



Fitness Test: Jumping Jack – Adaptations Manual

Equipment Used in This Video and Its Purpose:

- Poly spots
 - Tactile target to mark athlete’s location “home base” while in the “I” position
- Tactile jumping jack diagram
 - High contrast diagram of jumping jack movements made tactile using puffy paint
- Artist’s Figurine
 - Used to break down and demonstrate body movements of jumping jack
 - Athlete can feel and mimic the body movements

Video Script and Commentary:

- Video opens with Elwin (athlete) and Jessica (teacher) standing side by side in a gymnasium.
 - “My name is Jessica and I am a teacher.”
 - “And my name is Elwin and I am an athlete. “
- Slide of NWABA logo.
- Slide introducing video reads ‘Fitness Test: Jumping Jack’ while voiceover reads the slide.
- Camera pans over equipment that will be used in this video. All of the equipment is laying in a line on the floor of the gymnasium. Voiceover describes equipment as it is shown on camera.
 - “Picture of poly spots, tactile jumping jack diagram, artist’s figurine.”



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- Video transitions back to Elwin and Jessica standing side-by-side in the gymnasium. Jessica has a poly spot, the tactile jumping jack diagram, and artist’s figurine in her hands. Jessica will pre-teach Elwin the skill of jumping jacks using the tactile jumping jack diagram and artist’s figurine. For more information about pre-teaching, watch NWABA’s pre-teaching video.
 - “So the first exercise we are going to be working with is jumping jacks. And here Elwin I have a tactile map.”
- Jessica shows Elwin the tactile map and as she describes what is on the map, Elwin follows along with his fingers.
 - “So the edges are raised so you can feel the different positions. So when we are working with the jumping jack, there are two positions. Position one, you’re starting out with your arms at your sides. Your feet are together, so you are in the shape of a letter I. Then the second position that you are in, what you do is you jump out so your legs are about shoulder width apart, your arms are raised above your head in the shape of a letter “X”. Do you feel that?”
 - “Yep.”
- Jessica then describes the body movements again and gives verbal cues as Elwin tries to mimic them next to her. Elwin first stands straight and tall with his arms at his sides and then he jumps his legs out and his arms up in the air so his body makes the shape of an “X”
 - “So the first position is an “I” and the next position is an “X”. Perfect.”



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- Jessica places the tactile diagram down on the ground. Jessica then shows Elwin the movements for a jumping jack on the artist's figurine. Jessica moves the artist's figurine so that it is in the shape of an "I" with its legs together and arms at its sides. Elwin feels the artist's figurine. Then Jessica moves the artist's figurine into the shape of an "X", with its legs shoulder width apart and its arms above its head in the shape of a "V". Elwin then feels the artist's figurine. Elwin asks some questions as he feels the artist's figurine.
 - "So, what we're going to do now is, I'm going to show you on this little wooden figurine the position you should be in. So, primary position one: you're starting, your arms are at your side, your feet are together."
 - "Palms in or out? Or are they just like that?"
 - "Your palms could be out when you start. Okay, so the palms are out, and I'll change it on the figurine. So the palms are out when you start, they're at your sides."
- Elwin then stands in position one, with his hands at his sides and his legs together, like the letter "I".
 - "Got it, so like this?"
 - "Yes, perfect."
- Jessica then continues to pre-teach how to do a jumping jack using the artist's figurine.
 - "Then the next position, you're going to jump out and when you jump, your arms go up, just like that. And they're about shoulder-width apart. So, your arms are up over your head



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in the shape of an “X”. And then your legs make the bottom of the “X”, so as far as your arms go out, that’s how far your feet go out.”

- Elwin is now ready to try doing a jumping jack. Jessica then explains what a poly spot is to Elwin and then gives him a chance to explore the poly spot. The poly spots will be used as tactile markers on the ground for Elwin to know where to place his feet.
 - “Ready to try it?”
 - “Sure!”
 - “All right, so first we’ll start with one. In order for you to get the positioning with your feet the right way, what I’m going to do is I have three poly spots, and a poly spot is a marker, so if you want to feel it, it is just a circle.”
- Transition to slide that reads ‘Place poly spots on the floor to give the athlete direction for proper body placement’ while voiceover reads the slide.
- Jessica sets out a poly spot for Elwin to stand on. She then sets a poly spot 6 inches away from his left foot and 6 inches away from his right foot. All three poly spots are in a straight line. Elwin stands in position one on the center poly spot. His arms are at his sides and his legs are together.
 - “We’re going to place one in the center, and that will be your first starting point. So, take a step. Now, when you jump out, into position two, there’s going to be a poly spot to your left and a poly spot to your right. Okay, perfect. So,



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position one, you're starting in an "I". Arms are at your sides, feet are facing me."

- Elwin then jumps to position two. He jumps his legs out to the side so that they are shoulder width apart and he has one foot on each of the outer poly spots. He raises his arms up above his head in the shape of a wide "V". His entire body looks like the letter "X". Jessica gives feedback as Elwin goes through the motions and gives verbal cues as he does two jumping jacks.
 - "So, on the count of three, you're going to jump to position two. And what do you do when you jump out? Where do your hands go? Up. Excellent! Okay, so back to your side. Ready: one, two, three. X, back to position one, I. One more time – X now I. Excellent!"
- Transition to slide that reads 'Once the athlete is comfortable, remove the poly-spots' while voiceover reads the slide.
- Jessica removes the poly spots because Elwin no longer needs them as tactile markers. Keep using these tactile markers for as long as your student needs. When Jessica gives Elwin feedback about his jumping jack and reminds him to keep his arms and legs straight, she provides physical assistance to remind him to do so.
 - "So since you had really great positioning with your body, I removed the poly spots as our markers. So the only corrections that I need from you are when you jump out to your "X" position, you want your legs to be straight, and the same thing with your arms. When you come up, they're



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going to be like this, so it's straight. Okay, perfect. So it's straight legs, straight arms."

- Jessica then has Elwin do multiple jumping jacks at his own pace and with no assistance.
 - "Ready, do them at your own pace."
- Jessica gives Elwin feedback about his last set of jumping jacks.
 - "That was a lot better! Did you feel more in-control of your body and you weren't falling over?"
- Transition to slide that reads 'Duration should increase as the athlete progresses' while voiceover reads the slide aloud.
- Jessica and Elwin are again standing side-by-side facing the camera and Jessica talks about more ways to extend the skill of jumping jacks.
 - "That was the skill of jumping jacks. As an athlete becomes more proficient, you can have them perform jumping jacks for a longer duration of time."
- Transition to slide that reads 'For more, visit the Sports Adaptations page at www.nwaba.org. Thank you for watching!' while voiceover reads the slide.
- Slide of NWABA logo.

Other Adaptations and Extending the Skill of Jumping Jacks

- Other Adaptations
 - Use teaching progressions (see teaching progressions video in the Teaching Methods playlist) to break down the skill of jumping jacks as needed for the athlete



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- Teaching Upper Level Skills
 - Linking together several consecutive jumping jacks
 - Have athlete stay in stationary location and link several jumping jacks together