

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

<b>Strand: Outdoor and Adventure Activities</b>	Strand Units: Outdoor Challenges and Orienteering
<b>Fundamental Movement Skill:</b>	Locomotor: Walking
<b>Resources:</b>	Hoops, beanbags, orienteering control cards, cones, string, parachute, clipboards, scavenger sheets, paper, pencils/crayons,
<b>Optional resources:</b>	Flashing light signal system, visual timer, bright tape, tall cones, buzzers,
<b>Learning outcome:</b>	The child should be enabled to find controls on the school site using a map or plan.

Introduction	Modifications
<p><b>Steal the treasure</b> Place one hoop in the centre of the playing area and put all the beanbags inside it. Put one hoop in each corner of the area, away from boundary walls and an equal distance from the centre hoop. Divide the pupils into four teams and ask each team to stand by one of the hoops, this is their base. When you say Go, one member from each team runs to the centre hoop and collects a bean bag, runs back and puts it in their base hoop. Next pupil runs, this continues until all beanbags are gone from centre hoop. Runners can now go to other base hoops and steal beanbags from other teams. Stop the game at any time and count beanbags.</p> <p><b>Parachute Game - Colour Swap</b> Pupils are arranged around the edge of the parachute, holding it carefully at waist height. Call out a colour. All pupils holding the parachute at this colour on opposite sides of the parachute walk under the parachute and swap places, while the rest of the group lift eh parachute up high without letting go.</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>For pupils with limited mobility, consider using a buddy system for movement around the space and under the parachute.</p> <p>Provide visual and verbal cues when counting down time, such as flashing coloured light signals, visual timers or sound timers.</p> <p>For deaf pupils, or pupils with severe and profound general learning disabilities, consider use a flashing light or coloured cards to signify the colour change, or adopt a buddy system.</p>

## Fundamental Movement Skill Development - Walking

### Indoor Maze

Set up hall with cones and tape as shown. Place controls at appropriate cones along with control system. Each pupil gets a map and aims to complete the course as quickly as possible. Lay out a few different courses to meet the needs of each pupil, and to keep as many pupils active as possible. The students record the information at each control card using the score-sheet on their clipboard. Pupils can complete this activity individually or in pairs.



### Scavenger walk

Divide pupils into pairs or groups of three. Each pair has a clipboard and a pencil, and a worksheet with instructions for the scavenger hunt. These might include *find something shiny/fuzzy/bright/big/square/hard/soft/beautiful/unusual etc.*, or *find something beginning with S/H/Q/E/T/C/W etc.* For younger children, invite them to draw ten things that they saw on their scavenger walk. Pupils walk around in pairs, filling in the answers on their sheet as they go along. On a signal, all pupils return to base.

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

Allow pupils practice time or avoid timing the activity. Ensure pupils have an activity to complete when they have completed the maze.

Reduce or increase the number of control cards to be located according to mobility and ability. Adapt control cards for pupils with a visual impairment, e.g. size, shape, colour, buzzing sound etc.

Provide visual and verbal cues to count down time.

## Conclusion

### Outdoor Orienteering

Having completed the scavenger walk, pupils now draw a map of the area on the back of their scavenger walk worksheet. As a group, identify key features in the area that should be recorded on the map and draw them in. Give each pair a control card and invite them to hang it somewhere in the orienteering area, making sure to mark the spot on their map. All pupils then walk around the area looking for the control cards, marking their locations on their maps. There could also be information at the back of each control card to be gathered while pupils are seeking them out, such as a coloured shape, a letter, a jumbled up word, a question, a code or a sum. At the end of the activity, pupils gather back at base and complete an activity based on the information they gathered (e.g. write a story using the words you found, or add up all of your answers, or complete a crossword, or colour a picture etc.).

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. Ensure base is clearly marked and that signals are in place for the return to base at any time (whistle or flashing light).

Adapt number of control cards pupils need to seek out according to ability. Adapt information gathered to meet the needs of all pupils.

### Parachute Game - Guess who's in the tent

Choose one pupil to be the guesser. They turn their back on the other pupils, who move around the parachute to change their positions, then make a tent. Once the pupils are hidden inside the tent, the pupil who is guessing walks around the tent, tapping each occupant in turn on the shoulder. When a pupil is tapped they say 'I like sitting inside the tent'. The pupil outside has to listen to the voice and try to guess the identity of the speaker.

Ensure all pupils have an activity to complete when they return to base so that no pupils are idle.

**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?*