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## Acknowledgments

The KiwiDex manual is based on the DEX Manual developed for Sport Waikato by Stephanie McLennan after preliminary work by Karen Palmer. KiwiDex provides activities for daily physical activity. Warm-up and cool-down images reproduced with the permission of the Accident Compensation Corporation. Sport specific stretches can be located on [www.acc.co.nz/smarttips](http://www.acc.co.nz/smarttips).

The games, activities and ideas in this book have been gathered from many sources. The origin of most activities is unknown. SPARC gratefully thanks and acknowledges the originators of the activities and those who have modified and adapted them along the way.

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## Introduction

The aim of the KiwiDex manual is to make enjoyable physical activity available to all children and encourage a commitment to an active lifestyle.

The KiwiDex manual provides a range of ideas that teachers and other physical activity providers can use to develop a programme of daily physical activity sessions particularly suited to primary and intermediate school children. However it may also be useful to anyone who wishes to take part in or lead daily physical activity.

Physical activities in KiwiDex can be used within a physical education (PE) programme where the learning is made explicit, or in other opportunities for daily physical activity.

There are many ways of providing opportunities for physical activity, ranging from spontaneous play to structured activities, including sport. The organisation and content of daily physical activity will depend upon the needs, interests, experiences and preferences of the children. While emphasising ENERGETIC activity SPARC promotes the elements of FUN, VARIETY, ENJOYMENT, SIMPLICITY and INVOLVEMENT for all. The atmosphere in which physical activity takes place should promote the important elements of play such as spontaneity, creativity and experimentation.

Activities in the KiwiDex manual can be planned to cater for a range of different outcomes such as teamwork, aerobic fitness or goal setting. The activities chosen and the way they are presented must suit the stage of development of the child. Physical activities requiring a high level of intensity for a set time or requiring a high number of repetitions at speed are not suitable for young children.

Effective and exciting physical activity sessions can be developed from the activities in this manual. However, there are also other resources that will extend, enrich and add variety to physical activity programmes. Examples include the Active Schools Toolkit, Fundamental Skills resource, Jump Rope for Heart and Curriculum in Action resources e.g. Moving in Context, Creative Play: Years 1-3, Enjoying Movement: Years 4-6 (see page 20 for more details).

## Why Regular, Quality Physical Activity?

Well-planned, regular, quality physical activity that children enjoy will help develop positive attitudes to an active lifestyle. It will also have an impact on health, growth, motor skill acquisition and personal and social development.

Well-planned, regular physical activity can contribute to sport by developing the desire for continued regular activity. This is achieved by developing basic movement skills that lead to enthusiasm, competence and confidence to participate.

Regular, quality physical activity can have a positive influence on:

Personal development

- Self-esteem and confidence
- Concentration during classroom activities
- Achievement in academic pursuits
- An overall feeling of positive well-being.

Social development.

- Co-operation
- Communication
- Fair play
- Tolerance
- Interaction.

Health-related fitness:

- Aerobic efficiency
- Muscular endurance
- Muscular strength
- Flexibility
- Body composition.

Skill-related fitness:

- Co-ordination
- Balance
- Power
- Speed
- Agility
- Reaction time.

Reducing the risk in later life of:

- Heart disease
- Hypertension
- Obesity
- Diabetes
- Osteoporosis.

## The Ingredients of Daily Physical Activity Sessions

- Participation for all
- Planned regular, vigorous activity
- A variety of activities
- Challenge suited to development
- Non-threatening approach
- Friendly competition
- Structured programme
- Simplicity of delivery
- Fun and enjoyment
- Spontaneity, creativity and experimentation.



## How to Organise a Programme of Daily Physical Activity

It is important to plan for regular, quality physical activity that is appropriate to the children, facilities, timetable and school policy as well as teachers' personal preferences. SPARC advocates for daily physical activity opportunities for children.

Daily physical activity opportunities can occur:

- between lessons
- before and after school, and during break times
- as a snackactivity when children's energy or concentration levels drop
- as part of a PE lesson if the lesson is sufficiently energetic
- as a separate, planned part of the school day that is in addition to a PE programme.

When planning for children's daily physical activity opportunities factors to be considered include:

- the needs of the children for regular physical activity
- the children's interests and motivation
- the length of time to be spent on vigorous physical activity (e.g. 45 minutes per day)
- the regularity of PE
- the intensity of physical activity that occurs within a PE programme
- the availability of members of the school community to provide physical activity opportunities before school, after school or during break times.

The following examples provide guidance on the inclusion of daily activity in a school's programme of physical activity. For guidance on planning PE programmes refer to the Ministry of Education's *Guidelines for Sustainable Physical Activity in School Communities*.

## STEP ONE

### Decide how much time will be spent on daily physical activity.

As a **minimum** it is recommended that 30 minutes each day is devoted to physical activity. Whatever time is available, the key is to ensure children participate in quality physical activity as often as possible.

On a **weekly** basis this can be timetabled in several ways. Following are three examples.

1. When the daily physical activity sessions (PAS) are separated from PE lessons and modified sport programmes.

Example:

	<b>Mon</b>	<b>Tue</b>	<b>Wed</b>	<b>Thu</b>	<b>Fri</b>
9:00am	PAS	PAS	PAS	PAS	PAS
1:00pm	PE	PE	PE	Modified sport	PE

2. When the PE lessons and/or modified sport sessions include opportunities for vigorous physical activity.

Example:

	<b>Mon</b>	<b>Tue</b>	<b>Wed</b>	<b>Thu</b>	<b>Fri</b>
10:40am	PE including PAS	PE including PAS	PE including PAS	–	PE including PAS
2:00pm				PAS and Modified sport	

3. When the daily physical activity sessions (PAS) are delivered outside of class time.

Example:

	<b>Mon</b>	<b>Tue</b>	<b>Wed</b>	<b>Thu</b>	<b>Fri</b>
Before school				PAS	
10:00am		PE			PE
Lunch time	PAS		PAS		
2:00pm	–		–	Modified sport	
After school		PAS			PAS

## STEP TWO

### Decide how daily physical activity will be managed.

#### A. INDIVIDUAL TEACHERS

Each teacher is responsible for their own class. Either:

1. the class works as a single unit under the direction of the teacher, or
2. the class is divided into two or more groups, with groups working independently.

#### B. PAIRS/SYNDICATES/TEAMS

Teachers work together with their classes combined and involved at the same time. For example:

1. each teacher takes a different activity and the classes change activities daily or weekly or within each lesson
2. all teachers take the same activity but the children are grouped for ability, interest or social factors
3. teachers work as a team, where one teacher leads an activity and the other teachers assist.

### Advantages of two or more teachers working together

1. One teacher can assume overall responsibility for daily physical activity.
2. Teachers learn from each other; experienced teachers can assist less confident teachers.
3. Teachers can share programme planning.
4. Children can be grouped in different ways – ability, interest, social.
5. Children may receive a greater variety of activities and teaching styles.
6. There is increased commitment by the school managers.
7. The physical activity session is less likely to be avoided.
8. A teacher with a special interest in physical activity can make a significant contribution to the whole school.

### STEP THREE

**Decide what activities you will use for your daily physical activity sessions.**

- The following are examples of suitable activities:
  - Ball games
  - Challenge courses
  - Circuits
  - Dance e.g. hip-hop, folk
  - Games (small groups/whole class)
  - Individual physical activities
  - Move to music
  - Orienteering
  - Partner activities
  - Relays
  - Running and walking activities
  - Skipping
  - Te Ao Kori
  - Tramping and hiking.

## STEP FOUR

### Prepare a long-term plan using the activities selected

#### EXAMPLE 1:

All children working at the same activity under direction of the teacher.

#### TERM I

Wk1/2	Wk3/4	Wk5/6	Wk7/8	Wk9/10
Water activities	Partner activities	Relays	Skipping	Balls and hoops

#### TERM III

Wk1/2	Wk3/4	Wk5/6	Wk7/8	Wk9/10
Move to music	Adventure games	Te Ao Kori	Circuits	Challenge courses

#### TERM III

Wk1/2	Wk3/4	Wk5/6	Wk7/8	Wk9/10
Orienteering	Balls and hoops	Running/Walking	Dance	Skipping

#### TERM IV

Wk1/2	Wk3/4	Wk5/6	Wk7/8	Wk9/10
Relays	Circuits	Games	Move to music	Water activities

The activities chosen can be linked to the PE programme e.g.

- (a) PE topic – Strategic play in invasion ball games  
Daily physical activity sessions - Balls and hoops.

(b) PE topic – Social skills through cultural dance:

Daily physical activity sessions - Move to music e.g. aerobics, jump jam, dance.

Example 1 is most suitable for an individual class programme or where two classes work together.

**EXAMPLE 2:**

Individual class divided into two groups with a daily or weekly rotation.

	Run/Walk (independent)	Circuits to music (with teacher)
Week 1	Group A	Group B
Week 2	Group B	Group A

**EXAMPLE 3:**

Two classes working together with one teacher supervising each activity.

	Ball games Teacher A	Hoop games Teacher B
Week 1	Class A	Class B
Week 2	Class B	Class A

**EXAMPLE 4:**

Several classes working together with a daily or weekly rotation.

			Move to music	Games	Balls and hoops
Daily Rotation	Weekly Rotation	Circuits			
Monday	Week 1	Group A	Group B	Group C	Group D
Tuesday	Week 2	Group D	Group A	Group B	Group C
Wednesday	Week 3	Group C	Group D	Group A	Group B
Thursday	Week 4	Group B	Group C	Group D	Group A
Friday	Week 5	Children choose one of the activities for the week			

**EXAMPLE 5:**

- Individual class or groups of classes.
- Each day of the week has a set activity.
- The sequence of activities could change every 4-6 weeks.

	Weeks 1-5	Weeks 6-10
Monday	Orienteering	Move to music
Tuesday	Games	Circuits
Wednesday	Skipping	Balls and hoops
Thursday	Folk dancing	Charts and activity cards
Friday	Circuits	Team games



## STEP FIVE

### Plan the daily physical activity session using activities from the KiwiDex manual.

Activities in the KiwiDex manual are divided into nine sections, each beginning with guidelines and information about that section and how to use it.

#### PLANNING THE SESSION:

**Introduction** – Select one or two warm-ups from Section 2.

**Action** – Select activities from Sections 3-10.

**Conclusion** – Select a cool-down and/or stretches from Section 11.

Depending on how your physical activity session has been planned, you may select all the activities from one section or may mix and match activities from two or three sections.

#### SAMPLE PHYSICAL ACTIVITY SESSION

<i>Example 1</i>	<b>Introduction</b>	Simon says	Pg 41
	<b>Action</b>	Partner activities	
		– Sawing logs	Pg 79
		– Grinding coffee	Pg 84
		– Rowing	Pg 65
	– Partner run	Pg 96	
	<b>Conclusion</b>	Sleeping cats	Pg 268
<i>Example 2</i>	<b>Introduction</b>	Follow the leader	Pg 37
	<b>Action</b>	Relays	
		– Fireman’s bucket	Pg 122
		– Half and half	Pg 107
	– Bob ball	Pg 205	
	<b>Conclusion</b>	Basic no frills cool-down	Pg 266
<i>Example 3</i>	<b>Introduction</b>	Numbers	Pg 49
	<b>Action</b>	Challenge course	Pg 295
		Game – Blob tag	Pg 141
	<b>Conclusion</b>	Puppets	Pg 267

Each activity has been set out in same way:

- Name of the activity
- Equipment needed e.g. cones, balls ropes
- Area required e.g. grass, hard surface
- Formation of the children e.g. lines, pairs, teams
- Instructions i.e. how to do the activity or play the game. The activity can be modified for the classroom. If a hall is available most activities can be used without change
- Variations – suggestions for other ways of doing the activities, ideas to extend children, modifications of the main activity
- Teaching points – specific notes for the teacher about the activity.

Many of the activities have diagrams or layout plans that show how equipment or teams should be set out. Ground markings such as the lines on a netball court or padder tennis court are an advantage for many of the activities; however, cones, hoops, pegs or chalk marks can be used to show boundaries or mark lines.



## Assessment and Evaluation

Assessment and evaluation are part of all education programmes. Student progress, teacher effectiveness and programme suitability are considered. Generally assessment of daily physical activity will be in the form of informal feedback and feed forward. There may be occasions when formal assessment and evaluation may be required.

### Assessment

#### INFORMAL ASSESSMENT

- Observation                      Is the child:
- active, energetic, enthusiastic?
  - responding to challenges, achieving goals?
  - enjoying daily physical activity?
  - working effectively with others?
  - showing an increased level of performance?
- Children’s Assessment
- of themselves e.g. How hard did I try?
  - of each other e.g. How much effort did I put in?
  - of the programme e.g. How much do I enjoy daily physical activity?

#### FORMAL ASSESSMENT

- Checklists
- Amount of participation
  - Personal and social development
  - Physical development
  - Movement skill development.
- Recording progress
- Recording individual child’s performance.
- Fitness testing
- Testing for specific factors e.g. flexibility, aerobic fitness – Considerations of fitness testing are provided in the next section.

## Evaluation and Action

As a result of informal and formal assessment the needs of the children can be identified. Identifying the needs of children will:

- assist in ensuring the provision of daily physical activity meets their needs
- provide opportunities for specific feedback and feed forward to individual children
- assist in identifying a learning focus for the PE programme.



## Testing for Fitness - To Test Or Not To Test?

Fitness testing can serve a useful goal-setting function. However, several points should be considered before taking the class “out for a test”.

- Fitness testing focuses on the product and often ignores the process of ensuring that children enjoy and value physical activity.
- Fitness testing can be either a positive or a negative experience depending on how it is implemented.
- Fitness is multidimensional and even the use of several measures does not fully describe the child’s level of fitness.
- Normative scores may be misleading as maturation and genetic factors are not considered when interpreting results.
- Results from fitness tests may be a better measure of motivation than of fitness level.
- Tests ignore the psychological and sociological factors that influence lifestyle and a child’s level of fitness.
- Children who regularly score low in fitness tests may develop a feeling of failure and learned helplessness.
- Fitness tests do not motivate children to adopt an active lifestyle. Perceived failure may lead to inactivity.
- A fitness test in isolation serves no educational value.
- The result of a fitness test is a reflection of several factors.



Figure 1: Factors that influence a fitness test result

## Indoor Sessions

Wet weather may require a modification to the daily physical activity session. If a hall, gym or vacant classroom is not available a satisfactory session can be taken in the classroom with minimum disruption to the furniture. Furniture can be used as equipment for an indoor challenge course, for support equipment, or for controlled climbing, lifting or boundaries.

Although the session may not be as active or strenuous as the outdoor session, it provides continuity to the routine of regular physical activity.

Many of the activities in the manual are suitable for indoors, with some modifications.

### Activities inside the Classroom

1. Moving to music. Restrict movements to on the spot e.g. marching, jogging, one step side to side, one step forward and back, toe tapping, astride jumps, twisting – all with arm variations.
2. Te Ao Kori, Samoan sasa, folk dancing, square dancing or simple dance routines.
3. Partner activities. Most of this section of the manual can be modified for indoors.
4. Circuits with modifications. Try charts with a mini circuit e.g.

#### **INDOOR CIRCUIT**

20 x High knee marches

20 x Jogging on the spot

20 x Step-ups on chair

20 x Astride jumps

10 x Crawl under desk, walk round it

10 x Stepping onto chair and onto desk

20 x Jumping upwards

5. Stretching and relaxation activities.
6. Challenge courses – over and under desks
  - zigzagging in between desks
  - crunches e.g. in the reading corner.
7. Physical activities seated on chairs or desks – chair aerobics.
8. Balloon or soft ball games e.g. Bob Ball, Tunnel Ball, Corner Spry.
9. Using elastics.

### **Organisational considerations**

1. EFFECTIVE MANAGEMENT of the group is essential.
2. Safety precautions should be clearly set and adhered to.
3. All activities must be at a slower pace i.e. walking not running.
4. The class may be divided i.e. half the class watch or clap or sing along while the other half do a dance. Then swap over.
5. Use the veranda, porch or areas outside where a roof may overhang and shelter a pathway. These can be utilised for skipping, shuttle runs, step-ups etc.
6. Take advantage of breaks in the weather to move around outside.

### **Indoor sessions when a hall or gym is available**

1. If possible have the children in bare feet to reduce noise and slipping.
2. Boundaries will need to be reduced.
3. Fast running or sprints should be replaced with light jogging or small steps and high knee running.
4. Use all the space available e.g. stage, foyer, porch, covered walkways.

## Other Resources for Daily Physical Activity

In addition to the KiwiDex manual there is a variety of resources either already in schools, or available to schools, which could be consulted to add variety to the daily physical activity programme.

For example:

### Active Schools Toolkit

The *Get Started* resource includes over 90 co-curricular physical activities.

The *Get into it* CD-ROM includes additional co-curricular physical activities and interactive programmes for children to create their own games.

The *Fundamental Movement Skills* resource provides activities and games focusing on movement skills that are fundamental to many sports.

### Children

Children have many creative ideas for being active. They are a valuable resource.

### Curriculum in Action series

This series from the Ministry of Education supports *Health and Physical Education in New Zealand Curriculum*. Some of the resources include:

*Moving in Context: Years 1-6 and Moving in Context: Years 7-8*  
Learning activities in five themes: Ngā Huarahi/Pathways, Rerenga/Flight, Whiua/Swing, Tūnga/Statics, and Huringa/Rotation.

*Enjoying Movement: Physical Activity. Years 4-6*  
Learning activities to develop health-promoting physical skills that can be transferred into a wide range of sporting and recreational activities.

*Creative Play: Physical Activity: Years 1-3*  
Learning activities by encouraging children's creativity.

*Bubbles to Buoyancy. Aquatic Education: Years 1-3*  
Learning activities related to water awareness, confidence, buoyancy and propulsion.

*Adventure Experiences in the School Grounds: Outdoor Education:  
Years 4-6*

Learning activities that foster enjoyment, adventure and challenge.

### **Jump Rope for Heart – National Heart Foundation**

Jump Rope for Heart (JRFH) is a Health and Physical Education curriculum-based programme for Years 1-8 run by The National Heart Foundation of New Zealand. JRFH aims to develop fundamental movement and motor skills through rope and skipping activities as well as develop positive attitudes towards a healthy, active lifestyle. The ready to use comprehensive resource kit includes Y1-8 teaching modules with curriculum links, unit and lesson plans, assessment tools, ropes and a music CD. Visit [www.heartfoundation.org.nz](http://www.heartfoundation.org.nz) for more information.



## Tips for Effective Teaching

### Management

**Establish boundaries** and mark them clearly for each session or activity.

**Define acceptable behaviour** and keep to it.

**Give instructions concisely and clearly.** Establish one way of gaining attention e.g. Whistle: stop immediately – put down any equipment – face the teacher – listen. Establish one way of starting e.g. “Go”, “Begin”.

**Demonstrate clearly.** Use a formation where all can see. If you are unable to do it yourself use one of the group who can.

**Establish routines** early in the year. They give security and save time. Set routines for such things as changing, issue and return of equipment, lesson pattern, changing activities, warm-up and cool-down, moving to and from the area used.

**Practise moving to basic formations quickly.** Time spent practising is well worthwhile. Practise lines, files, circles, squares, twos, threes etc. When moving to a new formation state clearly: what formation – the number in it – where to make it – which way to face – what to do when they get there. Insist no one moves until the instruction is finished.

- Pairs:** Ask them to find a partner (about their own size).
- Groups:** Jog freely. Teacher calls the required number. Class forms groups of that size.
- Or Select the required number of leaders. Place them where needed. Ask the class to form groups of the appropriate number behind the leaders.
- Or Assemble class in one long line. Teacher goes down the line counting off the required numbers.
- Or Group according to birthdays: January, February, March in one group etc.

**Two teams:** Each child finds a partner. One is Number 1, the other Number 2. Ask 1s to line up in one place, 2s in another.

Or Form a single line. Teacher moves down numbering 1, 2 – 1, 2 – 1, 2 etc.

**Circles:** Form a circle round the teacher, move out, drop hands. For smaller groups form groups as above. Make circles, drop hands, take steps backwards for required size.

Form a double circle: Find a partner. Name a pair to lead side by side into a double circle, facing inwards; inside circle joins hands with partners behind.

**Make physical activity the focus.**

- Keep the group moving most of the time but vary the intensity.
- Keep your talk to a minimum while the class is inactive.
- Limit the amount of new work in each session.
- Use known activities or those which require brief explanations.

**Use favourite games and activities** but modify them if necessary to keep the group active most of the time.

**Don't punish "outs"** by putting them on the sideline. Keep them in the game or give them another activity to carry on with.

**Plan the programme of daily physical activity** yearly, term by term, weekly and daily.

**Understand the goals** of KiwiDex and how each activity can best be used.

## Class Climate

**Show empathy** by suitable goal setting for those who have less co-ordination or skill level or a low fitness level, or just find physical activity difficult.

**Be human.** As a teacher you do not need to be an athlete but you should be positive about the benefits of physical activity.

BE HONEST. If you cannot demonstrate, tell the children, and/or:

- use a child who can
- use a diagram or photograph
- talk the group through it then pick the best performer to demonstrate.

**Be patient.** Some activities may seem chaotic the first time. Give the children time to practise and understand but change the activity when it appears to be well above or below their level.

**Praise effort and be positive** about every child's performance.

**Make sessions fun.** KiwiDex is all about enjoyable physical activity and positive attitudes.

**Emphasise** fair play, good sporting behaviour and doing your best.

**Encourage** the children to help others and accept their differences.

**Ensure sessions are non-threatening** by encouraging and assisting individuals to set their own goals and by modifying activities.

**Use friendly competition.** In KiwiDex, being first is not important. Foster the idea that all those who take part and all those who try hard will succeed in different ways.

**Plan for success** by choosing activities to suit the stage of development and by allowing children to set personal goals.

**Be a positive role model** by being enthusiastic and joining in where possible.

**Be reasonable** in the degree of physical exertion required. Painful physical activity will impact on the aim of Active Schools, where children choose and enjoy physical activity.

**Do not use physical activity as a punishment or reward**, as it is neither. Physical activity is a valuable part of a child's development.

## Motivation

**Discuss** the benefits of physical activity with the children. Ensure the benefits include all those listed on page 4 and not just benefits from health-related fitness.

**Provide knowledge** about body use and body care and the effects of physical activity on all aspects of well-being.

**Include the class** in establishing the programme and evaluating the programme. Invite children to comment on their own effort, attitude and achievements.

**Provide a variety of activities** to cater for different interests and abilities.

**Use a variety of goal-setting activities** that promote either individual or class interest.



## Cultural Considerations

A well-balanced programme of physical activity should reflect the cultures represented in the school community. Elements of movement patterns and skills specific to these cultures should be included in KiwiDex and in the PE programme.

The Māori dimension could be introduced through Te Ao Kori and Te Reo Kori. It is aimed at creating the opportunity for teachers at all levels to introduce the basic movement skills and patterns from Māori performing arts, and Māori games and pastimes. A good place to begin is *Exploring Te Ao Kori* on TKI ([www.tki.org.nz](http://www.tki.org.nz)).

In schools where Te Ao Kori and Te Reo Kori are used as a context in PE many of the basic movements, when learned, can be introduced into KiwiDex activities.

These, together with dance and games from different cultures, can add richness and excitement. This richness could be represented by the figure below.



## Basic Vocabulary for Te Reo Kori

During daily physical activity teachers are encouraged to introduce some basic Te Reo Māori.

The following list can be a starting point for teachers to begin using Māori in KiwiDex. In many iwi these words will be the same but in recognition of dialectal difference a list of local words should be prepared in consultation with your local iwi.

### Instruction

listen	– whakarongo
talk	– kōrero
look	– titiro
stand	– e tu
sit	– e noho
come	– haere mai
go	– haere atu

### Direction

front	– mua
back	– muri
side	– taha
right	– matau
left	– mauī
up	– runga
down	– raro

### Counting

one	– tahi
two	– rua
three	– toru
four	– whā
five	– rima
six	– ono
seven	– whitu
eight	– waru
nine	– iwa
ten	– te kau

### Body Part

body	– tinana
head	– ūpoko
hands	– ringa ringa
stomach	– puku
waist	– hope
knee	– pona
leg/foot	– waewae

### Activity

action song	– waiata-ā-ringa
ball on string	– poi
posture dance	– haka
wand	– tira
exercise (aerobics)	– korikori tinana
games	– mahi tākaro
dance	– kanikani

### Movements

walk	– hikoī haere
step	– hikoī
run	– oma
jump	– peke
kick	– whana
turn	– huri
skip	– piū
stamp	– takahi

## How to Involve Children who Experience Disability

- Every child is unique, and children who experience disability are no different. They have the same needs and require the same opportunities as everyone else.
- Focus on the child, not the condition or impairment. The similarities to peers should be noted, not the differences.
- Simple adaptations or modifications can be made by the teacher or children to allow for greater participation and achievement by all. Every effort should be made to keep the activity as true to form as possible.
- Adapt to increase participation, but only when necessary.
- Any changes should be viewed as temporary, working toward, where possible, the original activity.
- Although being involved as a spectator, scorer or umpire is a step in the right direction, the real need is to involve children in the action of coaching and participating in the sport itself.
- Ask the children what can be done to help them increase their participation.
- Modify the skill, equipment, playing area or rules if necessary to enhance the rate of participation.
- If participation in the daily physical activities is too difficult for the child who experiences disability adapt the activities and enable other members of the group to support them.
- Check the needs and abilities of the children well before the physical activity session. Seek advice if you are unsure of the amount or type of physical activity a child can carry out.
- Provide activities in which all children can succeed and develop self-esteem.

**ALL** children must be encouraged to participate in **ALL** activities.

## Specific Points to Note

- Basic skills may need to be developed due to a lack of previous participatory experience. For assistance view SPARC's Active Movement and Fundamental Skills resources.
- Children should compete against their own performances.
- When selecting activities for children with asthma remember that the strenuousness of an activity is not determined only by its type but by how vigorously and how long it is performed.
- No special activities need be devised for children with controlled epilepsy.
- Children with musculo-skeletal conditions should be encouraged to participate to their fullest potential.
- If you have any concerns about the ability of the child to participate contact parents/guardians for advice.
- Demonstration is often the best way of teaching a child with an intellectual impairment or a child with hearing impairment.
- When planning physical activity for visually impaired children take into account the degree of visual impairment and wherever possible make use of any residual sight.
- Three considerations are important for children using a wheelchair:
  - The proper use of the wheelchair
  - Safety in its use
  - Ways of adapting a programme or creating an individual programme to fully involve the child.

In most cases the benefits from physical activity for children are immeasurable and essential for ongoing health and well-being.

**All children need to participate to achieve.**

