**Activity Analysis Form**

**RECR 120**

**Jordan Talley**

Adapted from Stumbo & Peterson (2004) and Anderson & Heyne (2012)

**Activity: Kickball\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**PHYSICAL ASPECTS**

1. What is the primary body position required?

\_\_\_Lying Down \_X\_\_Sitting \_\_\_Other:\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_Kneeling \_\_X\_Standing

1. What body parts are required?

\_X\_\_Arms \_X\_\_Legs

\_X\_Hands \_\_X\_Feet

\_\_\_Head \_\_\_Neck

1. What types of movement does the activity require?

\_X\_\_Bending \_X\_\_Reaching \_X\_\_Catching \_\_\_Skipping/Hopping

\_X\_Stretching \_X\_\_Throwing \_\_\_Grasping \_\_X\_Standing

\_\_X\_Walking \_X\_\_Running \_\_\_Hitting \_\_\_Other:\_\_\_\_\_\_\_\_\_

1. What are the primary senses required for this activity?

\_X\_\_Sight \_\_X\_Hearing \_\_\_Smell \_\_\_Taste

\_X\_\_Touch

1. How much of the following aspects are required for the activity?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **None** | **Little****(Less than 25%)** | **Some** **(25-75%)** | **Much** **(More than 75%)** |
| **Coordination between body parts & movements** |  |  |  | X |
| **Hand-Eye Coordination** |  |  |  | X |
| **Body Strength** |  |  | X |  |
| **Speed** |  |  | X |  |
| **Endurance**  |  |  |  | X |
| **Flexibility** |  |  | X |  |
| **Fine motor manipulation of objects** |  |  | X |  |
| **Gross Motor skill** |  |  |  | X |
| **Degree of cardiovascular activity involved** |  |  | X |  |

**SOCIAL ASPECTS**

1. What is the primary social interactional pattern required in the activity?

\_\_\_\_ Intraindividual \_\_\_Extraindividual \_\_\_\_Interindividual

\_\_\_\_Unilateral \_\_\_Multilateral \_\_\_\_Intragroup

\_\_X\_\_Intergroup

1. What is the minimum (fewest) number or maximum (greatest) number of people required for the activity?

\_\_8\_\_\_Minimum \_\_24\_\_\_Maximum

1. What attire (ex. clothing) is needed to be socially appropriate?\_Active clothing and sneakers
2. What are the types of rewards involved in this activity?

\_\_\_Immediate \_\_\_\_Delayed \_\_X\_Extrinsic \_\_X\_Intrinsic

1. How much of the following aspects are required for the activity?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **None** | **Little****(Less than 25%)** | **Some** **(25-75%)** | **Much** **(More than 75%)** |
| **Physical proximity between participants** |  |  | X |  |
| **Physical contact between players** |  | X |  |  |
| **Opportunity for casual conversation** |  |  | X |  |
| **Opportunity for sharing** |  |  |  | X |
| **Turn-taking** |  |  |  | X |
| **Noise level generated by activity** |  |  |  | X |

**COGNITIVE ASPECTS**

1. How many rules are there for the game/activity?\_Some\_\_\_\_
2. How complex are the rules to understand?

\_\_\_\_Simple \_\_X\_\_Somewhat complex \_\_\_\_Complex

1. How complex is it to keep score?

\_\_\_\_Simple \_\_X\_\_Somewhat complex \_\_\_\_Complex

1. How much of the following aspects are required for the activity?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **None** | **Little****(Less than 25%)** | **Some** **(25-75%)** | **Much** **(More than 75%)** |
| **Complexity of thought processes (strategy, sequencing, matching, decision-making, problem-solving, planning)** |  |  |  | X |
| **Long-term memory** |  |  | X |  |
|  | **None** | **Little****(Less than 25%)** | **Some**  **(25-75%)** | **Much** **(More than 75%)** |
| **Short-term memory (immediate recall)** |  |  |  | X |
| **Concentration** |  |  |  | X |
| **Academic Skills - Reading** | X |  |  |  |
| **Academic Skills - Math** |  | X |  |  |
| **Academic Skills - Writing** | X |  |  |  |
| **Identification of directionality (up/down, left/right, over/under, etc.)** |  |  |  | X |
| **Identification of numbers** |  | X |  |  |
| **Identification of body parts** |  |  |  | X |
| **Identification of colors** | X |  |  |  |
| **Identification of form & shape** |  |  | X |  |
| **Orientation to person, place, and time** |  |  | X |  |

**EMOTIONAL / AFFECTIVE ASPECTS**

1. Emotions the activity may most likely elicit:

\_X\_Joy \_X\_\_Gratitude \_\_\_Serenity \_X\_\_Hope \_X\_\_Pride

\_X\_\_Amusement \_X\_\_Inspiration \_\_\_Love \_\_\_Guilt \_\_\_Pain

\_\_X\_Anger \_\_X\_Fear \_\_X\_Frustration

1. Identify the level of emotional aspects below:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **None** | **Little****(Less than 25%)** | **Some**  **(25-75%)** | **Much** **(More than 75%)** |
| **Opportunities to express emotions** |  |  | X |  |
| **Need to control emotionsIdentify the emotions:** anger, frustration |  |  | X |  |

**SPIRITUAL ASPECTS**

1. Check off if the opportunity is available during the activity:

\_\_X\_\_Opportunity for reflection \_\_\_\_Quiet spaces can be built into activity

\_\_\_\_Opportunities for aesthetic appreciation \_\_X\_\_Proximity to nature

\_\_X\_\_Opportunity to share beliefs and values with others

**LEADERSHIP & ADMINISTRATIVE ASPECTS**

1. What type of leadership style is required for the activity?

\_\_\_\_specific activity skill expertise \_X\_\_Supervisory

\_\_\_\_General activity skill expertise \_\_\_No specific leadership style needed

1. List equipment needed:
* Ball
* Open field
* Home plate
* 1st, 2nd, and 3rd bases
1. What type of facility or environment is required for the activity?
* Open field with designated bases
1. What is the duration of the activity?

\_\_\_Set time \_\_x\_Natural end \_\_\_Continuous

Activity Description and Modification

1. Description
* To begin, there should be two teams consisting of at least nine players on each team.
* One player will stand at the home plate while the pitcher stands on the mound across from kicker. Other players on the pitcher’s team will be located around the field.
* Pitcher will roll the ball gently toward the kicker.
* Kicker will kick ball in front of him/her.
* If the ball is caught before touching the ground, kicker is considered out.
* If ball is not caught, the kicker will run towards first base.
* The person with the ball will throw or roll the ball to first base to attempt to get the kicker out before he/she arrives there.
* The next kicker should go.
* The goal of the kickers is to get all the way around the three bases to home plate to score.
* The goal of the opposing team is to get the kickers out before they score.
* This should go for nine innings.
* The team with the highest score of runs at the end, wins!
1. Considerations
* Ages six and up
* Must be able to strategize and understand rules and concepts of game
1. Safety
* Assure that balls are not being thrown towards head or face.
* Assure that there is enough open space to run to bases.
* Assure that players are wearing appropriate shoes for running to prevent tripping or falling.
1. Domains
* Physical: Coordination between body parts and movements by throwing or hitting ball.
* Social: discussing strategies and plans for game with teammates.
* Cognitive: Knowing the rules and knowing where each base is and what number base it is.
* Emotional: feeling excitement when hitting ball and scoring and feeling upset when getting out
1. Modification
* I will modify the game for an individual in a wheelchair with a visual impairment. Instead of kicking the ball, the participant will use either a pool noodle, tennis racket, or a plastic hockey stick to hit the ball. Instead of a regular ball used for kickball, the participants will use a light weight, light up ball. This will help the participant with a visual impairment to have better sight of the ball. The light weight of the ball will help it to go further from the hit of the pool noodle, tennis racket, or hockey stick. Since the individual may not be able to hit the ball as far as they could if kicking it, then the opposing team should gather closer to the “kicker” and the bases should be shorter to limit the distance for the individual in a wheelchair. The bases should be transitioned to flat so that the wheelchair can roll over them. Additionally, the game should be played on a blacktop rather than a grass field to make it easier for the wheelchair to roll.