ADAPTED PHYSICAL ACTIVITY: FROM IDEA TO REALITY – UNLOCKING POTENTIALS.
CENTER FOR DEAFBLINDNESS OR HEARINGLOSS
WHAT IS APA

There will be photos
• PE has 3 areas of competences:
  • Versatile sport
  • Sports culture and relationships
  • Body, training and welfare

• It all aims towards:
  • Health and well-being
  • Physical exercise
  • Body and identity
The way we address the progress is

- Movement generates the development of language
- Movement generates identity
- APA generate the development of group identity and potential for cohesion
- APA generates joy for activity and movements
POSITIVE MANAGEMENT

• Positive management is empathetic and considerate in its basic form, but also requires a clear and visible management structure.

• Positive management focuses on opportunities, rather than limitations.

• Positive leadership is a development-supportive interaction that can be associated with the acknowledging and appreciative interaction.

• Development-supportive interaction, because it concentrates precisely on the individual's individual needs for development support. In order to optimize the individual's unique developmental forces.

• In positive leadership, the significant others follow initiatives, confirm initiatives positively, name their own and the child's initiatives (also emotion initiatives) and turn taking.

• Positive management is about respecting and acknowledge the significant other for their way of being and living, which can only be done by following the initiative (respecting) and positively confirming (acknowledging).

• Source: "Støt mestring – bryd mønstre". Jytte Birk Sørensen, Dafolo 2007
Positive leadership strengthens the following aspirations in the development and learning process:
Develops collaboration and behavioral models
Developing self-esteem, self-esteem, self-reliance, sociality and independence
Creates a framework for “security” and co-operation
Respect and second order are integrated as a relationship
Strengthens both the individual's integrity and communities
Anchoring in possibilities rather than limitations
Promotes competence development in general
Participation promotes mastering strategies and sense of responsibility, etc.

Source: "Støt mestring – bryd mønstre" Jytte Birk Sørensen, Dafolo 2007
WHAT IS "TURN TAKING" ACTUALLY GOOD FOR?

• By turntaking, social competencies are strengthened ex. Accountability, empathy and commitment
• Tolerance and acceptance of differences are strengthened
• Attention and concentration increase
• The experience of having influence and being significantly strengthened
• Increases the confidence and confidence of the group as more people are involved
• The positive links between people are strengthened and the positive expectations of human interaction are promoted in general
• When turntaking, the ability to deepen and increase insight into and knowledge of the outside world is stimulated
Our goals for each Student

- Competences within physical activity
- Competences within motor skills
- Competences within social awareness and relations
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Areas of focus</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>August, September</td>
<td>Cykling</td>
<td>Balance, Leg muscles, Attention.</td>
<td>MK &amp; AR</td>
</tr>
<tr>
<td>October, November</td>
<td>Core training</td>
<td>Muscle strength, endurance</td>
<td>MK &amp; AR</td>
</tr>
<tr>
<td>December</td>
<td>Ball</td>
<td>Catch, Throw Orientation in the room.</td>
<td>MK &amp; AR</td>
</tr>
<tr>
<td>January, February</td>
<td>Yoga</td>
<td>Body strength, Rythm and Coordination.</td>
<td>MK &amp; AR</td>
</tr>
<tr>
<td>February, March</td>
<td>Dance og massage</td>
<td>Rythm Dance</td>
<td>MK &amp; AR</td>
</tr>
<tr>
<td>April, May</td>
<td>Motor skills and outdoor fitness</td>
<td>Orientation in the room, Balance Endurance</td>
<td>MK &amp; AR</td>
</tr>
<tr>
<td>May - June</td>
<td>Cykling</td>
<td>Balance, Leg muscles and Attention.</td>
<td>MK &amp; AR</td>
</tr>
</tbody>
</table>
“Cow-Cat”

• Standing at all 4. Breath in (curling your back like a cat, looking down onto your belly).

• Breathing out (stretching your head forward, looking out as your are going to say “muuuuhhh”)

“Peeing dog”

• Stading at all 4. Lift right leg as you will pee at a tree.

• At a 90 degree angle, move your knee towards nearest shoulder and

• count till 15 slowly, before taking the knee slowly back. Change leg.
WHAT DOES OUR STUDENTS GAIN FROM OUR APA LESSONS

• Comunicative competences
• Increased social competences
• Increased knowledge of their own bodies
• Improved musculature
• It is recommende, that young people between the age of 5 till 17 years old, has to be active at least 60 minutes per day, with activities of at least 10 minutes of duration.
  (Source: Sundhedsstyrelsen 2012 "Fysisk aktivitet – håndbog om forebyggelse og behandling).

• It is essential for childrens motivation for movement, that the activity is happening among equals. Children who engaged in physical activity with at friend had less negative feelings about exercise than children who were joined by or encouraged by family members to exercise.
  (Source: American Heart Association "Friends may make the difference in keeping children active". 2015)
After only a few minutes of activity, the physical activity stimulates the production of new nerve cells and the formation of new brain links.

(Source: Keinänen, Mia "Gå og bli smart", 2012 – Norges idrettshøgskole)

There is strong evidence that physical activity is important for children health. Physical activity brings health benefits to people of all ages:

• Muscle-, bone- and joined strength
• Healthy and strong cardiovascular and pulmonary circuits
• Encreased coordination and motor awareness.
• Healthy bodyweight and metabolism

(Source: Strong, WB. "Evidence Based Physical Activity for Schoolage, 2005)
In the broad and positive concept of health, health is not only the absence of disease but also the quality of life and wellbeing, both physically, psychologically and socially.


Creates opportunities for self-expression, social interaction and integration.


Support self-perception and increase self-esteem, mastering and self-worth

(Source: Haugen T. "Physical activity and global selfworth, 2011)

Engage children in new realtionships and friendships and thus enhance wellbeing.

(Source: de la Haye m.fl. "How physical activity shapes and is shabed by adolescent friendships. Social Science and Medicine, 2011)

Prevent depression and stress through physiological stimuli.

(Source: Institute of Medicine “Educating the student body” Washington D.C.)
PEERTUTORING

Talk about **what** you are going to do:
- Soon our team has to find the cones
- N. it is your turn to get the cones

Talk about **how** to do it:
- hold your arms in front of you to catch the ball
- try to hit the ball hard
- stretch your entire body, like this
- we have to run to the next task

**Show** how to:
- lift your arms, like this
- look at N when he rolls over
- lie down, across, like this

**Help** your friend:
- Always ask if you can help:
  - Would you like me to help you?
  - Shall we help each other?
  - Can you help your friend to:
    - cross an obstacle
    - lift a tool
    - climb over a piece of equipment.

**Give** feedback:
- Well done!"
- Great!"
- What a good catch!"
- Good pass!"
- Try lifting your arms a little higher.
- Lift your knees a little higher."
Before
Teaching
Evaluation
CDH WALL

- There will be a photo
DBI APA-NETWORK

- screenshot af facebook
ITS VERY SIMPLE!

There will be a photo
THANK YOU

JAM

FOR PEOPLE WITH IMPAIRMENTS

JOY
ACTIVITY
MOVEMENTS

anmaru@rn.dk  mads.kopperholdt@rn.dk