

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

Strand: Games	Strand Unit: Sending, receiving and travelling
Fundamental Movement Skill:	Manipulative - Striking with an implement
Resources:	Cones, beanbags, tennis balls, benches, standing tennis net, various types of rackets, balloons, beach balls
Optional resources:	Flashing light signal system, bell-balls, visual timer, bright tape, tall cones
Learning outcome:	The child should be enabled to develop and practise ball-handling skills while stationary or moving

Introduction	Modifications
<p>Warm-up Activity: Corner to Corner Organise the pupils into groups of five around a square set out in cones. Send one pupil from each group to a corner of the square, and keep two from each group at the first corner. On your signal, one pupil from each group in the first corner walks to tag their teammate in the next corner. As soon as they have been tagged, that person walks to the next corner and so on. The game continues until the fifth child tags the first child, who begins the next round by jogging slowly. With each new round, the children increase their speed slightly, going from a walk to a slow jog, to a faster jog, to running. Continue for a set amount of time. Children with physical disabilities may work with a buddy when moving from cone to cone.</p> <p>Warm-up Activity: Clear the Decks Divide the playing area up into three grids, each of which is divided into two areas called <i>decks</i>. Pupils are divided into two teams. Each team has a deck and an equal number of materials are scattered around each team's deck. Pupils must try to clear their deck by throwing one material at a time into the opposing team's deck. Set a time limit. Once the time is up, the materials remaining in each team's deck are counted. The team with the</p>	<p>Select some pupils to be PE helpers in advance of the lesson, to help with setting up the grid and gathering equipment.</p> <p>Provide visual and verbal cues when counting down time, such as flashing coloured light signals, visual timers or sound timers.</p> <p>All materials must be thrown below hip height. Each pupil can only throw one object at a time. Time frame at each deck can be altered to suit the needs of the pupils. Divide decks according to increasing difficulty of the divider line: row of tall cones, bench, standing net etc. Particular materials can be assigned to pupils, i.e. pupils with poor grasping ability can use the beanbags. Pupils can have the option to kick or push the materials if required. Alter the shape of the decks to challenge the teams - square, circle, triangle, larger, smaller etc.</p>



lowest number of materials remaining in their deck score a point. Repeat the activity using bats or tennis rackets to move materials across the decks instead of throwing.

Fundamental Movement Skill Development - Striking with an implement

Racket Skills

Using the grid set out for the *Clear the Decks* warm-up activity, each pupil is assigned a section of the grid and given a racket and a ball. Each section of the grid will have three-four pupils, each holding a type of racket (tennis racket, hurleys, bats, table-tennis rackets etc) and a ball is shared between the group (tennis balls, beach balls, balloons). Pupils tap the ball on their racket around the group, scoring a point for each successful tap. If a pupil drops the ball they start counting at the beginning. After a set amount of time, pupils move into a new grid to practise with a different type of racket and ball.



Pay careful consideration to grouping of pupils, and suitability of rackets for pupils with particular needs. Invite all pupils to sit or kneel to complete this activity if they wish, or for a particular amount of time, or in a particular grid. Invite pupils to try tapping the ball on different sides and parts of the racket. Vary the distance between pupils according to ability. Some pupils could try to hop/jump while tapping the ball. Pupils could try moving around the space balancing the ball on their racket. Use bell balls for pupils with visual impairments.

Conclusion

Rounders Variations

Divide the pupils into two teams - fielders and batters. Fielders spread around inside the outlined playing area. First fielder bowls the ball to the batter, or the batter can bat the ball from a tee or from the hand. Batter makes a hit and chooses the base they want to run to. This can be based upon how far and where they have hit the ball. The fielders must work the ball back to the home base. They must pass the ball to each player on their team before they can bring the ball back to base. Alternatively, a cricket pitch could be utilised and batters complete a number of innings before the ball is returned to base, instead of having to make their way around the rounders pitch. When the team of batters have been played, roles reverse and fielding team bat.



A buddy system could be used here to support pupils with physical disabilities. Ensure boundaries are clearly marked with bright tape or tall coloured cones. Adapt the ball or bat to suit the needs of particular pupils - invite them to select themselves. Practice games could be played before introducing scoring. Target zones for distance or accuracy could be set up for pupils to gain extra points. Audible and visual cues at the bases could be used - bell balls, or bases that have a buzzer, or a player on the batting team could be based at each base calling or clapping so that the batter knows where they are going. Coloured arrows could be set up around the playing area.

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?* ■ *Does this activity offer choice?*