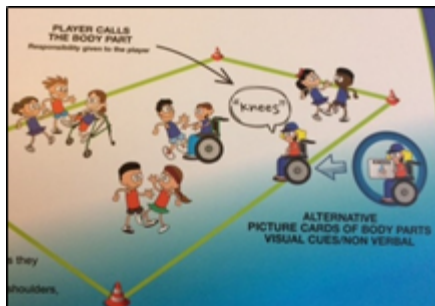


## Modified Lesson Plan for Children with Physical Disabilities - suitable for all ages

<b>Strand: Athletics</b>	Strand Unit: Throwing
<b>Fundamental Movement Skill:</b>	Manipulative - Throwing
<b>Resources:</b>	Large space, cones, body-part cards, beanbags, scarves, beachballs, balloons, balls, hoops
<b>Optional resources:</b>	Flashing light signal system, bell-balls, visual timer, bright tape, tall cones
<b>Learning outcome:</b>	The child should be enabled to develop throwing skills from a stationary position using a variety of objects.

Introduction	Modifications
<p><b>Warm-Up Activity: Trains</b> Pupils form groups of three and form a train. Some of the pupils are spread out around the space as loose carriages. On a signal, pupils start moving around the space. On a second signal, loose carriages join the back of a train and the pupil at the front of the train leaves to move about freely. Repeat until every pupil has had a turn moving freely.</p> <p><b>Warm-Up Activity: Connect</b> Outline a large playing area using cones. Pupils move freely around the space using a variety of locomotor skills – running, jumping, hopping, skipping, walking etc. On a signal, teacher calls a body part, e.g. knee, and pupils must connect with another pupil using that body part. On another signal, pupils move freely around the space. Repeat.</p> <p><b>Throwing and Catching</b></p>	<p>Ensure space is free of obstacles. All pupils move around at their own pace. Teacher may alternate the locomotor skill to include walking, running, hopping, skipping etc.</p> <p>Ensure extra care when moving with trains formed by pupils in wheelchairs, or with walking aids. For deaf pupils, use flashing coloured lights as signals, or operate a buddy system.</p> <p>For deaf pupils, use a flashing light as the signal and hold up a card showing the different body parts.</p> <p>Teacher questions <i>What do you need to focus on when you are catching? How many different ways can you throw the object upwards? Can</i></p>



Explore throwing and catching individually and in pairs. Start with a beanbag and gradually move on to small scarves, beachballs, balloons and balls. Stand on the spot and throw and catch the object using both hands; using one hand; clap/turn/touch the ground before catching; walk around the space throwing and catching. Repeat the activity with a partner.

*you complete a challenge before you catch? How many times can you catch without dropping?*

## Fundamental Movement Skill Development - Throwing

Set up a Station Teaching grid as shown in the diagram.

Pupils move around the grid in pairs to practise throwing in a variety of ways. Teacher can move freely around the grid or can base themselves at a particular station.

**Station 1: Rebound.** Pupils throw underarm at a wall so that it comes back to the thrower. Then, pupils throw underarm at a wall so that it comes back to their partner. Continue for a set amount of time before moving on to the next grid.

**Station 2: Rolling.** Pupils roll a ball to each other in pairs.

**Station 3: Bullseye.** Pupils line-up behind a selection of hoops laid out at various distances. Pupils throw bean-bags into the hoops.

**Station 4: Kneel and Throw.** Pupils kneel or sit to throw over-arm at a target.

**Station 5: Bounce Pass.** Pupils face each other across a hoop. Pupil A bounces a ball into the hoop and Pupil B catches it.



Pay careful consideration to pairing pupils. At every second grid, invite pupils to change pairs, using a pair-changing system. Avoid asking pupils to pair themselves.

Select some pupils to be PE helpers in advance of the lesson, to help with setting up the grid and gathering equipment.

Use bell balls for pupils with visual impairments. Allow pupils with walking aids the option to sit to throw at each station.

Provide visual and verbal cues to count down time.

## Conclusion

### Invaders Throwing Game

Divide the pupils into two teams of four. One pupil from each team stands in each square. Team A have possession of the ball and must make as many passes as possible between their team, passing in any direction. Team B must try to intercept the play by catching or knocking the ball out of play. No tackling or taking the ball from an opponent – if contact is made, turn the ball over to the other team. All pupils must remain in their own square.



A buddy system could be used here to support pupils with physical disabilities, or pupils with physical disabilities could occupy a square of their own. A bell ball could be used if a pupil with a visual impairment is playing.

Ensure boundaries are clearly marked with bright tape or tall coloured cones.

**Cool-Down**

Arrange pupils in a circle, facing outwards. On the word *Go*, pupils move outwards, turning on the word *Stop* and returning to the circle. Run, jog, skip and then walk back to the circle. Complete a range of *Follow the Leader* cool down stretches in the circle.

Begin with beanbags and introduce balls of various sizes. This game can also be made sports-specific to activities such as soccer, hockey, basketball etc.

**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?*