

Identified Student: Student 'x' will be referred to as John Doe

John is a grade 1 student who is diagnosed with **Muscular Dystrophy - Duchenne**. John was diagnosed at birth as his physical disability is a genetic disorder that weakens the muscles over time. At John's current stage in grade 1, he is able to walk on his own however when trying to jog, his left leg has difficulties supporting. As a result, he jogs with a limp. When sitting down on the ground, it takes John sometime to stand up on his own. John has difficulties completing common aerobic exercises like jumping jacks, and other jumping/balancing exercises. He has full use of both his arms. He is an enthusiastic student who loves to participate in fun games with his classmates. John tries his best and puts forth his efforts in all activities he participates in. John has a dedicated teacher assistant to support his learning in all subjects.

Please see Lesson plan Next Page:

<b><u>COURSE:</u></b> Gr. 1	<b><u>PERIOD:</u></b> 1	<b><u>LESSON:</u></b> TARGET GAMES	<b><u>DATE:</u></b>
<b><u>SPECIFIC EXPECTATIONS:</u></b> B1.4 - send objects of different shapes and sizes at different levels and in different ways, using different body parts.			<b><u>RESOURCES:</u></b>  Blackboard CD/Tape Dictionary Flashcards Circuit Cards Handouts Overhead LCD Projector Laptop Print Material Textbook VCR/DVD/TV Workbook <b>Other</b>
<b><u>FITNESS BLAST / WARM-UP:</u></b> <b>5-7 mins</b> Students complete fitness blast challenge question on Math Board  -3 apples + 4 apples = ____ LAPS  - 5+5= _____ reps at Fitness Corners	<b><u>CHARACTER EDUCATION:</u></b>  Integrity Courage Empathy <b>Fairness</b> - taking turns Honesty Initiative Optimism Perseverance <b>Respect</b> Responsibility Teamwork	<b><u>EQUIPMENT:</u></b>  Rubber chicken Bucket Foam soccer balls Soccer nets Bean bags Target board Dodgeballs Pylons Bowling pins chairs	
<b><u>STRATEGIES:</u></b>  Aural Activities Brainstorming Computers Cooperative Learning <b>Demonstration</b> Field Trip Drill Group Work Guest Speaker Independent Activities Journal Modeling Music Oral Presentation Peer Editing Project Questioning Reading Aloud Reinforcement Research Role Playing Video Written Exercises Handout Other	<b><u>LESSON PLAN: 25mins</u></b>  <b>5mins</b> - review co-constructed success criteria on how to throw/roll/kick an object. E.g., Ready position (demonstrate what that looks likes), eye on your target, step with your opposite foot and throw with your throwing hand - same for kicking motion using inside part of your foot. *** Have co-constructed criteria listed on class white board for students to refer as they take part in the lesson below ***  <b>30mins - Target Exploration</b> Students divided into 5 equal groups and will rotate through each target stations 6-7mins per station. Stations include; -Chicken Toss into bucket - Soccer shootout (eg., kicking soccer ball into net from specific location) - bean bag toss to target board on floor - Pylon Dodgeball (knock pylon off bench) - Bowling with pins (rolling ball to specific target)  ** at each station, students will a pylon to indicate the tossing/kicking area from where they have to send their object**  <b>Assessment:</b> Observation and Checklist in connection to co-constructed success criteria	<b><u>ASSESSMENT/ EVALUATION:</u></b>  Anecdotal Assessment - Group Assessment – Peer Assessment – Self Aud/Vid Recording Brainstorming <b>Checklist</b> Computers Dictation Discussion Homework Check Interview Journal Entry Notebook Check <b>Observation</b> Oral Presentation Participation Project Questioning Questionnaire Role Play Rubric Test Quiz Other	
<b>For transferable and sport specific skills please refer to separate page</b>			

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## **Accommodations for John Doe**

After reviewing the ***Learning for ALL 2013*** document, the accommodations created for John Doe support and making connection to the the “core concepts of Universal Design of Learning”. These concepts include; Universality and equity, Flexibility and inclusiveness, Appropriate design space, simplicity, and safety. (pg 15- Learning for ALL 2013). Taking into consideration of these core concepts, below is are some accommodations that can be made to support John in being successful during this Target Exploration lesson.

### **Fitness Warm-up**

Gym space - there is a red line around the gymnasium where students stay on the outside when complete their laps. To ensure John is safe, he can complete his laps on the inside part of the red line. When jogging, John’s left leg has difficulties supporting this exercise. As a result, John’s warm-up can be modified to brisk walking and the number of laps can be lowered. The fitness corners have activities that include jumping jacks and other jumping/strength training exercises. According to the ***Education Matter: Adaptive Physical Education Guide to Duchenne Muscular Dystrophy***, “strength building exercises can further damage and weaken muscles and should be discouraged for students with Duchenne”. To accommodate John, exercises that focus around stretching can be included into this fitness corner warm ups. Some stretching exercises that can be included: Arm stretches (over head, shoulder and across chest), leg stretches (calf stretch against the wall, side lunge, toe touch while standing), hip stretches and more.

### **Sitting**

Due to John’s condition, when sitting down it is very difficult for him to stand up on his own. To support this, a chair can be made available for him to use as it will support him to stand up on his own.

### **Target Exploration**

**Distance** - shortening the throwing/kicking distance can support John’s learning. At each station, I would offer 3 throwing/kicking choices of distance (e.g, close, medium, far). To support self-regulation, students can choose which distance they prefer to throw/kick the object.

**Size of objects** - I would offer different throwing objects of different sizes at each station. For example, small and big rubber chickens, dodgeballs and larger foam/beachballs, etc. For John, he may have difficulties rolling a dodgeball to the bowling pins. To support this, he could use a bigger ball, like a beachball and can use two hands when sending the object to the target.

### **Breaks**

“Don’t allow the child to exert himself to the point of exhaustion” - ***Education Matters: Adaptive Education Guide to Duchenne Muscular Dystrophy***. Breaks are important for John. With the support of his Teacher Assistant, John can take breaks when he is feeling exhausted and can join in when he is feeling ready to participate.

### **References:**

<http://www.parentprojectmd.org/site/DocServer/EdMatters-AdaptivePE.pdf?docID=2401>

<http://www.edu.gov.on.ca/eng/general/elemsec/speced/LearningforAll2013.pdf>

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