

Noodle Activity Interventions

by Chad Triolet

Adapting activities based on ability or special needs is good teaching. Below you find suggested adaptations to make any noodle activity more or less challenging.

Equipment:

- 1) Changing the length of the equipment is an easy way to modify an activity. If providing a longer length longer than a traditional demi-noodle (2'), do not exceed a 3' noodle piece. Noodle pieces beyond that length are too flimsy and can be unsafe.
- 2) Change the number of implements. If the student is using only one demi-noodle, allow them to have two. If manipulating multiple noodlettes, reduce the number or raise the number that a student has based on ability level.

Distance:

- 1) Altering the distance from a partner can make passing activities more or less challenging for students.
- 2) Changing the distances of the targets or goals when shooting or targeting will alter the difficulty of the activity (when noodle rocket launching over a net, lower one side of the net and raise the other side so that the students can challenge themselves trying to launch the noodle over the height of the net).
- 3) Adjusting distances that a student must travel to complete a task can also decrease or increase the level of difficulty of an activity. Shortening the length that a student must travel to collect objects makes it easier.

Target Size:

- 1) Based on skill level increase or decrease the size of a target being used (i.e. – if trying to place the noodlettes in a hula hoop, give students the option of different size hoops as the target, 24", 30", 36").

Levels:

- 1) Changing levels (low, medium, high) can make certain activities more or less challenging (i.e. – when dribbling a noodlette with a demi-noodle in hockey, it is easier to stand more erect (high level) than use the correct technique and bend the knee and waist (medium level)).

Peer Partner:

- 1) When completing individual tasks, it may help students who are having difficulty or have a special need to work with a peer. The partner can provide feedback, demonstrate, or help the student complete certain tasks.

Travel:

- 1) Have students travel in using different locomotor patterns or different equipment (i.e. – scooter boards). Changing the method of travel can equal the playing field during games or activities.

Goals or Objectives:

- 1) Setting different levels as goals or objectives allows students to be successful at their own ability levels. When student attain a level of proficiency, they can try the next level which always adds a level of challenge for each student.