, explaining what Behaviours are expected and how to cope with discomfort.

Behavioural Modelling: Demonstrating each activity, particularly how to use the communication board to express feelings and needs during the exercises.

Verbal and Visual Prompting: Providing cues and prompts to guide students on how to appropriately express their feelings using the communication board.

Positive Reinforcement: Offering praise and tangible rewards for appropriately expressing feelings and participating in activities despite discomfort.

Graduated Exposure and Desensitisation: Introducing activities with excessive movements gradually, starting from less intense to more intense, as comfort levels increase.

ACTIVITIES

Review the social story about excessive movements during PE classes with the students.

Prepare the students' activities, including different movements (bouncing on the therapeutic ball, jumping activities, spinning, fast dancing, etc.)

Prepare a communication board for the students to express opinions about doing these activities.

Model the activities to the student. Have him try out the activities.

Show the students the communication board to express their opinions (needing a break, feeling scared, dizzy, etc.) about the activities. Visually and verbally prompt the child to use the communication board and practice communication. Practice expressing opinions about the activities using the communication board.

LEARNING OUTCOMES

Effective Communication: Students will use the communication board to accurately express their feelings about activities involving excessive movements.

Adaptation to Physical Activities: Students will participate in activities, demonstrating increasing comfort and ability to manage their reactions over time.

Self-Management Skills: Students will show improvement in self-regulating their emotions and Behaviours in response to physical activity challenges.

Coping Strategies: Students will develop and utilise coping strategies to handle sensations of excessive movement during physical activities.

THEORETICAL RATIONALE

Applied Behaviour Analysis: Focuses on systematic applications of Behavioural interventions to improve communication, self-regulation, and coping strategies through structured teaching and positive reinforcement.

Behaviourism: Highlights the role of environmental interactions in learning, using positive reinforcement to shape Behaviour related to responses to physical stimuli.

Sensory Integration Theory: Helps understand how students process complex sensory information, such as excessive movement, and the importance of developing coping mechanisms.

Cognitive-Behavioural Theory: Emphasises understanding and changing thought patterns that affect emotions and Behaviours, particularly relevant for managing responses to intense physical activities.

SKILLS AND COMPETENCIES

Communication Skills: Development of robust skills for using visual and verbal communication tools to express personal experiences and needs.

Sensory Processing Skills: Enhanced ability to process and respond to sensory stimuli, developing techniques to manage discomfort.

Emotional Regulation: Cultivation of emotional regulation skills by recognising and communicating feelings in a structured and supportive environment.

Social Interaction and Cooperation: Improvement in interacting with peers and teachers during activities, fostering an environment of understanding and support.

MODIFICATIONS FOR DIVERSE LEARNERS

SPACE

Skill Stations may be set up around the room. Skill Stations have the same activity with progressive skill development. (See Lesson Plan M4).

Activity Stations may be set up in sections across the room in each corner or as an Obstacle Course for Teams in which each student supports each other to carry out the activities. Each Activity Station should have different activities.

TASK

A Speed date may be set up with two lines of students facing each other.

The more highly skilled students or teaching assistants form Line 1, and at the end of each activity, the last person in Line 1 moves to the beginning of Line 1, and each person moves down one row. Line 2 holds the equipment adapted to their needs. (See Lesson Plan M3)

Everyone can participate in different activities in different ways and with different people simultaneously.

EQUIPMENT

A therapeutic ball may be exchanged with a cushion or crash mat.

PEOPLE

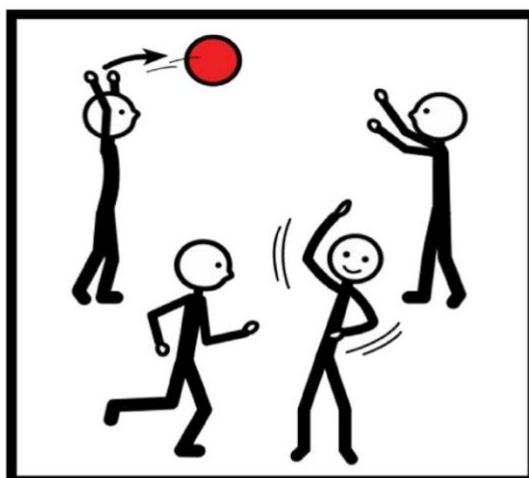
Number each person, e.g., 1 to 5. Each Group gets together at an Activity Station or a progressive Skill Station numbered 1 to 5. Each group can have a leader or a teaching assistant who can support the Group. (See Lesson Plan M4)

LESSON PLAN S6 COMMUNICATION BOARD

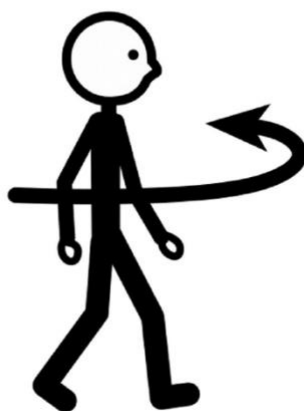


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LESSON PLAN S6 SOCIAL STORY



During PE classes I do different exercises



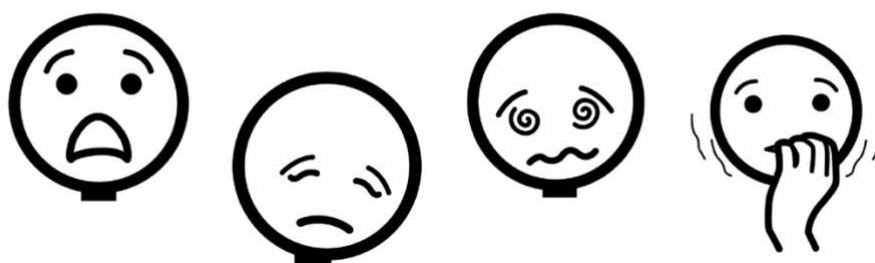
Sometimes, during PE classes I can do exercises like spinning

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Sometimes I do exercises like jumping or hopping

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Doing these exercises can make me feel scared, anxious, tired or even dizzy. This can be overwhelming, and I may need a break. And that is okay.

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I can try to be brave and try to do the activities.

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break

I can take a break from exercise and rest. I can tell the teacher that I need to take a break using words, gestures or pictures.

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It's okay not to do the exercises. I will take a break and stay calm.

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LESSON PLAN S7

Communicates opinion about remaining still

60 minutes

AIM OF LESSON

For students to be able to communicate their opinions about having to remain still during P.E activities.

MATERIALS

Social story
 Stress ball or other quiet squeeze toys.
 Visual break cards
 Visual reminder cards

TECHNIQUES

Social Stories: Utilising social stories to set expectations and explain the reasons behind the need to remain still during certain activities.

Behavioural Modelling: Demonstrating the use of visual break cards and stress balls as coping mechanisms during activities that require stillness.

Verbal and Visual Prompting: Providing consistent cues using visual reminder cards to reinforce staying still and using break cards when needed.

Positive Reinforcement: Offering praise and tangible rewards for successfully remaining still and for effectively communicating needs using break cards.

Structured Practice: Organizing activities that repeatedly require stillness to practice self-regulation and communication in a controlled setting.

ACTIVITIES

Review the social story about remaining still during PE activities with the students. Prepare visual break cards for the student to use when needing to move and do another exercise.

Prepare visual reminder cards to use as a visual prompt.

Provide a stress ball or other quiet squeeze toys that the student can hold in their hand. Show the student the squeeze balls.

While doing the activities when the students need to remain still (freeze dance, red light green light game, stuck in the mud game, wait in line, etc.), use the visual

reminder cards to prompt the child to not engage in constant movement. Show the visual break cards to the student for needing a break from the activity or access to a different activity that involves movement. Practice communication

LEARNING OUTCOMES

Effective Communication: Students will communicate and / or accurately use visual break cards to express their discomfort or need for movement during static activities.

Self-Regulation: Students will demonstrate the ability to remain still during designated activities, utilising stress balls or other coping tools as taught.

Adaptive Behaviour: Students will adapt to the structured PE environment by following visual prompts and instructions to manage their Behaviour during stillness-required activities.

Coping Mechanisms: Students will identify and apply appropriate coping strategies to handle the physical discomfort associated with remaining still.

THEORETICAL RATIONALE

Applied Behaviour Analysis: Focuses on using systematic Behavioural interventions to teach self-regulation and communication through structured activities and positive reinforcement.

Behaviourism: Emphasises the role of the environment in shaping Behaviour through interaction, including the structured use of reinforcement to encourage desirable Behaviours.

Cognitive-Behavioural Theory: Supports understanding the connection between thoughts, emotions, and Behaviours, and uses this understanding to manage reactions to physical restrictions like remaining still.

Sensory Integration Theory: Helps explain the need for physical movement and provides strategies to accommodate sensory needs within the educational setting.

SKILLS AND COMPETENCIES

Communication Skills: Development of effective communication using AAC tools like visual break cards to express personal needs.

Self-Management: Enhanced ability to manage impulses and remain still when required, using learned techniques.



Physical Coping Skills: Improved use of physical objects like stress balls to manage sensory needs during stillness.

Social and Emotional Adaptability: Increased capacity to adapt to social norms in a classroom setting, managing personal comfort and group expectations.

MODIFICATIONS FOR DIVERSE LEARNERS

SPACE

Skill Stations may be set up with progressively longer or shorter standing still times. (See Lesson Plan M4).

TASK

Skill Station 1 might be lying still, Station 2 sitting still, Station 3 Kneeling Still, and Station 4 Standing Still.

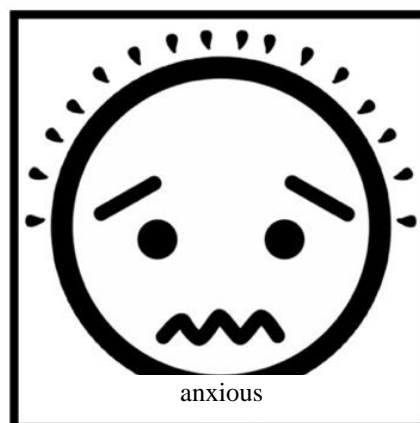
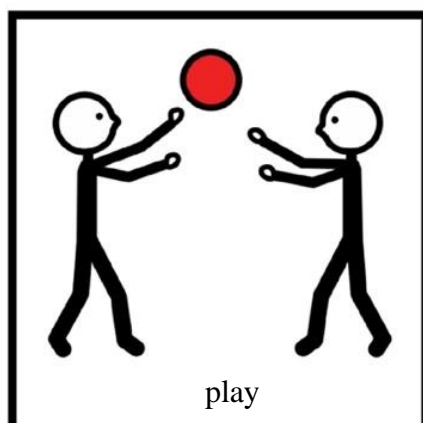
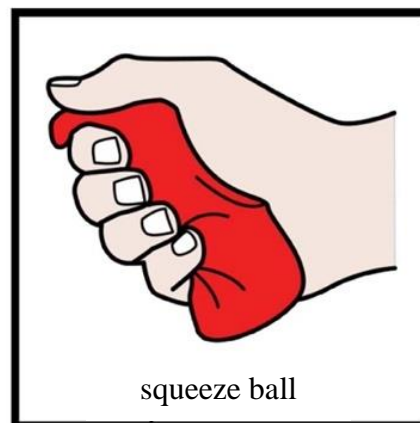
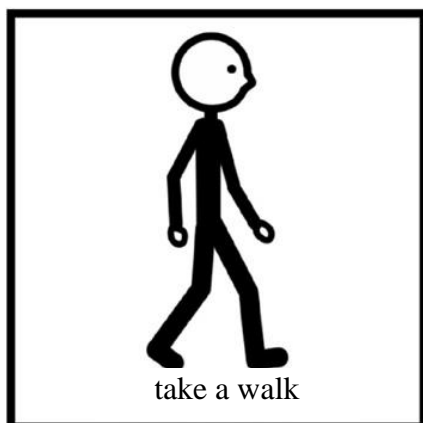
EQUIPMENT

Small rings might be used to stand in. Or paper placed on the floor.

PEOPLE

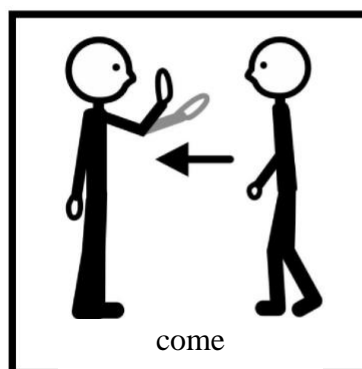
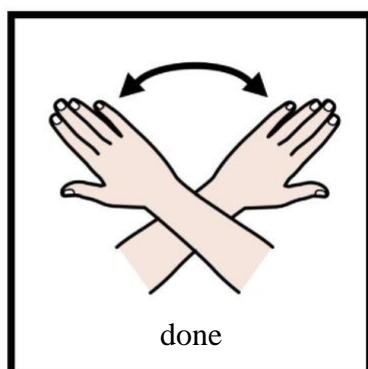
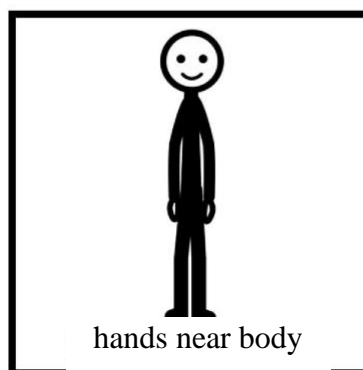
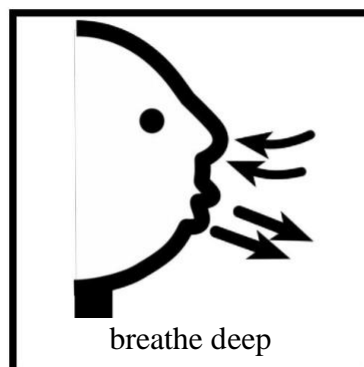
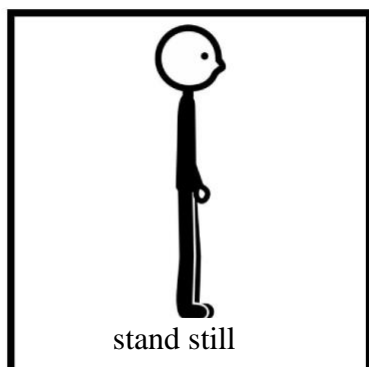
A peer or teaching assistant can support students with lower skills.

LESSON PLAN S7 VISUAL BREAK CARDS



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LESSON PLAN S7 VISUAL REMINDER CARDS



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LESSON PLAN S7 VISUAL STORY



Sometimes, during PE activities, I need to remain still.

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That means I need to stop moving.

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This can make me feel stressed and nervous.

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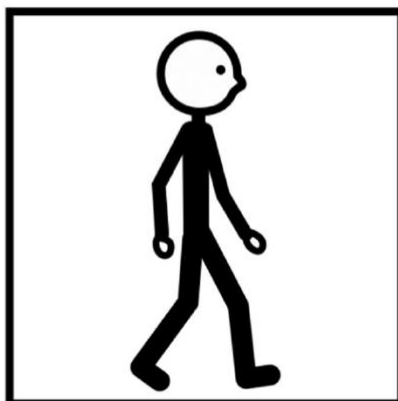
But I can try to do something that can help me remain still. I can try to take a deep breaths.

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If I still feel nervous or anxious, I can take a stress ball in my hand and try to remain still during the activity.

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Maybe I will need a break from the activity and take a walk. That is okay. I can tell my teacher that I need a break using words, gestures or pictures

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I need to remember it is ok to take a break from the activity.

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LESSON PLAN S8

Communicates opinion about being in a noisy environment

60 minutes

Can be split into multiple sessions.

AIM OF LESSON

For students to be able to self-assess their sensory needs in a noisy environment and take actions to meet their own needs.

MATERIALS

Sound sense station materials (see below)
 Sound self-assessment inventory
 Visual prompt cards.
 Noisy environments
 Social story
 Communication video model
 Noise-cancelling headphones
 Assessment form

TECHNIQUES

Social Story and Video Modelling: Utilising a social story and video demonstrations to set expectations and model Behaviours for managing noise in the gymnasium.

Sensory Assessment Stations: Setting up stations with different auditory experiences to allow students to explore their sensory reactions to various volumes and types of noise.

Visual Prompting: Using visual prompt cards to facilitate communication about sensory experiences and needs, such as taking a break or requesting noise-cancelling headphones.

Positive Reinforcement: Providing praise and rewards for students who effectively use self-assessment tools and communication strategies to manage their sensory needs.

Graduated Desensitisation: Gradually increasing the complexity of the noise environment as students become more comfortable with their coping strategies.

ACTIVITIES

Review the noisy environments and social story with the students. Ask questions to check for comprehension throughout.

Prepare the classroom with a sound sense station with headphones and media with different common PE sounds at various volumes (e.g., a group of kids running laps indoors).

Guide the students through the sound station, having them self-assess their level of sensitivity to each sound using the provided sound self-assessment inventory.

Show the students the visual prompt cards for needing a break from the noise or access to noise-cancelling headphones.

Have the student watch the video model of communicating needs and practice the communication.

LEARNING OUTCOMES

Sensory Self-Assessment: Students will accurately use the sound self-assessment inventory to identify their sensitivity levels to various noises.

Effective Communication: Students will demonstrate the ability to use visual prompt cards and other communication tools to express their sensory needs and preferences.

Adaptation to Noisy Environments: Students will show an improved ability to function in a noisy PE environment by applying coping strategies learned through the lesson.

Self-Management of Sensory Overload: Students will display emerging skills in managing their reactions to sensory overload through the use of noise-cancelling headphones and taking breaks as needed.

THEORETICAL RATIONALE

Applied Behaviour Analysis: Focuses on systematic interventions to teach self-management and communication skills in response to environmental stimuli.

Behaviourism: Emphasises learning from the environment through reinforcement, using structured settings to shape Behaviours related to managing sensory overload.

Sensory Integration Theory: Helps understand how sensory processing issues affect Behaviour and learning, guiding the design of activities that allow students to manage sensory input effectively.

Cognitive-Behavioural Theory: Supports the development of strategies for students to understand and modify their reactions to sensory experiences.

SKILLS AND COMPETENCIES

Communication Skills: Development of advanced communication skills to express personal needs and manage interactions in noisy settings.

Sensory Regulation Skills: Enhanced ability to regulate sensory intake, using tools and strategies to minimise discomfort.

Social Interaction Skills: Improved skills in interacting with peers and teachers, especially in communicating needs related to sensory issues.

Emotional Resilience: Cultivation of resilience by adapting to challenging environments and maintaining composure under stress.

MODIFICATIONS FOR DIVERSE LEARNERS

SPACE

The space between stations can be made smaller or bigger to make students feel more comfortable.

TASK

Speed dates have two lines of students and tables between the lines. (See Lesson Plan M3)

The more highly skilled students or teaching assistants form Line 1, and at the end of each activity, the last person in Line 1 moves to the beginning of Line 1, and each person moves down one row.

Everyone can participate in different activities in different ways and with different people simultaneously.

EQUIPMENT

Instead of a sense station, live action can be used with different levels of sound from the students.

PEOPLE

Before a discussion or review, students may draw a presentation using words, symbols, or pictures to support the discussion of the experiences.

Students may speak on behalf of people if needed. Peers can support the students.

LESSON PLAN S8 BREAK VIDEO

https://youtu.be/taC_hE6CyGA



LESSON PLAN S8 COMMUNICATION CARDS





BREAK





LESSON PLAN S8 SOCIAL STORY

Sometimes, we go to very noisy places. In these noisy places, there are lots of sounds, like laughter, music, talking, feet stomping, and even loud echoes. Sometimes, PE class can have a lot of these loud noises. It can be a little overwhelming. Feeling like the noises are too much is okay. You can use some special strategies to help you feel better, though.

First, it's important to listen to your feelings. You can take a deep breath and tell yourself you are brave and strong.

If the noise in PE is still too much, then you could use your special noise-cancelling headphones. These headphones could make the loud sounds softer and more manageable. You need to ensure you know how to get these headphones or can tell a teacher you need them.

You can also take a break from the noise in the PE classroom. You can use your hands, words, or pictures to ask your teacher for a break. Hand gestures, words, or images can help you express your feelings and needs.

Just remember, it is okay if you do not like the loud sounds in the PE classroom. You can try to stay calm and do things to help yourself.



LESSON PLAN S8 SOUND STATION SELF-ASSESSMENT INVENTORY

Lesson Plan S8 Teacher Assessment Form

Directions: The teacher should complete this checklist while completing the lesson.

TARGET	I DID IT!	MAYBE NEXT TIME	NOTES ON HOW IT WENT
1. Adapted the social story with the students.			
2. Reviewed the social story with the students.			
3. Asked questions to check for comprehension when doing the social story review.			
4. Prepared and ran the sensory sound station.			
5. Had the students complete their self-assessment inventory is while doing the sensory station.			
6. Selected appropriate visual prompt communication cards for the students.			
7. Showed the cards to the students, the video model, and my model of how to use the cards.			
8. Had the students practise using communication cards, prompting the students as needed.			
9. Concluded the session by reviewing the social story with the students.			



LESSON PLAN S8 SOUND STATION SELF-ASSESSMENT INVENTORY

Directions: Listen to each recording at the sound sense station and complete the table below.

I listened to:	It was too loud! .🔊	It was fine. 👍	I wanted to:

LESSON PLAN S9

Communicates opinion about being in brightly lit environments

60 minutes

Can be split into multiple sessions.

AIM OF LESSON

For students to be able to self-assess their sensory needs in a brightly lit environment and take actions to meet their own needs.

MATERIALS

Light sense station materials
Light self-assessment inventory
Visual prompt cards
Bright environments social story
Communication video model
Sunglasses and visor/hat
Assessment form.

TECHNIQUES

Social Stories: Utilising a social story to set expectations and explain the sensory challenges and coping mechanisms for bright environments.

Video Modelling: Demonstrating adaptive behaviours in brightly lit environments through video examples, showing peers using sunglasses, hats, or seeking shaded areas.

Sensory Assessment Stations: Setting up stations with different lighting scenarios to allow students to explore their reactions and identify preferences or discomfort levels.

Visual Prompting and Communication: Using visual prompt cards to facilitate communication about sensory experiences and needs, such as taking breaks or using adaptive equipment like sunglasses.

Positive Reinforcement: Providing praise and tangible rewards for effectively using self-assessment tools and communication strategies to manage sensory needs.

ACTIVITIES

Review the bright environment social story with the students. Ask questions to check for comprehension throughout.

Prepare the classroom with a light sense station with sunglasses/hat and media with different types of light (e.g., brightness, flashing, flickering, coloured, etc.).

Guide the students through the light station, having them self-assess their sensitivity to each light display using the provided light self-assessment inventory.

Show the students the visual prompt cards for needing a break from the light or access to sunglasses.

Have the student watch the video model of communicating needs and practice the communication.

LEARNING OUTCOMES

Sensory Self-Assessment: Students will accurately use the light self-assessment inventory to determine their comfort levels with various lighting conditions.

Adaptive Communication: Students will demonstrate the ability to use visual prompt cards and other communication tools to express their sensory needs and preferences.

Coping with Bright Environments: Students will show an improved ability to cope with bright environments by utilising strategies such as sunglasses, hats, or seeking shaded areas.

Self-Management of Sensory Sensitivity: Students will display emerging skills in managing their responses to sensory overload through learned techniques and self-regulation strategies.

THEORETICAL RATIONALE

Applied Behaviour Analysis: Focuses on systematic interventions to teach self-management and communication skills in response to environmental stimuli, specifically bright lights.

Behaviourism: Highlights the role of the environment in shaping behaviour through interaction and reinforcement, critical for teaching students to respond adaptively to sensory stimuli.

Sensory Integration Theory: Helps understand how sensory processing issues can impact Behaviour and learning, guiding the design of interventions that allow students to manage sensory input effectively.

Cognitive-Behavioural Theory: Supports the development of coping strategies for students to manage their reactions to sensory experiences.

Behaviourism is central to this lesson plan, emphasising learning through interactions with the environment. Behaviourism is evident in the deployment of positive

reinforcement techniques and the structured environment designed to shape student behaviour.

SKILLS AND COMPETENCIES

Communication Skills: Enhanced skills for using visual and verbal communication tools to express personal experiences and needs in brightly lit environments.

Sensory Regulation Skills: Improved ability to regulate sensory input using adaptive devices or strategies.

Social Interaction Skills: Enhanced ability to interact with peers and teachers in environments that may initially cause discomfort, fostering an environment of understanding and support.

Emotional Resilience: Development of resilience by adapting to challenging environments and maintaining composure under sensory stress.

MODIFICATIONS FOR DIVERSE LEARNERS

SPACE

Multiple Skill Stations may be created. See Lesson Plan M4. The space between stations can be smaller or bigger to make students feel more comfortable.

TASK

See Lesson Plan M4.

PEOPLE

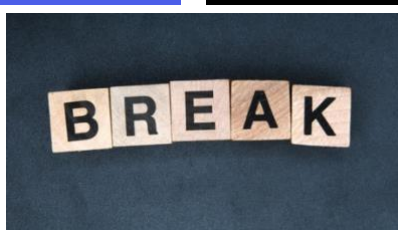
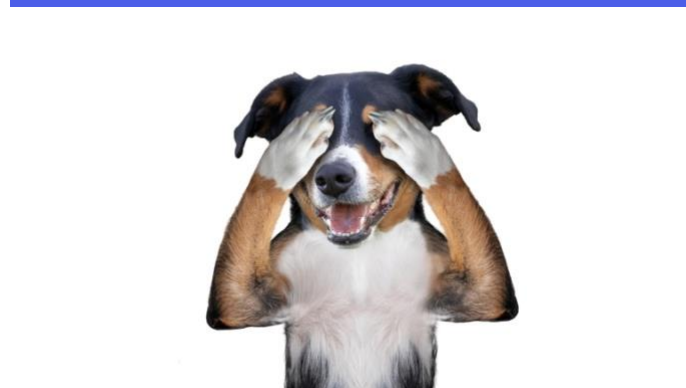
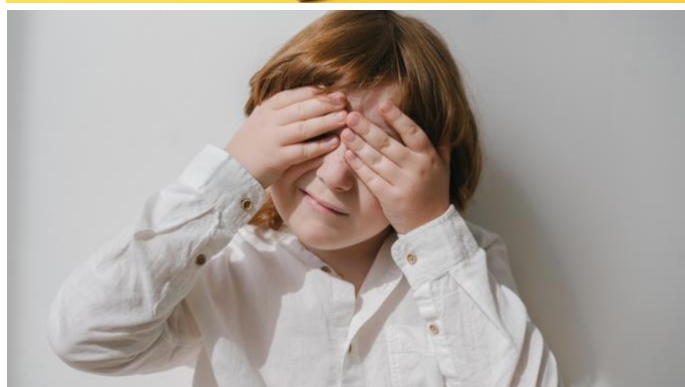
Before a discussion or review, students may draw a presentation using words, symbols, or pictures to support the discussion of the experiences. Students may speak on behalf of people if needed.

LESSON PLAN S9 SUNGLASSES VIDEO

<https://youtu.be/4Vujwx21I7o>



LESSON PLAN S9 COMMUNICATION CARDS



LESSON PLAN S9 LIGHT STATION SELF-ASSESSMENT INVENTORY

Directions: Engage with different light-producing toys, watch various light show videos at the sense station, and complete the table below.

I looked at:	It was too bright! 🗨️	I was fine. 👍	I wanted to:

LESSON PLAN S9 SOCIAL STORY

Bright Environments Social Story

Sometimes, we go to very bright places. Many intense beams of light exist in these bright places, like dazzling bulbs, glaring screens, flashing pictures, shining signs, and even blinding reflections. Sometimes, PE class can have a lot of these bright lights. The lights might feel painful to your eyes or your head. Feeling like the brightness is too much is okay. You can use some special strategies to help you feel better, though.

First, it's important to listen to your own body. You can take a deep breath and tell yourself you are in control.

If the brightness in PE is still too much, then you could use your special sunglasses or visor. This protective eyewear could make the intense lights softer and more manageable. You need to ensure you know how to get the eyewear or can tell a teacher you need them.

You can also take a break from the bright lights in the PE classroom. You can use your hands, words, or pictures to ask your teacher for a break. Hand gestures, words, or images can help you express your feelings and needs.

Just remember, it is okay if you do not like the bright lights in the PE classroom. You can try to stay calm and do things to help yourself.



LESSON PLAN S9 TEACHER ASSESSMENT FORM

Directions: The teacher should complete this checklist while completing the lesson.

TARGET	I DID IT!	MAYBE NEXT TIME.	NOTES ON HOW IT WENT
1. Adapted the social story for the students.			
2. Reviewed the social story with the students.			
3. Asked questions to check for comprehension when doing the social story review.			
4. Prepared and ran the light sensory station.			
5. Had the students complete their self-assessment inventories while doing the sensory station.			
6. Selected appropriate visual prompt communication cards for the students.			
7. Showed the cards to the students, the video model, and my model of how to use the cards.			
8. Had the students practice using the communication cards, prompting the students as needed.			
9. Concluded the session by reviewing the social story with the students.			

PERfect

An Autism and Behaviour Management Training for P.E. schoolteachers

Project number: KA220-SCH-D6D31EDD

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