
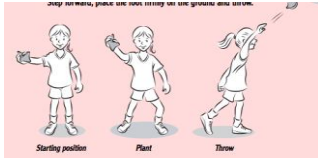
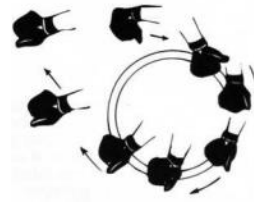
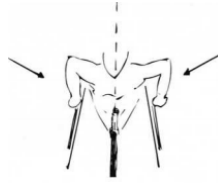


## Sample Athletics Programme

Ben uses a wheelchair Key Question (KQ) Interactive White Board (IWB) Special Needs Assistant (SNA)

|  |   |                                      |
|--|---|--------------------------------------|
| <b>Lesson 1</b>  | <b>Class Level:</b> Second Class: 7-8 years old | <b>Lesson Duration:</b><br>45minutes |
| <b>Learning outcomes:</b> <i>The children will</i> <ul style="list-style-type: none"> <li>• Run, walk, jog while developing an awareness of even/steady pace</li> <li>• Sprint 20m in a straight line with an emphasis on arm action. Ben sprints 5m or more.</li> <li>• Practice overarm throw using beanbag</li> </ul>   |   |                                      |
| <b>Assessment Strategies:</b> <b>teacher observation:</b> arm action in sprinting; sideways stance and foot placement when throwing; <b>self-assessment:</b> children list and explain technique characteristics/criteria  |   |                                      |
| <b>Resources:</b> beanbags, cones, whistle, picture of athlete sprinting, picture of overarm throw from hyperlink below  |   |                                      |
| <b>Introduction (10mins)</b> <i>Understanding and Appreciation</i><br><i>Classroom</i> <ul style="list-style-type: none"> <li>• Picture of an athlete, a track and a child completing overarm throw on IWB in the classroom<br/>When athletes run long distances where might you see them running? (footpaths, cross country trails, track). What are the lines on a running track called that help athletes to run in a straight line? (lanes)<br/>What is a race of 26 miles called? (marathon).</li> <li>• Share learning outcomes above</li> </ul> <i>Gymnasium/Hall/ Yard</i> <ul style="list-style-type: none"> <li>• Warm Up: Children spread out around the hall and run at a variety of paces e.g. walking, walking quickly, jogging, running. Run on the balls of your feet; elbows held at 90 degrees; head looking ahead; high knee lift; <a href="https://www.scoilnet.ie/pdst/physlit/fms-activities/running/">https://www.scoilnet.ie/pdst/physlit/fms-activities/running/</a></li> <li>• Dynamic stretches woven into the pace activity: tall and narrow stretch shapes; wide and curled shapes; hamstring stretch; arm stretches. Ben performs arm stretches &amp; ankle circles. Stretch out legs sitting in chair, hug knees to chest.</li> </ul> <div style="text-align: center;">  </div> |   |                                      |
| <b>Development (25mins)</b><br><b>1. Throwing:</b> Children focus on overarm throw, right-handed children stand with the left foot forward, sideways to the target – the reverse for left-handed children. The throwing arm is drawn back straight before bending as the beanbag is released. Release the bag when arm is stretched upwards. Children throw beanbags as far as possible in their group trying to beat target i.e. cones. <a href="https://pssi.pdst.ie/pdf/ath/ath_b_3.pdf">https://pssi.pdst.ie/pdf/ath/ath_b_3.pdf</a> Ben: reaching aid is used to collect beanbag <div style="text-align: center;">  </div>   |   |                                      |
| <b>2. Sprint technique:</b> Children sit on the floor. Swing each arm up as if running. Speed up as technique improves. ‘Hip to lip’ arm movement Ben completes arm movements in wheelchair.   |   |                                      |
| <b>3. Sprints:</b> Divide children into 4 lines of 8 using cones to create straight line lanes. Children sprint 20m in a straight line. Repeat x 3/4 times. Ben sprints to first cone (5m) x 3/4.: Move arms first practicing ‘hip to lip’ action,. Ben uses upper body levered forward, elbows high, eyes forward   |   |                                      |
| <b>KQ:</b> How do you use your arms to help you sprint? (hip to lip/ Ben describes his technique as upper body forward, elbows high, eyes forward) <a href="http://www.harnessdesigns.com/pdfs/TrainingTipsStroke.pdf">http://www.harnessdesigns.com/pdfs/TrainingTipsStroke.pdf</a>   |   |                                      |



**Conclusion (10mins):**





Play ‘animal shapes’: the children will use their bodies to move like animals e.g. crab, elephant, snail etc, called out by teacher.

**KQ:** What two athletic activities did we practise today? (running/sprinting and overarm throw). How can you sprint fast? (use arms well).

Davis, A. (2012). *Physical Activities in the Wheelchair and Out: An Illustrated Guide to Personalizing Participation*. Human Kinetics.

PSSI. Lesson 3 [Online image]. Retrieved January 10, 2020 from [http://pssi.pdst.ie/pdf/ath/ath\\_b\\_3.pdf](http://pssi.pdst.ie/pdf/ath/ath_b_3.pdf)

Sports n’ Spokes. (1994). Push cycle [Online image]. Retrieved January 10, 2020 from <http://www.harnessdesigns.com/pdfs/TrainingTipsStroke.pdf>

|   |   |                                |
|---|---|--------------------------------|
| <b>Lesson 2</b>   | <b>Class Level:</b> Second Class: 7-8 years old | <b>Lesson duration:</b> 45mins |
| <b>Learning outcomes:</b> <i>The children will</i> <ul style="list-style-type: none"> <li><i>Sprint 30m as part of shuttle sprint. Ben sprints 10m or more as he wishes.</i></li> <li><i>Participate in fun relay developing passing with the right and receiving with the left hand using down sweep technique. Ben collects beanbag using reaching aid, beanbag on knee while running.</i></li> <li><i>Develop a short approach to jumping. Ben completes big push.</i></li> </ul>  |   |                                |
| <b>Assessment Strategies:</b> <b>teacher observation:</b> co-operation in team relay; arm action in sprint; sideways stance and foot placement when throwing; <b>self-assessment:</b> children identify technique characteristics e.g. arms and correct jumping technique   |   |                                |
| <b>Resources:</b> beanbags, mats, cones, whistle, picture of athletes in a relay race, picture of athlete passing baton, drum   |   |                                |
| <b>Introduction (10mins)</b> <i>Understanding and Appreciation</i><br><b>Classroom</b> <ul style="list-style-type: none"> <li>Share learning outcomes</li> <li>Children will discuss pictures of the correct technique for the down sweep technique on the Interactive White Board (IWB) in the classroom (i.e. beanbag/ baton in right hand to pass and palm of left hand flat, palm facing upwards to receive).</li> </ul> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p> <a href="https://www.myactivesg.com/sports/athletics/features/how-to-pass-a-baton-in-a-sprint-relay">https://www.myactivesg.com/sports/athletics/features/how-to-pass-a-baton-in-a-sprint-relay</a><br/> <a href="http://pssi.pdst.ie/pdf/ath/ath_b_3.pdf">http://pssi.pdst.ie/pdf/ath/ath_b_3.pdf</a> </p> <p><b>KQ:</b> Why would you hold your hand flat with palm facing upwards to receive the beanbag?</p>  |   |                                |
| <b>Gymnasium/Hall/ Yard</b> <ul style="list-style-type: none"> <li>Children spread out around the yard/hall and practice different running paces e.g. walking, walking quickly, , jogging, running for 1-2 minutes in a non-competitive setting, pausing to complete dynamic stretches: whole body tall and narrow; wide; curled; leg stretch; arm stretch. <b>KQ:</b> Can you think of another way the class could stretch e.g. side stretch, twist, forward bend, leg stretch. Ben completes stretches in chair: arm stretches, back stretch, hugs knees to chest.</li> </ul> <div style="display: flex; justify-content: center; align-items: center; gap: 20px;">   </div> <p> <a href="https://kdsmartchair.com/blogs/news/58783043-yoga-for-wheelchair-users-8-poses?pp=">https://kdsmartchair.com/blogs/news/58783043-yoga-for-wheelchair-users-8-poses?pp=</a> </p>  |   |                                |
| <b>Development (25mins)</b><br><b>1.Shuttle sprints:</b> Divide children into 4 lines of 8 using cones. Children run 5m in a straight line indicated by coloured cones with an emphasis on arm action; practise reaction activity and the standing start i.e. walk to the start marker (on your marks), crouch, bend knees (set), run/sprint (go) to the first cone and back, followed by the second runner until all have completed the run to the first cone. This is followed by each group member running 10 m to the second cone and back. If he chooses, Ben runs to first cone and back. Repeat x3. Reaction Sprints<br><a href="https://pssi.pdst.ie/pdf/ath/ath_b_2.pdf">https://pssi.pdst.ie/pdf/ath/ath_b_2.pdf</a> : Children adopt different starting positions e.g. hands on head or hands on lap sitting on the floor/chair as reaction starting positions for all.<br><b>KQs:</b> How do we use our arms when running? i.e. hip to lip motion. Ben-upper body levered forward, elbows high, eyes forward.<br><b>2.Fun relay:</b> Each child runs to the cone, collects one beanbag, returns and sits down. The first team back with the beanbags on their heads are the winners. There can be one runner less in Ben's group. Exchange of the beanbag must take place at cone. Ben carries the beanbag on his lap and pushes to half the distance and back. |   |                                |

**KQ:** When athletes run as a team in a track race what is it called? (relay). What should you do when you receive the beanbag? (tighten grip)

3. *Jumping* [https://pssi.pdst.ie/pdf/ath/ath\\_b\\_2.pdf](https://pssi.pdst.ie/pdf/ath/ath_b_2.pdf) Organise mats on the floor with 3/4 children at each mat. Develop an approach run: 3/4 strides, jump high into the air, take off on one leg and land on two feet/ Ben complete one big push of the wheelchair, hands in the air. Measure distance of partner's jump using chalk markers or a measuring tape. Cooperate to work together where one child jumps and another marks the distance jumped on the ground.

**KQ:** Which athletic event are you practicing here? i.e. long jump/Ben big push Ben.



<https://activeschoolflag.ie/wp-content/uploads/2015/08/Irish-Wheelchair-Association-Best-Start-Schools-Inclusion-Project.pdf> (p.10)

### **Conclusion (10mins)**

Cool down activity: *children spread out around the play area*, lie on floor, stretch and play 'sleeping pirates'. Ben moves from his chair to a gym bench and then transfers himself to the floor. Children close eyes, practise deep breathing and teacher taps one child on shoulder at a time and they line up.

**KQs:** What athletic activities did we practise today? (run for distance, jumping and sprinting) How can you sprint very fast? (use arms well- 'hip to lip'). How do we jump? (bend knees on take-off and landing/ sitting upright in wheelchair with back straight)

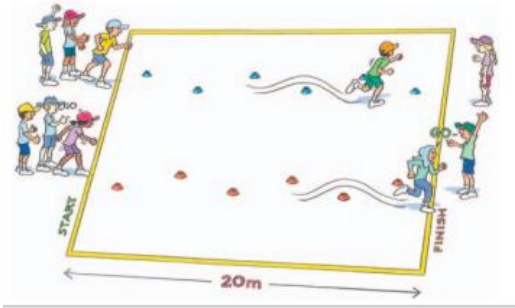
Can you tell me one time where you supported another team member in today's PE lesson?

Irish Wheelchair Association. (2012). Best start: Inclusive schools project Retrieved January 10, 2020 from <https://activeschoolflag.ie/wp-content/uploads/2015/08/Irish-Wheelchair-Association-Best-Start-Schools-Inclusion-Project.pdf>

Mok. (n.d.). How to pass a baton in a sprint relay [Online image. Retrieved January 10, 2020 from <https://www.myactivesg.com/sports/athletics/features/how-to-pass-a-baton-in-a-sprint-relay>

PSSI. Retrieved January 10, 2020 from [http://pssi.pdst.ie/pdf/ath/ath\\_b\\_3.pdf](http://pssi.pdst.ie/pdf/ath/ath_b_3.pdf)

Reznik (2015). Yoga for wheelchair users: 8 poses [Online image]. Retrieved January 10, 2020 from <https://kdsmartchair.com/blogs/news/58783043-yoga-for-wheelchair-users-8-poses?pp=>

|  |   |                                   |
|--|---|-----------------------------------|
| <b>Lesson 3</b>  | <b>Class Level:</b> Second Class: 7-8 years old | <b>Lesson Duration:</b><br>45mins |
| <b>Learning outcomes:</b> <i>The children will</i> <ul style="list-style-type: none"> <li>• Gain an awareness of wheelchair racing; discuss wheelchair racing starting position and technique for speed compare to non-wheelchair sprinting</li> <li>• Show overarm throw with an emphasis on good foot/ wheelchair placement</li> <li>• Sprint in pair relay and 20m slalom course. Ben sprints 10m</li> </ul>  |   |                                   |
| <b>Assessment Strategies:</b> <b>teacher observation:</b> pair co-operation; arm action in sprinting; sideways stance and foot placement when throwing; <b>self-assessment:</b> children identify jumping technique characteristics  |   |                                   |
| <b>Resources:</b> beanbags, cones, whistle   |   |                                   |
| <b>Introduction (10mins)</b> <i>Understanding and Appreciation</i><br>Classroom <ul style="list-style-type: none"> <li>• Watch video of 8-year-old wheelchair racer <a href="https://www.youtube.com/watch?v=cfOIERAUN8E">https://www.youtube.com/watch?v=cfOIERAUN8E</a></li> </ul> <b>KQ:</b> What are our abilities? Focus on <i>ability and capabilities of all</i> during a classroom discussion. <ul style="list-style-type: none"> <li>• Share learning outcomes above</li> </ul> Gymnasium/Hall/ Yard <ul style="list-style-type: none"> <li>• ‘Chat and run’ (run for distance) at a comfortable, even/steady pace for 1-2 minutes, pausing to complete dynamic stretches: whole body tall and narrow; wide; curled; leg stretch; arm stretch. Ben completes dynamic stretches in wheelchair.</li> </ul>  |   |                                   |
| <b>Development (25mins)</b><br>1. <i>Throwing:</i> Divide children into 5 groups of 6 children. Children throw beanbag over-arm; <a href="https://pssi.pdst.ie/pdf/ath/ath_c_2.pdf">https://pssi.pdst.ie/pdf/ath/ath_c_2.pdf</a> (p.3). On teacher instruction the next thrower in the group collects the beanbag, moves to the side and walk back to place to throw on command of the teacher. Next progress to develop an approach to throw: plant and throw: step forward, place the foot firmly on the ground and throw. Ben has his back supported by wheelchair, sitting upright, focus on drawing arm back, eyes forward, release. Throw practice: beat the target. Ben collects the beanbag with a reaching aid.<br><b>KQ:</b> How do you do the overarm throw? (Plant and throw) What does the word plant mean? (right-handed throwers step forward on left foot and throw, reverse for left-handed throwers)<br>2. <i>Pair relay:</i> <a href="https://pssi.pdst.ie/pdf/ath/ath_b_2.pdf">https://pssi.pdst.ie/pdf/ath/ath_b_2.pdf</a> (p.4). Divide children into groups of five and into 2 lines. Children in line 1 carry a beanbag in their right hand and walk to line 2; Pass the beanbag to their team members left hand. Line two team member walk to the end cone/finish line. Repeat jogging and then sprinting. Practice with a beanbag passing with the right and receiving with the left hand using down sweep technique.<br>3. <i>Slalom course:</i> <a href="https://www.peai.org/wp-content/uploads/2014/04/Athletics-Play-Manual.pdf">https://www.peai.org/wp-content/uploads/2014/04/Athletics-Play-Manual.pdf</a> (p. 31) Children are divided into five groups of 6. On ‘GO’, the first member in each team runs slalom-style through the cones to the end of the course. Ensure the cones are widely spaced for the wheelchair/go around every second cone. When the first runner reaches the end, they call GO for the next runner in their team to start. This continues until all team members are at the other end of the course. Consider an additional group member in Bens group. |   |                                   |
|    |   |                                   |
| <a href="https://www.peai.org/wp-content/uploads/2014/04/Athletics-Play-Manual.pdf">https://www.peai.org/wp-content/uploads/2014/04/Athletics-Play-Manual.pdf</a> (p. 31)  |   |                                   |

**Conclusion (10mins)**

Cool down activity: children spread out around the hall, stretch and play 'puppeteer' as teacher calls out actions e.g. 'I am lowering your arm and pulling your right leg', gradually slowing down the activity e.g. wiggle fingers and toes and stretch. Ben dismounts from the chair-bench-floor transfer onto mat, assisted by teacher/SNA if required.

**KQ:** What athletic activities did we practise today? (running for distance, throwing and sprint relay) How can you sprint very fast? (use arms well- 'hip to lip'). Describe how your team worked well today?

Australian Sports Commission (2010). Athletics Play. Retrieved January 10, 2020 from <https://www.peai.org/wp-content/uploads/2014/04/Athletics-Play-Manual.pdf>

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|---|---|-----------------------------------|
| <b>Lesson 4</b>   | <b>Class Level:</b> Second Class: 7-8 years old | <b>Lesson duration:</b><br>45mins |
| <b>Learning outcomes:</b> <i>The children will</i> <ul style="list-style-type: none"> <li>• Run for distance in a non-competitive setting, developing an awareness of space and even pace running</li> <li>• Develop an over-arm throw, using a javelin</li> <li>• Run as fast as you can in 30m slalom race; Ben runs/sprints 15m</li> </ul>   |   |                                   |
| <b>Assessment Strategies:</b> teacher observation: arm action in sprint; sideways stance and foot placement in throw<br><b>self-assessment:</b> children identify throwing and jumping technique characteristics  |   |                                   |
| <b>Resources:</b> beanbags, cones, whistle, picture of athletes in a relay race, picture of athlete passing baton   |   |                                   |
| <b>Introduction (10mins)</b> <i>Understanding and Appreciation</i><br>Gymnasium/Hall/Yard <ul style="list-style-type: none"> <li>• Share learning outcomes above</li> <li>• Children spread out around the yard/hall and ‘chat and run/walk’ at a comfortable, even/steady pace for 2/3 minutes. Look out for Ben when he is running in his chair.</li> <li>• Pause to complete dynamic stretches: whole body tall and narrow; wide; curled; leg stretch; arm stretch.</li> </ul>   |   |                                   |
| <b>Development (25mins)</b><br><i>1. Throwing:</i> Divide children into 5 groups of 6. Children throw beanbag overarm in the same direction; Collect and release/throw beanbag on the teachers instructions. Develop an approach to throw: plant and throw: step forward, place the foot firmly on the ground and throw. Ben practices with his back supported by wheelchair, sitting upright. Repeat the activity using foam javelins. <a href="https://pssi.pdst.ie/pdf/ath/ath_c_2.pdf">https://pssi.pdst.ie/pdf/ath/ath_c_2.pdf</a> (p.5). Show how to hold the javelin.<br><b>KQ:</b> How do you throw the javelin? (hold in the middle, resting on the palm of hand, point aiming away from body. Extend arm and put your weight on your back foot. Transfer the weight to your front foot and release always keeping the javelin aimed forwards). How do you do the over-arm throw? (Plant and throw) What does the word plant mean? (right-handed throwers step forward on left foot and throw, reverse for left-handed throwers)<br><i>2. Throw practice:</i> ‘Bullseye’ <a href="https://www.peai.org/wp-content/uploads/2014/04/Athletics-Play-Manual.pdf">https://www.peai.org/wp-content/uploads/2014/04/Athletics-Play-Manual.pdf</a> (p.12) game. Children sit on chairs and aim at target 5m away. Five groups of six, first row throw together, collect beanbag and pass to the next person Ben uses the reaching aid to collect beanbag and javelin, wheelchair 2m from target. <div data-bbox="635 1171 960 1312" data-label="Image"> </div> |   |                                   |
| <i>3. Slalom race (see below):</i> Divide children in two groups. Practice standing start position. One person at a time on each course (jogging pace before sprint race. Consider one more runner on Bens team.<br><b>KQ:</b> Show how you use your arms to help you jump longer. Ben reaches arms back further for speed, eyes facing forward, avoiding cones. <div data-bbox="89 1675 427 1917" data-label="Image"> </div> <div data-bbox="568 1603 1343 1917" data-label="Image"> </div>  |   |                                   |



<https://activeschoolflag.ie/wp-content/uploads/2015/08/Irish-Wheelchair-Association-Best-Start-Schools-Inclusion-Project.pdf> (p.34-35)

**Conclusion (10mins)**

Cool down activity: children spread out around the play area, stretch or move to a drum beat the teacher makes e.g. arms, skip, walk gradually getting slower to the beat of the percussion instrument. Ben completes short wheelchair pushes, arm stretches, hug knees etc. (see Lesson 1 and 2 for pictures of stretching)

**KQ:** What two athletic activities did we practise today? (throwing and running/sprinting) How can you sprint very fast? (use arms well- 'hip to lip'/ Ben: arms back, elbows high, leaning forward). Where did you and your teammate show good sportsmanship in the PE lesson today? (I called for the next person to run in my team)

Irish Wheelchair Association. (2012). Best start: Inclusive schools project. Retrieved January 10, 2020 from <https://activeschoolflag.ie/wp-content/uploads/2015/08/Irish-Wheelchair-Association-Best-Start-Schools-Inclusion-Project.pdf> (p.28)

Vanlandewijck, Y. C. (2016). *Training and Coaching the Paralympic Athlete*. John Wiley & Sons.



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|--|---|-----------------------------------|
| <b>Lesson 5</b>  | <b>Class Level:</b> Second Class: 7-8 years old | <b>Lesson duration:</b><br>45mins |
| <b>Learning outcomes:</b> <i>The children will</i> <ul style="list-style-type: none"> <li>• Develop an overarm approach to throwing i.e. seated position/ kneel and throw; experimenting with different throwing objects</li> <li>• Describe throwing technique characteristics</li> <li>• Run in pair relay in a curved pathway running around numbered cones to practice speed and agility</li> <li>• Run freely over low obstacle trying to have the same lead leg. Ben pushes his chair around obstacles</li> </ul>  |   |                                   |
| <b>Assessment Strategies:</b> <b>teacher observation:</b> co-operation in curve running; running arm technique; throwing technique; <b>self-assessment:</b> children identify running and throwing technique characteristics e   |   |                                   |
| <b>Resources:</b> beanbags, cones, foam tennis balls, whistle  |   |                                   |
| <b>Introduction (10mins)</b> <i>Understanding and Appreciation</i><br>Gymnasium/Hall/ Yard <ul style="list-style-type: none"> <li>• Share learning outcomes above</li> <li>• Children spread out around the yard/hall and ‘run/walk for distance 3mins or more around the hall/yard;</li> <li>• As they run around the yard/hall: pause to complete dynamic stretches: whole body tall and narrow; wide; curled; leg stretch; arm stretch.</li> </ul>  |   |                                   |
| <b>Development (25mins)</b><br>1. <b>Throwing:</b> Divide children into 5 groups of 6. Children throw beanbag/different types of ball overarm through the air in the same direction from a seated position; line collects equipment thrown, moves to the side and walk back to place. Develop an approach to throw: body faces target, swing back with arm, follow through with throwing arm. Ben’s back is supported by wheelchair, while he sits upright. Repeat using different sized balls.<br><b>KQ:</b> How do you throw the beanbag while sitting? Resting on the palm of hand. Extend arm and release. <div data-bbox="612 963 989 1202" data-label="Image"> </div> <p><a href="https://www.peai.org/wp-content/uploads/2014/04/Athletics-Play-Manual.pdf">https://www.peai.org/wp-content/uploads/2014/04/Athletics-Play-Manual.pdf</a> (p.12)</p> 2. <b>Pair relay:</b> Divide children into partners. One person at a time on each course (jogging pace before sprinting). First person calls out a number (1-4) and their partner runs to the cone, around and back to base. Partners switch positions and repeat.<br><b>KQ:</b> Show how you use your arms to help you push forward in jump (‘hip to lip’ motion). Ben: starting position closer to numbered cones. <div data-bbox="587 1485 960 1704" data-label="Image"> </div> <p><a href="https://activeschoolflag.ie/wp-content/uploads/2015/08/Irish-Wheelchair-Association-Best-Start-Schools-Inclusion-Project.pdf">https://activeschoolflag.ie/wp-content/uploads/2015/08/Irish-Wheelchair-Association-Best-Start-Schools-Inclusion-Project.pdf</a> (p.6)</p> 3. <b>Jumping:</b> Children run freely over/around obstacles of different heights e.g. cones, low hurdles etc. Ben pushes his chair around objects, with an emphasis on switching visual awareness between the ground and the children in his class.<br>4. <b>Hurdles:</b> Children line up in 6 groups of 5. Children run over an obstacle course which includes running over hurdles of varying heights, and running around cones and running in a straight line. Each group member takes their turn. Ben pushes his chair around two of these hurdles (slalom) and then continues the course. |   |                                   |
| <b>Conclusion (10mins)</b>   |   |                                   |

Cool down activity: children spread out around the hall, stretch and focus on deep breathing. What did we practise today? (we increased our running for distance, throwing and sprinting) How can you sprint very fast? (use arms well- 'hip to lip'). Identify one time in the lesson where you and your partner learned something new?

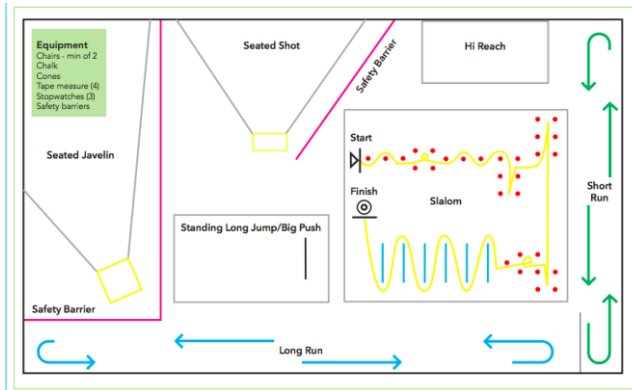
Australian Sports Commission (2010). Athletics Play. Retrieved January 10, 2020 from <https://www.peai.org/wp-content/uploads/2014/04/Athletics-Play-Manual.pdf> (p.12)

Irish Wheelchair Association. (2012). Best start: Inclusive schools project. Retrieved January 10, 2020 from <https://activeschoolflag.ie/wp-content/uploads/2015/08/Irish-Wheelchair-Association-Best-Start-Schools-Inclusion-Project.pdf> (p.26)

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|---|---|-----------------------------------|
| <b>Lesson 6</b>   | <b>Class Level:</b> Second Class: 7-8 years old | <b>Lesson duration:</b><br>45mins |
| <b>Learning outcomes:</b> <i>The children will</i> <ul style="list-style-type: none"> <li>• Gain an awareness of long jump as a Paralympian; discuss long jump technique incl. starting position and technique for speed (discuss wheelchair long jump- one big push)</li> <li>• Describe simple technique for throwing accurately i.e. body faces target, swing back with arm, follow through with throwing arm</li> <li>• Take part in relay activity, building competence in the skill before progressing to more challenging variations (i.e. changing the speed and type of strike) Ben moves closer to partner during activity.</li> </ul>  |   |                                   |
| <b>Assessment Strategies:</b> <b>teacher observation:</b> co-operation in ‘sun and snowballs’; arm action in running; technique when throwing for aim; <b>self-assessment:</b> children identify good technique characteristics e.g. running and correct throwing technique   |   |                                   |
| <b>Resources:</b> beanbags, foam balls, cones, whistle, picture of parlauf relay  |   |                                   |
| <b>Introduction (10mins):</b> <i>Understanding and Appreciation</i><br><b>Classroom</b> <ul style="list-style-type: none"> <li>• Children watch video of Paralympian Markus Rehm completing the long jump<br/> <a href="https://www.paralympic.org/video/mens-long-jump-t44-2014-ipc-athletics-european-championships-swansea">https://www.paralympic.org/video/mens-long-jump-t44-2014-ipc-athletics-european-championships-swansea</a> </li> </ul> <b>Gymnasium/Hall/ Yard</b> <ul style="list-style-type: none"> <li>• Share learning outcomes above</li> <li>• Children spread out around the hall to play ‘sun and snowballs’<br/> <a href="https://pssi.pdst.ie/pdf/gen/gen_1_warmup.pdf">https://pssi.pdst.ie/pdf/gen/gen_1_warmup.pdf</a> to warm up. Four boys are the taggers: freeze if tapped by tagger in blue vest, ‘go’ when freed by child in yellow *boys wear vest to provide visual aid for Ben. Children play ‘busy bee’ <a href="https://pssi.pdst.ie/pdf/gen/gen_1_warmup.pdf">https://pssi.pdst.ie/pdf/gen/gen_1_warmup.pdf</a> as they listen out for a body part and join it with a partner e.g. knees, hands, shoulders etc.</li> <li>• As they run around the yard/hall: pause to complete dynamic stretches: whole body tall and narrow; wide; curled; leg stretch; arm stretch.</li> </ul> |   |                                   |
| <b>Development (20mins)</b><br><b>Jumping:</b> <ul style="list-style-type: none"> <li>• Standing long jump (both feet, land on both feet on mat).</li> <li>• Take off on one foot, land on both feet (knees bent on landing).</li> <li>• Jump with approach run (3/4 strides to mat, take off on one foot, land on two feet on mat).</li> <li>• Ben completes one big push.</li> <li>• Measure partners jump (Ben’s SNA/or a peer helps him to measure their partners jump).</li> </ul> <p>Can you beat your own record?</p>  |   |                                   |
| <b>Conclusion (4mins)</b><br>Cool down activity: children spread out around the play area, stretch and play ‘slow motion action reaction’ child chosen to begin the game, performing action e.g. driving car, making pizza etc. to be performed slow motion. <p><b>KQ:</b> What athletic activity did we practise today? (What technique do you use for the long jump? Can you tell me one thing you learned today at PE? In your homework journal write one sentence to tell at home what you learned about a Paralympic athlete. The sentence might begin with...S/he can...</p>  |   |                                   |

Irish Wheelchair Association. (2012). Best start: Inclusive schools project Retrieved January 10, 2020 from <https://activeschoolflag.ie/wp-content/uploads/2015/08/Irish-Wheelchair-Association-Best-Start-Schools-Inclusion-Project.pdf> (p.26)

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|--|---|---------------------------------|
| <b>Lesson 7</b>  | <b>Class Level:</b> Second Class: 7-8 years old | <b>Lesson duration:</b> 45 mins |
| <b>Learning outcomes:</b> <i>The children will</i> <ul style="list-style-type: none"> <li>Run changing direction in 'traffic light' game, developing an awareness of space in a non-competitive setting</li> <li>Run in Parlauf relay in an outdoor (park) setting; running in relay formation for 5 minutes cooperatively</li> </ul>  |   |                                 |
| <b>Assessment Strategies:</b> <b>teacher observation:</b> co-operation in team relay running; arm action in running <b>self-assessment:</b> children identify good technique points e.g. running and stretching technique  |   |                                 |
| <b>Resources:</b> whistle, picture of parlauf relay, cones   |   |                                 |
| <b>Introduction (10mins)</b> <i>Understanding and Appreciation</i><br>Outdoors school area/Local park <ul style="list-style-type: none"> <li>Share learning outcomes above</li> <li>Children jog around in a zone marked with 4 cones, outdoors or in the local park; children react to teacher's call 'red' (stop), 'green' (go), 'roundabout' (turn around once), motorway (sprint), right, left, speed bump (jump and carry on), 'change lanes' (change direction and carry on)</li> <li>As they run around the zoned area, pause to complete dynamic stretches: whole body tall and narrow; wide; leg stretch; arm stretch (Ben: arm stretches, hug knees etc. as seen in previous lessons)</li> </ul>   |   |                                 |
| <b>Development (25mins)</b><br><i>1.Parlauf (circle) relay:</i> Revise correct technique for passing the baton to the next runner<br>Divide children into three groups of ten.. The three groups space around the perimeter a marked zone in the park. The aim is to run in relay formation for 5 minutes and to record how many laps each teams accumulates in the time. Ben holds the baton between knees or in a basket hooked to his chair. Ben and his team may be assisted by his chair being pushed, if he wishes by SNA, especially in hilly areas. <div data-bbox="470 1041 1101 1258" data-label="Diagram"> </div> <p><a href="https://www.curriculumonline.ie/getmedia/2ca06265-2e75-4cc1-8174-661a877728d4/PE_Guidelines_english.pdf">https://www.curriculumonline.ie/getmedia/2ca06265-2e75-4cc1-8174-661a877728d4/PE_Guidelines_english.pdf</a><br/>(p. 109)</p> |   |                                 |
| <b>KQ:</b> How do we run? Land on the balls of feet, look ahead, slight knee lift;   |   |                                 |
| <b>Conclusion (10mins)</b><br>Cool down activity: children spread out in a large circle. All pupils close their eyes breathing deeply and gently for at least five deep breaths. They listen to the sounds (e.g. birds, flowing water, cars passing, horns sounding...). Teacher squeezes the left hand of one child who passes on the squeeze until it goes all around the circle. Walk back to the school together. <p><b>KQ:</b> What athletic activities did we practise today? (running for distance). Describe how you cooperated with someone in today's PE lesson?</p>   |   |                                 |

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|--|---|--------------------------------|
| <b>Lesson 8</b>  | <b>Class Level:</b> Second Class: 7-8 years old | <b>Lesson duration:</b> 45mins |
| <b>Learning outcomes:</b> <i>The children will</i> <ul style="list-style-type: none"> <li>Run in 'collect the treasure' game, developing an awareness of pace and co-operation</li> <li>Throw using different equipment and techniques e.g. underarm, overarm i.e. experimenting with different throwing objects for distance and aim</li> <li>Describe simple technique for throwing accurately i.e. body faces target, swing back with arm, follow through with throwing arm</li> <li>Take part in a heptathlon; revising techniques explored to date (i.e. standing long jump/big push, slalom, short run, long run, running with an awareness of pace, running to avoid obstacles) and hi reach</li> </ul>   |   |                                |
| <b>Assessment Strategies:</b> <b>teacher observation:</b> co-operation in arm action in running; technique when throwing for aim; <b>self-assessment:</b> children identify good technique points e.g. running and correct throwing technique  |   |                                |
| <b>Resources:</b> beanbags, foam balls, cones, whistle, chairs, stopwatch  |   |                                |
| <b>Introduction (10mins)</b> <i>Understanding and Appreciation</i><br>Gymnasium/Hall/ Yard <ul style="list-style-type: none"> <li>Share learning outcomes above</li> <li>Children spread out around the yard and jog; children react to teacher's call 'red' (stop), 'green' (go), 'roundabout' (turn around once), motorway (sprint), right, left, speed bump (jump and carry on), 'change lanes' (change direction and carry on) ... 2. Children play 'collect the treasure': Five groups of six children. Teams send one child at a time to the middle and bring back treasure (beanbag/ball) and when the treasure is gone the team with the most 'treasure' wins. Ben maybe assisted by SNA/or a peer. Ben uses the aid to collect beanbag; Shorter distances can be used if required.</li> <li>Perform dynamic stretches: whole body tall and narrow; wide; curled; leg stretch; arm stretch.</li> </ul> |   |                                |
| <b>Development (25mins)</b><br>1. <i>Heptathlon:</i> Divide children into six groups of five. Each team has a starting zone on the 'track' in the hall. Children will participate in seven events: long run, short run, hi reach, slalom, seated shot, standing long jump/big push (Ben) and seated javelin. Teacher will briefly revise the technique for all events of the heptathlon, demonstrating/asking children to demonstrate. Teacher will outline the direction each group will move. Each time the whistle blows the teams are to move to the next event.   |   |                                |
| <b>KQ:</b> What is a heptathlon (track and field athletics event made up on 7 events).<br>How do we do the hi reach? (Palm of your hand on the wall above your head marking where your hand can reach up to. You can jump and measure the difference between the two. Partner measures using a chair to stand on if required.) What technique do we use for the seated shot? (Feet facing throwing direction, use beanbag, back of chair on non-throwing side- teacher demonstration). What technique do we use when we run? ('hip to lip' motion... opposite arm and knee in running motion, looking forward. Ben uses his arms reaching back, elbows high, leaning forward). What is the difference between the long and short run: show me (sprinting at short run)   |   |                                |
|  <p>The diagram illustrates a heptathlon track layout within a rectangular area. A green box in the top left lists 'Equipment': Chairs - min of 2, Chalk, Cones, Tape measure (6), Stopwatches (2), Safety barriers. The track includes several stations: 'Seated Shot' (top center), 'Hi Reach' (top right), 'Seated Javelin' (middle left), 'Standing Long Jump/Big Push' (bottom center), and 'Slalom' (bottom right). A 'Safety Barrier' is marked on the left. The track is divided into sections for 'Long Run' (indicated by a blue arrow at the bottom) and 'Short Run' (indicated by a green arrow on the right). A 'Start' line is marked with a red dot and a 'Finish' line with a target symbol. A yellow line shows a path through the slalom and around the track.</p>                                       |   |                                |
| <a href="https://activeschoolflag.ie/wp-content/uploads/2015/08/Irish-Wheelchair-Association-Best-Start-Schools-Inclusion-Project.pdf">https://activeschoolflag.ie/wp-content/uploads/2015/08/Irish-Wheelchair-Association-Best-Start-Schools-Inclusion-Project.pdf</a> (p. 34)  |   |                                |

**Conclusion (4mins)** Cool down activity: children spread out around the hall, stretch and play ‘slow motion action reaction’ child chosen to begin the game, performing action e.g. driving car, making pizza etc. to be performed slow motion. Yoga stretches. For Ben see images for wheelchair stretches in Lessons 1 and 2.

**KQ:** What two athletic activities did we practise today? (throwing and running/sprinting). How can you sprint very fast? (use arms well- ‘hip to lip’). What techniques did you use for the seated javelin? Identify one time in the lesson where you and your partner learned something new about the heptathlon? (‘hi reach’)

Irish Wheelchair Association. (2012). Best start: Inclusive schools project Retrieved January 10, 2020 from <https://activeschoolflag.ie/wp-content/uploads/2015/08/Irish-Wheelchair-Association-Best-Start-Schools-Inclusion-Project.pdf>