

00:00:11:20 – 00:00:41:05

Speaker 1

Hi, everybody. Today, I'm going to talk about task extensions and refinement. So we think about activities and physical education. Oftentimes, we create or present one activity that meets the needs of some of our students, but doesn't meet the needs of all of our students. So with task extensions, we can extend upward to make it more challenging for the skill students, or we can extend it downward to accommodate the needs of our less skilled students, including our students with disabilities.

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Speaker 1

So I think it's something that we all know about and we think about, but it's something I don't know if we do enough to accommodate all the different abilities in our in our programs. Refinements have to do more with how to teach the components of a skill. So for example, if I'm doing throwing a refinement might be to help the child really focus on their arm action or stepping action.

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Speaker 1

All right. So let's let's put this into practice here. We'll start with something we all usually do is some type of a fitness activity with our students. So let's say we're doing some upper body strength and pushups. So to begin with, we might tell students, let's all do a modified pushup or get into a modified pushup position and let's all do five modified pushups.

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Speaker 1

So that would just be simply as getting on my hands and knees here, leaning forward and just going down in this position. Right now, what I might say that is the threat to easy and you want something more then perhaps try one of those ABC push ups. So that would be where I would be in a four push up position and go a, B, C, D, So that might be more challenging for your more skilled children.

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Speaker 1

And then I might say if you want more, you might just try a regular pushup. So get down to that regular push up position and do a really good pushup. So I've given three different options already that accommodates a wide variety of children in your class. How about downward for the children who may not even be able to do a modified pushup?

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Speaker 1

Well, we can have them do a while pushup, so we can come over here and

say, just go to the wall, Do push up movement against the wall. Much easier for the child to do. And in terms of a refinement here, I can tell the child, let's really focus on back straight and just focus on the only movement is bending your arms to work on upper body strength.

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Speaker 1

Okay, So this is just a nice way of extending upward and extending down. Think about when we run laps. Oftentimes we have children running laps. We could say boys and girls, I'm going to set a timer or some use it for 3 minutes. I'd like you to run laps if you want more. See if you can go faster and count how many laps you can do.

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Speaker 1

If you want more, you can try to do different locomotor patterns when you're doing your laps. Okay? If you're having trouble, feel free to run the long part or the, I guess, the width of the gym and then walk the the smaller part so we can do a little bit of a walk, a little bit of a run.

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Speaker 1

And if you want to refinement, hey, let's really focus on pumping those arms when you're moving your body here. All right? So when I think about fitness and I think about push ups and running laps and tagging games, are there ways we can offer children who are skilled, more challenging us to challenge them? And can we offer ways for children who are less skilled, who are having trouble, still be able to participate and feel like they're doing well?

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Speaker 1

And so those those are some simple things to do. Now, let's move to elementary school. Let's think about what are some things we might do with our kindergartners, first graders and second graders. So one thing that comes to my mind is catching. So I have been back here. You can use a tennis ball with your kids, but you might say boys and girls, let's work on catching.

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Speaker 1

What I'd like you to do is just do a self toss and catch with two hands, a nice self toss and catch with two hands. If you want more. If you think this is too easy for you, see if you can toss it a little bit higher and still catch it if you want more, see if you can toss it, Clap your hands and catch it, Toss it, drop your hands and catch it.

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Speaker 1

Okay. So so you can you can extend things to make it more challenging. We can even go one more if you even want more, try tossing it with one hand catch or the other hand toss to my left catch with my right hand. So again, I'm extending this to make more challenges for the children who are more skilled.

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Speaker 1

Now, for the less skilled children, I might say, Hey, if you're having trouble this little bit too hard, don't feel like you have to toss it so high. Just a shorter toss. A shorter toss. I might even say, you know, I have some scarves, I have some balls that move much slower like a beach ball here, toss and catch the beach for a scarf, move really slow.

00:05:09:06 – 00:05:35:14

Speaker 1

And in terms of refinement, I might say, let's really focus on your hands. Watch the ball. So use your eyes, but really focus on your hands coming together. Watch the ball. Hands coming together. Okay. All right. So another good example for elementary children is teaching the overhand throw. And again, we can think of ways that we can extend this to make it more challenging for less skilled children and extending downward to help the children who aren't as skilled.

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Speaker 1

So let's look at some beanbags here. So, for example, we've taught the overhand throw and the children have learned to bring their arm back and step and follow through. And now we say boys and girls grab a bean bag and go practice, throw it against the wall. They do the motion right there. Now, an extension can be see if you can move farther away from the wall and still hit the wall.

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Speaker 1

So I can I can just take another two or three steps back, same motion. And we I might say boys and girls, if you even walk more, let's see how powerful you are with you. Throw throw it so hard that it hits the wall and makes a really loud sound. So really get some power in that first time, reach back, make a much louder sound against the wall here.

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Speaker 1

So again, that that's ways to extend it upward for those kids who are more skilled, extending this downward, simply allowing the children to stand closer to the wall when they throw. So stand closer to the wall and do your throwing motion here. And I can add a refinement where I

can say boys and girls. Some of you, I think, are still having trouble with this concept of stepping.

00:06:45:18 – 00:07:07:01

Speaker 1

So I put in here for you is some footprints. So I want you to start on red and we're going to step to yellow and then through. So now we have those children who have disabilities or don't quite understand how to do this. We've given them some easy ways of doing that. So that was for throwing something else.

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Speaker 1

We may see in a piggy class is using tennis or paddle balls or pickle balls. So again, we explain to the boys and girls, we practice how to do this, where we step and we have a nice, nice swing with the paddle here. Now we want to practice. We say find a place near the wall and I like you to drop the ball and then see if you can hit it against the wall, bounce and hit that.

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Speaker 1

If you need more, stand farther away and see if you can still do that there. If you want more, see if you can hit it multiple times. So bounce that one, bounce that to bounce it free so I can do it multiple times. All right. Now, if this is too challenging for kids against standing closer to the wall might be easier to do.

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Speaker 1

It might be easier for the children to not bounce the ball, but maybe hold it in their hand from holding a ball in my hand real close by and just try to do it out of my hand. And if even that's too hard, I could say, let's grab a ball, a big beach ball here and just practice bending over and working on that motion here, bending over and just working that motion.

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Speaker 1

So again, by extending it upward and extending it downward, we're a comedy all different ability levels here. And when we think about a refinement, helping children understand the pattern here, again, I could grab one of my footprints and I could say, We are sorry, we are starting on red and we're going to step to yellow. I'm starting on red steps, yellow, and then make my movement here, starting a red step to yellow.

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Speaker 1

You like that? So there's some refinements there. How about for

balancing? That's something else we might work with with preschool and younger children here. So we said, Boys and girls, I'd like you to work on balancing and now we're going to balance on one foot. So just pick your foot up just a little bit and see how long you can keep your foot up here.

00:09:18:08 – 00:09:38:08

Speaker 1

Okay, if you want more. So now we're extending it to make it more challenging. See if you can bring your foot up. So it's parallel to the floor. And so if you want more, how long can you balance if you want more, close your eyes and try to balance. Makes it more difficult with close your eyes. Now to make it easier.

00:09:38:08 – 00:09:55:12

Speaker 1

Again, we could say, boys and girls, that this is too hard for you. Again, focus on just bringing your foot up a little bit and maybe count what it's if you can keep your foot up, if you're still having trouble, feel free to hold on to a wall and see if that helps you with your balance here. And then just let go of the wall.

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Speaker 1

You can still work on your balance here. And then in terms of a refinement, what I could be telling the boys and girls is the way you help yourself about his arms out and using them to keep you from falling. So let's really focus on as you're lifting your foot, keep your arms out here for that balance. Okay.

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Speaker 1

So again, just lots of ways to not only include children with disabilities, but your children who just aren't as skilled as others and extending that upward to really accommodate those boys and girls who are very skilled and want more challenges. Let's think now about maybe middle school and high school. So something that we may do in middle school of high school is you might be doing soccer or basketball.

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Speaker 1

And very typically we have cones lined up here and we ask the boys and girls to dribble in between that, Come on. And now we can do this with soccer ball by your feet. Dribble in between the cones here. So now think about this. Oftentimes we just present this by itself. Why can't we have some extensions if it's too easy or you want more?

00:11:13:18 – 00:11:38:19

Speaker 1

What you could do is you can go faster. So how fast can you go in the ball? If you want more, try using your opposite hand. So I'm left handed so often. Challenge myself by using my hand and so again, I can go faster. I can use my opposite hand here. So these are ways to challenge you to to make this more challenging.

00:11:39:08 – 00:12:02:17

Speaker 1

If I am less skilled and I want to extend downward here so I can say, okay, if you're having trouble with this, go slower, take your time, make your time and move slower home, no interruptions. Just get rid of. If that's even too hard, you can say, you know, just use the cones as a guide. Just go straight, work up.

00:12:02:17 – 00:12:30:07

Speaker 1

Going straight through the current. I might be okay even allowing charges to bounce it once catch it bounces. Got up and again, in terms of a refinement, here's where I could say remember, let's try not to slap the ball. Let's push with our finger pad. So you're pushing really focus on pushing, not slapping the ball, but having good control of the ball as she does.

00:12:30:23 – 00:12:58:07

Speaker 1

That same thing with if I'm doing soccer ball on the ground here, how fast can you go? Can I use your left foot in your right foot as you going along here? And if this is too hard, go slower. If it's really struggling, then just go straight. Don't worry about the cones. And again, in terms of a refinement, let's really focus on using the inside of your foot, inside of your foot, inside of your foot and very soft touches here.

00:12:58:07 – 00:13:22:17

Speaker 1

Soft touches go. All right. So another thing we might introduce in middle school and high school is volleyball. All right. And you're introducing the idea of setting the ball with your kids. This. So you've just taught how to set. They have their good hand position and now you ask them to just set the ball up in the air to themselves, toss it and set by yourself, toss it and set by yourself if you want more.

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Speaker 1

Okay. See how many times you can set it without the ball hitting the ground here so I can go one, two, three. Keep on setting the ball. Yeah. If I want more, I might say I'd like you to set it to some place on the wall up to a target here. So self toss and set it to a target.

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Speaker 1

Self toss and set to the target. Yeah. So again, we're extending it to accommodate those kids who are skilled and want more. For the children who are struggling with this, this might be a good thing where we're just going to do a toss and catch self toss catch might even start with just start in this position here and then push it up.

00:14:05:08 – 00:14:25:11

Speaker 1

Started this position, very hand position, push the ball up in the air. And again, in terms of a refinement, here's where I can remind the children that what we're doing is we have our hands rounded, we make like a little diamond and we're looking through that diamond. And so let's just focus on that good hand position and push even without the ball, All right?

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Speaker 1

So that we can work. Then we've got what are we talking about? Here are things that PE teachers do all the time. And I think these are good practices, but I think sometimes we forget that we have a range of abilities and that by extending our tasks and offering refinements, we're accommodating all the different abilities in the class.

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Speaker 1

And again, I'm not just concerned with the children with disabilities. I want those children who are skilled to have a really challenging, fun experience as well. So when we extend things upward, we're going to accommodate them and challenge them to have fun in PE. When we when we are doing extensions downward, we're accommodating those less skilled children, children with disabilities and making sure they have a successful experience.

00:15:12:20 – 00:15:16:20

Speaker 1

So those are task refinements and task extensions.