

Topic	Explanation
Country, city	Austria, Vienna, Croatia, Rijeka
Name	Running-long distance running
Aim	<p>Provide an inclusive sports experience for children in different levels of schools to achieve endurance in long distance runs and improve physical condition.</p> <p>Long Distance Activities include walking and running which are skills that allow children to explore their environment. Both skills allow children to participate in a variety of recreational activities, sport games and learning experiences.</p> <p>Recommended time for each activity lesson plan in 30 minutes. However, we, the sport teachers/trainers can adjust the pace and length of time to meet the needs, interests, ages, and skills of students with disabilities.</p>
Duration of the lessons	3 weekly lessons as 90 minutes training session (one lesson lasts 30 minutes).
Expertise, experience of trainer	<p>PE teacher</p> <p>An expert is needed with a degree, who has gone through the program of getting the necessary competencies. Years of experience, additional education and exchange of experiences with trainers from around the world.</p> <p>Preferably for trainer to pass additional tests from special pedagogy, sociology, didactics, defectology, professional seminars and education for working with children with intellectual difficulties.</p> <p>It is preferable for trainers to pass additional tests from special pedagogy, sociology, didactics, defectology, professional seminars and education for working with children with intellectual difficulties.</p> <p>Introduces children to sports by teaching them age-appropriate gross motor development skills that support their active participation in physical activities.</p>
Age group	Elementary, Middle and High School, Schools for Learners with Special Needs (6-18)
Rules	<p>No additional rules for the regular long distance running.</p> <p>Through testing and controls on the part of physicians, the level of sporting ability is ascertained.</p> <p>The requirements of every child are individually chosen, in accordance with his/her abilities.</p> <p>Depending of child's ability, he/she will do easy or hard training, and also he/she will run or race in wheelchairs or racing wheelchairs.</p> <p>Safety and security rules should be set and followed strictly. According to their needs there can be assisting technologies and people.</p>
Set of movements	<p>Before the sport: Stretch and warming up. Measure the path During the sport: Start with sprint Check up his/her breathe Increase his/her progress After: Stretch and cooling exercise Assess his/her performance Make the possible adaptations</p> <p>Running / rolling the wheels when racing in wheelchairs or racing wheelchairs.</p>
Equipment	<p>Hardware: Safe walking-running field, racing wheelchairs, running prosthesis.</p> <p>Special clothing: Running Shoes, walking batons, knee-guards, sports apparel for athletics.</p> <p>Any other material: Whistle, floor markers (distributed around room to create a path) cones (option: floor markers, tape or rope)</p>
Required space	<p>Indoors or outdoors</p> <p>Children can be run in many safe settings. These include a gym during physical education time or in the classroom/outdoors during a time dedicated to motor development or play.</p> <p>Athletic hall or athletic stadium, road, track and field, school playground.</p>
Inclusive experience	<p>As children explore the world around them through play, they learn many concepts of life. Adding movement and physical activity into the classroom leads to a lifetime of activity.</p> <p>The benefits of physical activity and play go beyond sports. Children help and interact with each other and develop important communication, learning and self-help skills.</p> <p>Starting motor activities early is very important for children with intellectual disabilities. Children who receive support at an early age will be more capable of doing challenging movements as they grow older.</p> <p>Teacher encourages children to look in the direction they are walking or running, and to keep their hips and feet facing forward.</p> <p>If the child's arms are swinging across the body or not in opposition to the legs, correct this while standing or running in place.</p>

Type of disability	Rules (game rules, duration)	Instructions	Set of movements	(Adapted) Equipment
Hearing impairment Complete loss	Take medical report and recommendation of a physician. Be sure cochlear or hearing device is suitable for this activity.	Symbols, cards, colours for the referee. Sign language instructions. Communication by sign language and reading from the lips, coach needs to point face towards a player and to have an eye contact with him/her, optional professional communication assistant as support for player beginner, communication by blue and red flags, cards with tags of different	Starting with sprint it can be increased to middle and long distance. It can start from 60m to marathons	Light alarm, cards, suitable place. A light signal of the referee or a flag or vibration signal, cards with tags of different movements and actions.
Reduced hearing	Take medical report and recommendation of a physician. Be sure cochlear or hearing device is suitable for this activity.	Symbols, cards, colours for the referee (depends on %). Sign language instructions. Reading from the lips, coach needs to point face towards a player, communication by blue and red flags, cards with tags of different movements and actions.	Starting with sprint it can be increased to middle and long distance. It can start from 60m to marathons	A light signal of the referee or a flag or vibration signal.
Visual impairments Low vision	Take medical report and recommendation of a physician. Extra time is needed to understand the properties of field or hall.	Detailed description of activities in the field. Braille instructions for the beginning. Giving instructions verbally and, if needed, tactile (touch).	Starting from walking before running. Count the steps of area. Turns, ups and downs should be recognized before sprint or middle or long distance.	No adaptations needed if he/she recognized the walking/running path before. All weather conditions should be known for outdoor activities (rainy, cold, hot, humid, muddy etc). Starting from indoor smooth paths to outdoor challenging paths it can vary. Fluorescent marks on the field (edges of the field), illuminated hall, outfit in bright colours, whistle for start and ending.
Reduced vision	Take medical report and recommendation of a physician. Extra time is needed to understand the properties of field or hall.	Detailed description of activities in the field. Giving instructions verbally and, if needed, tactile (touch).	Starting from walking before running. Count the steps of area. Turns, ups and downs should be recognized before sprint or middle or long distance.	No adaptations needed if he/she recognized the walking/running path before. All weather conditions should be known for outdoor activities (rainy, cold, hot, humid, muddy etc). Starting from indoor smooth paths to outdoor challenging paths it can vary. Fluorescent marks on the field (edges of the field), illuminated hall, outfit in bright colours, whistle for start and ending.
No vision	Take medical report and recommendation of a physician. Extra time is needed to understand the properties of field or hall.	Detailed description of activities in the field. Braille instructions for the beginning. Giving instructions verbally and, if needed, tactile (touch). Player with no vision is getting guided instructions from an assistant. An assistant is connected with a player by a leash to direct him/her.	Starting from walking before running. Count the steps of area. Turns, ups and downs should be recognized before sprint or middle or long distance. Needs peer assistance for the beginning to provide balance.	No adaptations needed if he/she recognized the walking/running path before. All weather conditions should be known for outdoor activities (rainy, cold, hot, humid, muddy etc). Starting from indoor smooth paths to outdoor challenging paths it can vary. Whistle for start and ending, sports assistant/ a running assistant.
Mobility impairment Reduced mobility (use of lower limbs and upper limbs)	Take medical report and recommendation of a physician. Extra time is needed to understand the properties of field or hall. The level of sporting ability is ascertained through testing. A player with reduced mobility (use of lower limbs and upper limbs) is	Small steps for the beginning. Starting from an indoor bar to hold from sides. Adjustments according to progress. It can be walking, jogging and running.	Sprint and middle distance according to their strength. Sprint can be individual but middle and long distance need more breaks and support. (relaxing, massage, supplements)	Be sure that the field is not slippery and wet. Provide safety and balance.
• Reduced mobility (use of lower limbs and no use of upper limbs)	Take medical report and recommendation of a physician. Extra time is needed to understand the properties of field or hall.	Small steps for the beginning. Starting from an indoor bar to hold from sides. Adjustments according to progress. It can be walking, jogging and running.	Sprint and middle distance according to their strength. Sprint can be individual, but middle and long distance need more breaks and support. (relaxing, massage, supplements).	Be sure that the field is not slippery and wet. Provide safety and balance.
Reduced mobility (no use of lower limbs and no use of upper limbs)	x	Player with reduced mobility (no use of lower limbs and no use of upper limbs) is able to: 1) Run with running prosthesis for ambitious recreational athletes 2) Race in electric wheelchairs or electric racing wheelchairs	If racing in electric wheelchairs or electric racing wheelchairs, a player does movements by head or amputated limb to use joystick to control wheelchairs	Electric wheelchairs or electric racing wheelchairs, running prosthesis.
Wheelchair users (use of upper limbs)	x	Player with reduced mobility (use of upper limbs) is able to: 1) Run with running prosthesis for ambitious recreational athletes 2) race in wheelchairs or racing wheelchairs	When racing in wheelchairs or racing wheelchairs, player does hands movements – rolling wheels.	electric wheelchairs or electric racing wheelchairs, running prosthesis
Wheelchair users (no use of upper limbs)	x	Player who is a wheelchair user (no use of upper limbs)-is able to: 1) Run with running prosthesis for ambitious recreational athletes 2) Race in electric wheelchairs or electric racing wheelchairs	If racing in electric wheelchairs or electric racing wheelchairs, a player does movements by head or amputated limb to use joystick to control wheelchairs.	Electric wheelchairs or electric racing wheelchairs, running prosthesis.
Communication impairment Speech impairments	x	x	verbal prompts	x
Learning impairment Mild	Simplify rules where possible. Extra explanation, only if needed, 90 minutes training according to their capabilities.	Use short simple and clear sentences. Use images and symbols Avoid metaphors. Returning to the exercise and giving additional explanation, only if	x	x
Moderate	Simplify rules, provide video/picture demonstrations of the rules and safety conditions	Use short simple and clear sentences. Use images and symbols Avoid metaphors. Returning to the exercise, if needed.	x	x
Severe	Take physician's report and recommendations. Simplify rules, provide video/picture demonstrations of the rules and safety conditions	Use short simple and clear sentences. Use images and symbols Avoid metaphors. Returning to the exercise, if needed to teach the child a few moves, as	x	Reminders (Audio, visual)

