


Modified Lesson Plan for Children with Physical Disabilities - suitable for all ages

Strand: Gymnastics	Strand Unit: Movement
Fundamental Movement Skill:	Balance, Hopping and Skipping
Resources:	Large sized playing cards, cones, beanbags, baskets, gymnastics mats, blindfolds, bell-balls
Optional resources:	Flashing light signal system, bell-balls, visual timer, bright tape, tall cones
Learning outcome:	The child should be enabled to practise basic rolling techniques, develop body awareness through the creation of body shapes, and select and link a range of movement actions to create and perform a sequence of movement.

Introduction	Modifications
<p>Card Suits Warm-Up Activity</p> <p>Organise the pupils into four groups in each corner of the playing area. Spread a large-sized deck of cards out on the space in the middle. Pupils take turns to run into the centre of the space and retrieve a card. Each card will signify an action for the pupils to perform, and the number will signify how many of each exercise they must complete. Select activities that suit the abilities of all the pupils in the class. If a group selects the joker, they must go for a walk around the space before returning to their place.</p> <p>Activity examples: <i>Diamonds: Star-jump, Hearts: Hop-scotch, Clubs: high stretch, Spades: Finger-clicks</i></p> 	<p>Ensure cards are spread around the space in a way that meets the needs of pupils with physical disabilities. Utilise a buddy system for pupils with visual impairments.</p> <p>Provide visual and verbal cues when counting down time, such as flashing coloured light signals, visual timers or sound timers.</p>
Fundamental Movement Skill Development - Hopping, Skipping, Balance	
<p>One for All</p> <p>Playing area is divided into four sections known as zones. Position three different colour markers to distinguish the different zones. Spread beanbags out within each zone. Divide the groups into two teams ensuring a range</p>	<p>Pay careful consideration to pairing pupils. Select some pupils to be PE helpers in advance of the lesson, to help with setting up the zones and gathering up equipment.</p>

of abilities in each team. Pupils take turns to retrieve beanbags and return to the start point. First team to gather all the beanbags scores a point. Teams or individuals can select which pupils go to each zone depending on ability. Pupils can only retrieve one cone on each trip. Locomotor skill must change as pupils enter each zone, e.g. zone one = walk, zone two = hop, zone three = skip, zone four = jump etc.

Revise Rolls and Shapes

Organise the pupils in pairs or small groups on gymnastics mats.

- 1) Practise making shapes where large body parts (tummy, back, bum) are in contact with the mat.
- 2) Take turns practising the basic rolls: pencil roll, log roll, tucked roll, dish roll.



Help teams match ability levels to zones. Demonstrate the activity. Display visual cues in each zone. Use a range of materials such as beanbags, soft foam shapes, paper balls etc. Raise items off the floor, eg. on top of a cone, or along benches for pupils using wheelchairs or walking aids. Alternatively, use an item to pick up the beanbags, such as a net or grabber.

Provide visual and verbal cues to count down time.

Conclusion

The Roll sequence

In pairs or small groups, pupils create and perform a roll and shape sequence, for example *pencil roll onto back, tuck knees, tuck roll onto back, raise arms and legs, dish roll onto tummy, star shape, log roll onto back, curl up onto the seat, rock forwards and backwards, come to a finishing shape.*

Circle Ball cool-down

Arrange pupils into a seated circle. Pupils extend legs outwards along the floor, touching the feet of the person either side of them. All pupils in the circle wear blindfolds. Bell-ball must remain on the floor as pupils pass the ball around the circle space to each other.

Circle Ball development

Pupils can stand in the circle, again with outside of the foot touching the person either side. Pupils can score a point by rolling the ball across the circle and through the legs of another pupil. For this version of the game, there will need to be sighted ball-retrievers and score-keepers spread out around the outside of the circle. Ball can only be stopped by the hand, no kicking allowed.



A buddy system could be used here to support pupils with physical disabilities, or pupils with physical disabilities could occupy a mat of their own. Ensure support is available to help pupils with physical disabilities to perform the rolls.

Ensure boundaries are clearly marked with bright tape or tall coloured cones for children with visual impairments.

Ensure pupils know how to play before they put on the blindfolds. Appoint a referee to keep score. Encourage pupils to use their listening skills. Pupils can play without blindfolds at the start to become familiar with the game.

Use a variety of sizes of balls to increase or decrease speed. Use sport specific balls. Alter the size of the circle to meet the needs of the pupils.

Considerations for the Teacher:

■ *How does this activity allow pupils to participate at their ability level?* ■ *How can the activity develop confidence in pupils?* ■ *How can social interaction be explored in this activity?* ■ *Does this activity address the development of the Fundamental Movement Skills for each child at their own level?*