

Scooter And MegaScoot™ Adapted Activity Guide

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Introduction

Scooters or MegaScoots can create a fun, productive learning environment when matched with the right activities. This guide is designed to help you and your students get the most from your **Scooters or MegaScoots** in an adapted environment.

Fitness Activities

Upper/Lower Body Strengthening

Tug-A-Long

This activity can be done with the whole physical education class or an individual or small group adapted physical education class. It works well for grades Pre-K through 8.

Equipment: Stretch a Tug-O-War rope or a regular nylon rope across a gym or large area. If possible, attach rope to 2 walls using wall hooks. Height of rope should be 3' to 4' off the ground. It also works to have other students hold the rope during the activity.

Objective: The object of the activity is for the student to pull him or herself across the designated area using a hand over hand pulling motion while being positioned on a **Scooter or MegaScoot**.

Variations:

1. Student lies on his/her back and uses an overhead pulling motion (triceps muscle).
2. Student sits on **Scooter or MegaScoot** and uses a pulling motion toward chest (pectoralis muscles).
3. Student lies on stomach and uses an overhead pulling motion (trunk flexibility and triceps muscle). Hold rope at a lower level.
4. Hook 2 or more **Scooter or MegaScoot** together using scooter links and students must work cooperatively to pull the whole group across. This activity would work well for students with limited strength in the upper body.
5. Students can brainstorm and attempt new ways to Tug-A-Long.

Mega Course

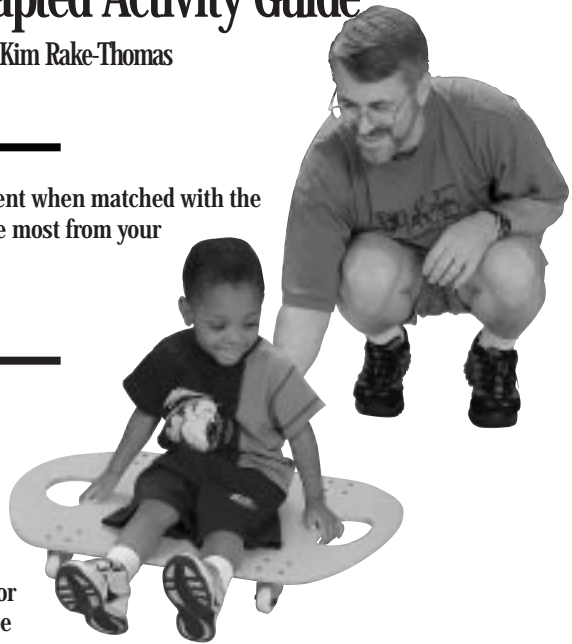
This activity can be done with the whole physical education class or an adapted physical education class. It works well for grades Pre-K through 5.

Equipment: Design an obstacle course using supplies from your equipment room. The difficulty (length, speed, maneuvers) of the course should match the developmental level of your students.

Objective: The object is to successfully complete the course individually or with a partner. Time of completion should not be a factor. This activity focuses on improving cardiovascular endurance, upper and lower body strength and flexibility. The partner activities also encourage teamwork, trust building and cooperation.

Individual Variations:

1. Lie on stomach and use hands and feet to guide **Scooter or MegaScoot** through the obstacle course.
2. Sit on **Scooter or MegaScoot** and use legs to pull body forward through the obstacle course.
3. Sit on **Scooter or MegaScoot** and use legs to push body backward through the obstacle course.
4. Kneel on **Scooter or MegaScoot** and pull body forward using hands and arms only through the obstacle course.
5. Using handholds, run or walk behind **Scooter or MegaScoot** through the obstacle course.



Partner Variations:

1. One partner lies on stomach on **Scooter or MegaScoot™** and bends knees so feet point toward the ceiling. This person can hold his/her arms straight out OR put hands on the handholds. The other partner holds both feet or both ankles and pushes the scooter partner carefully around the course. Discuss safety and implement a course speed limit.
2. One partner sits on **Scooter or MegaScoot** with legs crossed and hands using the handholds. The other partner carefully pushes just below the shoulders and guides partner around the course. Sitting partner may need to practice straightening knees and using feet to slow down or stop the scooter. Discuss safety and implement a course speed limit.
3. One partner kneels on **Scooter or MegaScoot** and extends arms forward. The other partner holds the kneeling partner's hands and carefully pulls him or her through the obstacle course. The pulling partner can walk forward or backward. This activity variation encourages balance.
4. Using a scooter link, design a technique that enables a wheelchair to be hooked onto another scooter. The student in the wheelchair can either supply the power or be guided by a shared partner through the obstacle course.

Protective Balance Activity

Use the following **Scooter or MegaScoot** ideas based on the individual developmental level or disability:

1. Student sits, lies, or kneels on scooter while it is pulled by a rope that is either hand held by the student or attached to the scooter and pulled by another individual.
2. Practice moving in straight, curved and zigzag pathways adjusting the amount of speed for safe movement. One or two scooters can be used, depending on the physical size of the student.
3. Student kneels behind scooter and puts hands into handholds. With assistance or independently, student scoots the scooter forward with hands and follows with knees, using an alternate pattern of knee walking. This also helps strengthen stomach muscles.

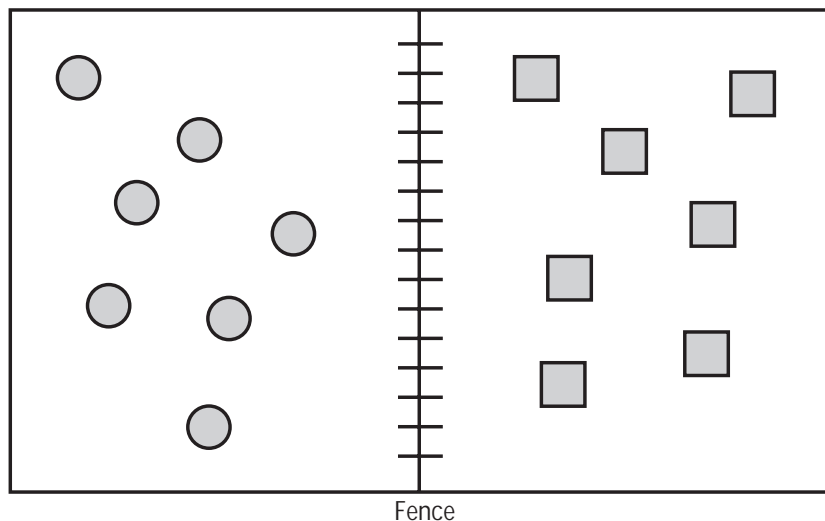
Ball Skill Activities

Clean Up Your Back Yard

This activity is best accomplished with an entire class of students at the Pre-K through grade 2 levels. It is used for working on throwing skills.

Objective: Split class into 2 separate teams and designate a "fence" (colored line) that divides the 2 back yards in half. Give family names to each of the teams and remind them that they cannot go into the neighbor's backyard for this particular game. On the teacher's signal, students, while sitting on **MegaScoots** , must throw all of the objects found in their backyard over the fence and into the neighbor's backyard. Students keep throwing objects until the teacher signals an end to the game (varies depending upon student age).

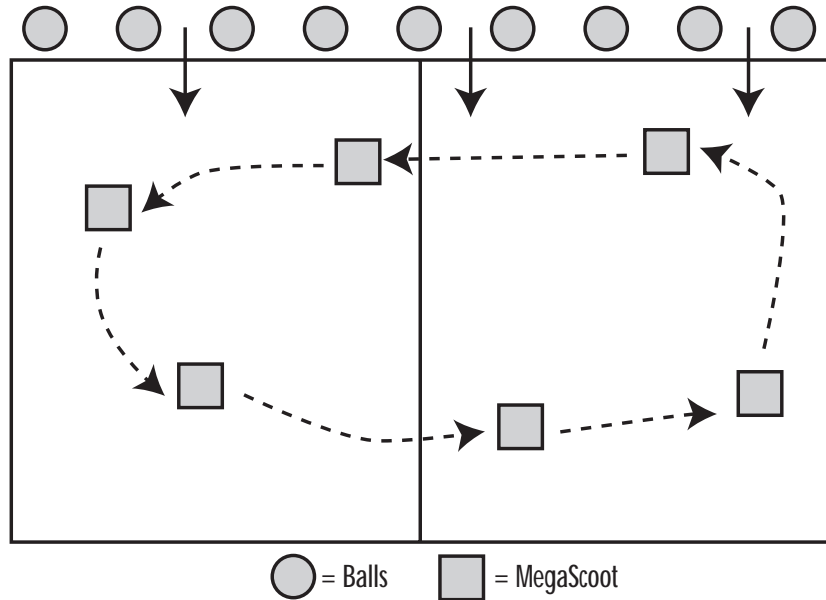
During the game, students can scoot to the nearest object and then throw it from a sitting position on their **MegaScoots** . It is important to use balls or objects made of soft material and to never throw directly at another student. If students are developmentally ready, they can catch any ball that comes into their backyard. The same game can be used for practicing the kicking skill from a seated position.



Freeway Game

This activity emphasizes cardiovascular fitness, while using the **MegaScoots™**. Any ball skill may be used during this game. Some examples include dribbling a ball with hands, dribbling a ball with feet, throwing and catching a ball, striking a ball or balancing an object (beanbag) on a body part.

Objective: The game works well with an entire physical education class at grades 2 to 5 level. One half of the class can sit, kneel or lie on stomach on the **MegaScoots**. A circular “freeway” is designated in an oval pattern by using cones across the length of the play area. This group must travel on their scooters around this path. The other half of the class is lined up along the width of the gym and has the type of ball necessary for the skill they need to practice. On the teacher’s signal, the **MegaScoots** start scooting along their “freeway” and the foot dribblers begin dribbling their ball across the freeway carefully to avoid any “accidents” with the **MegaScoots**. The 2 groups continue practicing their specific skill until the teacher signals for them to change jobs.



Crazy Ball

This activity can be done with the whole physical education class or an adapted physical education class. It works well with Pre-K to 3rd grade developmental levels.

Objective: Each child in the group has his/her own partner and both have a **MegaScoot**. The object is to roll a ball or similar object to either side of the partner so that each one must visually track the ball and move the **MegaScoot** in a position to retrieve it. The distance apart and the speed of the roll vary depending upon skill development level. Students can practice this activity when sitting, lying on their stomach or kneeling on their **MegaScoot**.

Individual MegaScoot Activities

These activities work well in a one on one, small group or large group setting:

1. Sit on **MegaScoot** and kick ball with one foot against wall. Trap the ball with one foot as it rebounds back off the wall. Use throwing and catching skills with the same format.
2. Dribble a ball with one or two hands while moving on a **MegaScoot** through an obstacle course.
3. With a partner, move across the length of the play area dribbling and passing the ball with feet or hands.

Expand on any of these activities by practicing the skills the students need to learn as part of their goals as aligned with the physical education curriculum.