

Topic	Explanation
Country, city	Austria-Vienna Croatia-Rijeka Republic of Bulgaria- Plovdiv
Name	Running - middle distance running
Aim	The aim is to learn natural applied and running movements, as well as achieve endurance and speed. To create a sense of rhythm, speed and freedom of movements. Enriching the motor experience, developing the person's volitional qualities - determination, courage, initiative To improve physical condition.
Duration of the lessons	15-60 minutes training session
Expertise, experience of trainer	An expert (a teacher of physical education and sports or a coach) 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.  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.  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.
Age group	From 10 years onwards
Rules	Through testing and controls on the part of physicians, the level of sporting ability is ascertained. The requirements of every child are individually chosen, in accordance with his/her abilities. 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.  According to the rules of the Physical Education and Sports process, consistent with the individual possibilities of the disabled person and with the rules for Adapted Physical Education.
Set of movements	Running, starting, accelerating, finishing, walking the wheels when racing in wheelchairs or racing wheelchairs
Equipment	<b>Hardware:</b> Racing wheelchairs, runing prosthesis <b>Special clothing:</b> Athletic apparel for athletics <b>Any other material:</b> Track, stopwatch, flags, medical balls, hoops, starter blocks, relay sticks
Required space	Athletic hall or athletic stadium, track and field school playground
Inclusive experience	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. Preferably for trainer to pass additional tests from special pedagogy, sociology, didactics, defectology, professional seminars and education for working with children with intellectual difficulties. 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.

Type of disability	Rules (game rules, duration)	Instructions	Set of movements	(Adapted) Equipment
<b>Hearing impairment</b> Complete loss	45-60 minutes. training	Instructions are made to all the students. The student with disabilities stands in front of the teacher (coach), looking at his mouth, while the teacher explains. The teacher, at the same time, makes gestures with his hands while speaking, shows some illustrations - low start or high start for example. The teacher also shows videos, and motion pictures to create a visual sense of movement. Coach needs to point face towards a player, optional professional communication assistant as support for player beginner, communication by blue and red flags, cards with tags of different movements and actions	Middle-pace running, high- knees running, crossed running, running with acceleration, walking or slow running with fast change of the direction at a given signal, changing slow running to fast running, fast running on 20-25 cm drawn lines with gradual acceleration, jumps with ropes at quick pace.	A light signal of the referee or a flag or vibration signal, cards with tags of different movements and actions
<b>Reduced hearing</b>	45-60 minutes training	The student stands as close as possible to the teacher/coach, in front of him, so that he/she could see the speaker's face well. The teacher speaks clearly and slowly. It would be better for the students with disabilities NOT to be the first or the last when the implementation of the task starts. They should be somewhere in the middle and if there are more than one, they shouldn't be one after another.	x	A light signal of the referee or a flag or vibration signal
<b>Visual impairments</b> Low vision	45-60 minutes training. A little change of the rules: the student walks alone, she/he runs with two of his classmates hand in hand; throws, pushes, dribbles with colorful balls.	Giving instructions verbally and by need, tactile (touch). The student listens to the general instructions, then he/she and the students who will help him/her receive additional instructions. Before the beginning of the actual performance, a little training should be done with the teacher (coach) and when the student says that everything is clear, then the teacher should proceed to implementation	Walking, running (the physical health of the student with disability should be taken into consideration when the distance is set) jumping, throwing balls with bright colors - blue, red, green.	Fluorescent marks on the field (edges of the field), illuminated hall, outfit in bright colours, whistle for start and ending
<b>Reduced vision</b>	45-60 minutes training. A slight change in the rules when running: the visually impaired student runs alone; the teacher/coach is required to give the signal with a whistle (it is good to have no other teachers with a whistle at this moment); when finishing, the teacher again should give a signal with a whistle and one student should say "Finish" and the name of the runner.	Giving instructions verbally and by need tactile (touch). All students listen to the instructions of the teacher/coach. In front of all students, the teacher assigns one student a task to help the person with disabilities to finish; he also draws the student's attention to the signals of the start and the finish.	x	Fluorescent marks on the field (edges of the field), illuminated hall, outfit in bright colours, whistle for start and ending

<b>No vision</b>	45-60 minutes training. The rules are adapted - the visually impaired student walks and runs with a companion /a classmate or a resource teacher/ and he runs without sprints.	Giving instructions verbally and by need tactile (touch)  Player with no vision is getting guided instructions from an assistant/companion. An assistant is connected with a player by leash to direct him/her.	x		Whistle for start and ending, sports assistant/ a running assistant as a companion.
<b>Mobility impairment Reduced mobility (use of lower limbs and upper limbs)</b>	45-60 minutes training  The level of sporting ability is ascertained through testing  A player with reduced mobility (use of lower limbs and upper limbs) is starting from high-start	Instructions are given to all students. Then, some details are given to the student with disabilities: to walk and run slowly, according to his abilities. The teacher should observe whether the student gets tired judging by his facial expressions.		Walking, running - middle distance running, short-pace running, running with changing the direction, running in a circle.	x
<b>• Reduced mobility (use of lower limbs and no use of upper limbs)</b>	No adaptation needed  45-60 minutes training		x		x
<b>Reduced mobility (no use of lower limbs and no use of upper limbs)</b>	45-60 minutes training	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
<b>Wheelchair users (use of upper limbs)</b>	45-60 minutes training. The rules are detailed - the wheelchair is used for the lower limbs.	Instructions are given to all students. A special attention is paid if there is a student with a wheelchair, so that students must be careful not to enter his corridor. 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
<b>Wheelchair users (no use of upper limbs)</b>	45-60 minutes training	Player who is a wheelchair users (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
<b>Communication impairment Speech impairments</b>	45-60 minutes training		x		x
<b>Learning impairment Mild</b>	Extra explanation, only if needed, 45-60 minutes training - their capabilities	Returning to the exercise and giving additional explanation, only if needed. When the teacher (coach) instructs the pupil (s) with disabilities, they should be close to him. The teacher should speak more slowly, using short sentences, often looking at them to make sure they understand him. The student with disabilities should be fourth or fifth in the row in order to complete the exercise and the teacher should assist him if necessary.	x		x
<b>Moderate</b>	Extra explanation, only if needed, 45-60 minutes training	When giving the instructions, the student is close to the teacher; he listens to all the instructions and the teacher uses short sentences and speaks slowly. Then, before the beginning of a game, the teacher/trainer gives individual instructions to the person with disabilities, shows the exercise and they perform it immediately, and after that they repeat the performance of the exercise until it is learned.	x		x
<b>Severe</b>	Extra explanation, only if needed, 45-60 minute training	The student with disabilities stands next to the teacher together with two peers who have the task, while the teacher is explaining , to observe the student not to go away from the row of students (this does not exclude the teacher's obligation to observe the student). The two peers are only his/her assistants, they are not responsible for the student with disabilities. After the teacher gives the instructions of the game, all the students begin to play, and the student with disabilities together with the teacher observe the other students while the teacher is commenting the performance of the tasks and invites the student to join the game. When the student wants, he/she enters the game under the monitoring of the teacher and when the student with disabilities decides to quit the game, he does it.		All exercises are performed under the teacher's directions and at least with two classmates.	x

