**Level/Grade:** Moderate to Severe Population  

**Lesson Focus:** Seated Fitness and Yoga  

**Motor Areas:** *(Perceptual Motor, Object Control, Locomotor, Physical Fitness, Adaptive Behaviors)*  
- Physical Fitness  

**Equipment:**  
- Internet and computer for warm up (optional)  

**Standards Addressed:**  
CA PE Standard 3: Students assess and maintain a level of physical fitness to improve health and performance.

**Warm Up:**  

Start with a warm-up. Below are a couple of warm-up songs that can be found via YouTube or Spotify:  
- **Count to 100, Jack Hartman** *(Students can complete the upper body activities while seated)*  
  Link: [https://www.youtube.com/watch?v=1dkPouLWCyc](https://www.youtube.com/watch?v=1dkPouLWCyc)  
- **Following directions with exercise, Mark D. Pencil** *(Students can complete the upper body activities while seated)*  
  Link: [https://www.youtube.com/watch?v=3XGNP_SzcI8](https://www.youtube.com/watch?v=3XGNP_SzcI8)

**Activity:**  
The number of repetitions are suggestions. Use what is best for your student. Take 1-2 minute breaks in between exercises.  

Use task cards to show students the following exercises:  
- Chest expansions  
- Side arm raises  
- Dives  
- Raised arm circles  
- Overhead punches  
- Punches  
- Chest squeezes  
- Speed circles  
- Crunch kicks  
- Leg raises  

Cool Down with the following Yoga poses:  
- Trunk twist  
- Body fold  
- Stretch up  
- Side Stretch  
- Arms extended forward  
- Lift and reach  
- Arms extended side
- Arms extended overhead

**Modifications:**
If needed, please help your student complete the exercises and yoga poses with hand over hand assistance, verbal prompting, or physical prompting.
Great for students in wheelchairs

Great seated exercises for anyone, parents feel free to join along with the whole family!

If needed, please help your student complete the exercises and yoga poses with hand over hand assistance, verbal prompting, or physical prompting.
Start with a warm-up. Below are a couple of warm-up songs that can be found via YouTube or Spotify:

- **Count to 100, Jack Hartman**
  (Students can complete the upper body activities while seated)
  Link: [https://www.youtube.com/watch?v=1dkPouLWCyc](https://www.youtube.com/watch?v=1dkPouLWCyc)

- **Following directions with exercise, Mark D. Pencil**
  (Students can complete the upper body activities while seated)
  - Link: [https://www.youtube.com/watch?v=3XGNP_Szl8](https://www.youtube.com/watch?v=3XGNP_Szl8)
Complete the following seated exercises

The number of repetitions are suggestions.

Use what is best for your student.

Take 1-2 minute breaks in between exercises
20 chest expansions
20 side arm raises
10 dives
10 raised arm circles clockwise / 5 counterclockwise
20 overhead punches
20 punches
10 chest squeezes
10 speed circles
10 crunch kicks
-Time for a cool down!
-Perform the exercises at a nice and slow pace.
-Each yoga/cool down pose should be performed for 10 seconds.
-The number of seconds held are suggestions, use what is best for your student.
body fold
Stretch up
arms extended forward
lift & reach
arms extended to sides
arms extended overhead
awesome job
Resources:

Darebee.com
https://darebee.com/
**Level/Grade:** All  

**Lesson Focus:** Hand Eye Coordination  

**Motor Areas:** *(Perceptual Motor, Object Control, Locomotor, Physical Fitness, Adaptive Behaviors)*  
Object control  

**Equipment:**  
- One balloon  
- String of adequate length  

**Standards Addressed:** California PE Standard 1.12: Strike a stationary ball or balloon with hands, arms, and feet.  

**Warm Up:**  
Have the student follow the instructor’s finger with her/his eyes.  
Directions are:  
“follow my finger.”  
Verbal prompts are “Up” “down” “right” “left” “close” “back” “circle” “zigzag” “X”.  
The instructor moves in various directions.  

**Stretching** as tolerated: arms, wrists, hands, head/neck circles, torso stretching and twists, feet- plantar flexion/dorsi flexion ankle circles, knee flexion extension.  

**Activity:**  
The student is seated. Suspend the balloon within the reach and within the field of vision of the child.  
Instruct the student to follow the balloon with her/his eyes and move various body parts (head, arms, hands, legs, feet) to meet the balloon and strike it. As the balloon moves, instruct the student to “watch and/or follow” the balloon and “reach” as far as they can with the respective body part to meet and strike the balloon.  
Verbal prompts could be:  
“hit the balloon with the right side of your head”  
“hit the balloon with your right elbow”  
“hit the balloon with your left knee”  

Prompts could be for any body part and any movement.  

**Modifications:**  
*move the balloon as close as possible to the student*  
- Use a bigger balloon  
- Use a balloon attached to a stick/pole to move the balloon to the child
Level/Grade: Elementary

Lesson Focus: Body Awareness, Balance

Motor Areas: (Perceptual Motor, Object Control, Locomotor, Physical Fitness, Adaptive Behaviors)
- Perceptual Motor

Equipment:
- Bean bag, sock (rolled into a small ball), or small stuffed toy
- 3 containers of different sizes (e.g. bowl, bucket, strainer)
- Music

Standards Addressed:
1.3 Demonstrate balance on the ground and on objects, using bases of support other than both feet.
2.3 Identify and describe body parts including the head, shoulders, neck back, chest, waist, hips, arms, elbows, wrists, hands, fingers, legs, knees, ankles, feet, and toes.

Warm Up:
Search YouTube or follow link for Mark D. Pencil  Follow Directions with Exercise
Follow along with the movements (2 minutes)

Activity: Body Awareness
Parents: Place bean bag (rolled sock or stuffed toy) on the floor. Line the containers up on the floor from smallest to largest. Search YouTube or follow link for Greg & Steve  Bean Bag Dance

Students: Stand in place and use the bean bag (sock or stuffed toy) to touch or tap body parts as directed by parent. After successfully identifying body parts, do the movements to the  Bean Bag Dance.

Activity: Balance
Practice balancing on one leg: Standing on the paper, place bean bag on top of your foot. Then lift the foot with the bean bag on it, and place the bean bag into the smallest container. Once you have accomplished that, move onto the next largest container. When student has successfully placed the bean bag in all containers with one foot, try with the other foot. For more challenge, time how long it takes to complete. Can the student beat their own time? Other options: have student stand on a pillow and maintain their balance while placing beanbag in containers.

Modifications:
- Students can perform tasks while seated.
- Students can use the wall for support.
- Parent can assist child with movements (hand over hand).
- Non ambulatory students can place bean bags on knees and lift legs and/or use hands to place/toss bean bags into containers.