

GUIDING PRINCIPLE 3

ENHANCING STUDENT AUTONOMY AND RESPONSIBILITY



Strategy: Movement Break—Obstacle Course

Audience: Kindergarten to Grade 8

What:

- Be aware of the impact of fatigue, under-stimulation, low muscle tone, sensory processing needs, and too much sedentary time
- Provide students who seek out movement and active play with the opportunity to engage in scheduled activities throughout their remote learning day
- Be mindful of factors such as stress, fatigue, and social emotional needs that may impact the number of breaks needed
- Have a separate space for breaks if possible to ensure safe movement

How:

- Create a home obstacle course for movement breaks
- This could involve climbing over, under, through; jumping or hopping on one or two feet; balancing on a large ball or balance beam; throwing, hitting, or kicking a ball at a target; skipping or galloping along a line; jumping rope or bouncing on a trampoline (under supervision)

Materials:

- Visual timers to place limitations on break times and encourage return to task
- Masking/painters tape, household items/furniture, boxes, blankets, etc.

Example:

At Home Obstacle Course



Inclusive Practices to Consider:

- Be mindful of students sensory processing needs, mobility, need for supervision, gross motor skills, etc. when creating the obstacle course

Reference and Links:

Online Stopwatch

<https://www.online-stopwatch.com/full-screen-stopwatch/>

Indoor Activities for Heart-Healthy Kids

<https://www.connecticutchildrens.org/cardiology-cardiac-surgery/23-indoor-activities-for-heart-healthy-kids/>

Supporting Inclusive Schools: A Handbook for Developing and Implementing Programming for Students with Autism Spectrum Disorder (Chapter 4, p. 21)

<https://www.edu.gov.mb.ca/k12/specedu/aut/index.html>