

Topic	Explanation
Country, city	Austria, Vienna Croatia-Rijeka Republic of Bulgaria, Plovdiv
Name	Running-relay races
Aim	Provide an inclusive sports experience for children in schools to achieve the best result of a team by running and passing a baton to each other. Relay Races provides self regulation of children in the environment. Both of them allow children to participate in a variety of recreational activities, sport games and learning experiences. Mastering the basic skills for short and long distance running, creating a sense of rhythm, speed and freedom of movements. Enriching the motor experience, developing the person's volitional qualities - determination, courage, initiative Recommended times for each activity lesson plan in 30 minutes. However, we sport teacher/trainer can adjust the pace and length of time to meet the needs, interests, ages, and skills of students with disabilities.
Duration of the lessons	3 weekly lessons (one lesson lasts 30/45 minutes).
Expertise, experience of trainer	PE teachers 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. Introduces children to sports by teaching them age-appropriate gross motor development skills that support their active participation in physical activities.
Age group	Elementary, Middle and High School, Schools for Learners with Special Needs (6-18)
Rules	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. Through testing and controls on the part of physicians, the level of sporting ability is ascertained. 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. Safety and security rules should be set and followed strictly. According to their needs there can be assistive technologies and people.
Set of movements	Walking, jogging, running, jumping, accelerating Running / rolling the wheels when racing in wheelchairs or racing wheelchairs
Equipment	Hardware: Racing wheelchairs, running prosthesis Special clothing: Running Shoes, knee-guards, athletic apparel for athletics Any other material: Hurdles, practice bars and benches, whistle, floor markers, (distributed around room to create a path), cones (option: floor markers, tape or rope), track, stopwatch, flags, medical balls, hoops, starter blocks, relay sticks
Required space	Practice gym or hall then outdoor sport area and stadium. 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. Athletic hall or athletic stadium, road, track and field school playground.
Inclusive experience	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. 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. 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. Encourage children to look in the direction they are walking or running and to keep their hips and feet facing forward. If the child's arms are swinging across the body or not in opposition of the legs, correct this while standing or running in place. 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
Hearing impairment Complete loss	Take medical report and recommendation of doctors'. 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 movements and actions. The teacher also shows videos, and motion pictures to create a visual sense of movement.	x	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 doctors'. 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.	x	A light signal of the referee or a flag or vibration signal.
Visual impairments Low vision	Take medical report and recommendation of doctors'. Extra time is needed to understand the properties of field or hall.	Detailed description of activities in the field. 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	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. Devices with bright colors - balls, cones, ropes, hoops.
Reduced vision	Take medical report and recommendation of doctors. Extra time is needed to understand the properties of field or hall. 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.	Detailed description of activities in the field. Braille instructions for the beginning. Giving instructions verbally and by need tactile (touch).	Start from walking and defining hurdles physically. Practice jump over the hurdles by walking and running for different speeds. Pass the next level according to progress of each speed level.	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	<p>Take medical report and recommendation of doctors'. Extra time is needed to understand the properties of field or hall.</p> <p>The visually impaired student walks and runs with a companion /a classmate or a resource teacher/ and he runs without sprints.</p>	<p>Detailed description of activities in the field. Braille instructions for the beginning.</p> <p>Giving instructions verbally and by need tactile (touch). Player with no vision is getting guided instructions from an assistant. An assistant is connected with a player by leash to direct him/her.</p>	<p>Start from walking as warming up (preparation) . Practice jump over the hurdles by walking and running for different speeds. Pass the next level according to progress of each speed level. Hurdles can be lower for the beginning and can be increased lately.</p>	<p>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. An audio alert will be helpful in the last 3 steps before jump over the hurdles by the trainer or peer.</p> <p>Whistle for start and ending, sports assistant/ a running assistant.</p>
Mobility impairment Reduced mobility (use of lower limbs and upper limbs)	<p>Take medical report and recommendation of doctors'. Extra time is needed to understand the properties of field or hall.</p> <p>The level of sporting ability is ascertained through testing.</p> <p>A player with reduced mobility (use of lower limbs and upper limbs) is starting from high-start.</p>	<p>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.</p> <p>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.</p>	<p>Start from walking and defining hurdles physically. Practice jump over the hurdles by walking and running for different speeds. Pass the next level according to progress of each speed level. Hurdles can be lower for the beginning and can be increased lately.</p>	<p>Be sure that the field is not slippery and wet. Provide safety and balance.</p>
Reduced mobility (use of lower limbs and no use of upper limbs)	<p>Take medical report and recommendation of doctors'. Extra time is needed to understand the properties of field or hall.</p>	<p>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.</p> <p>Player with reduced mobility (use of lower limbs and no use of upper limbs) can take and pass a baton by mouth and teeth.</p> <p>Also, a baton can be hanged around his/her neck like a necklace or a medal – a person who is next to/after him/her should be a person without disabilities or with arms.</p> <p>When player without disabilities plays with a player with reduced mobility (use of lower limbs and no use of upper limbs), then a player without disabilities can also play by taking and passing a baton by mouth and teeth.</p> <p>For a player with reduced mobility (use of lower limbs and no use of upper limbs) is the best to play with smaller baton, such as balloon or straw.</p> <p>Instead of passing a baton, this athletic discipline can be played by tapping on the shoulder or touching another person (by head, nose, amputated limb etc.)</p>	<p>Start from walking and defining hurdles physically. Practice jump over the hurdles by walking and running for different speeds. Pass the next level according to progress of each speed level. Hurdles can be lower for the beginning and can be increased lately.</p> <p>Player with reduced mobility (use of lower limbs and no use of upper limbs) does movements possible to do by neck and mouth.</p>	<p>Be sure that the field is not slippery and wet. Provide safety and balance.</p> <p>Smaller baton, for example balloon or a straw.</p>
Reduced mobility (no use of lower limbs and no use of upper limbs)	<p>45 minutes training</p>	<p>Player with reduced mobility (no use of lower limbs and no use of upper limbs) is able to:</p> <ol style="list-style-type: none"> 1) Run with running prosthesis for ambitious recreational athletes 2) Race in electric wheelchairs or electric racing wheelchairs <p>For player with reduced mobility (no use of lower limbs and no use of upper limbs) is the best to play with smaller baton, such as balloon or straw.</p> <p>Instead of passing a baton, this athletic discipline can be played by tapping on the shoulder or touching another person (by head, nose, amputated limb etc.)</p>	<p>If racing in electric wheelchairs or electric racing wheelchairs, a player does movements by head or amputated limb to use joystick to control wheelchairs.</p> <p>A player with reduced mobility (no use of lower limbs and no use of upper limbs) does head moves by taking and passing a baton, or he/she does moves by head or amputated limbs to touch a person nearby (if it is played without a baton).</p>	<p>Smaller baton, for example balloon or a straw, electric wheelchairs or electric racing wheelchairs, running prosthesis.</p>
Wheelchair users (use of upper limbs)	<p>45 minutes training</p>	<p>Player with reduced mobility (use of upper limbs) is able to:</p> <ol style="list-style-type: none"> 1) Run with running prosthesis for ambitious recreational athletes 2) Race in wheelchairs or racing wheelchairs <p>A special attention is paid that there is a student with a wheelchair, so that students must be careful not to enter his corridor.</p>	<p>When racing in wheelchairs or racing wheelchairs, player does hands movements – rolling wheels.</p>	<p>Electric wheelchairs or electric racing wheelchairs, running prosthesis.</p>
Wheelchair users (no use of upper limbs)	<p>45 minutes training</p>	<p>Player who is a wheelchair users (no use of upper limbs) is able to:</p> <ol style="list-style-type: none"> 1) Run with running prosthesis for ambitious recreational athletes 2) Race in electric wheelchairs or electric racing wheelchairs <p>For a player with reduced mobility (no use of upper limbs), it is best to play with smaller baton, such as balloon or straw.</p> <p>Instead of passing a baton, this athletic discipline can be played by tapping on the shoulder or touching another person (by head, nose, amputated limb etc.)</p>	<p>If racing in electric wheelchairs or electric racing wheelchairs, a player does movements by head or amputated limb to use joystick to control wheelchairs.</p>	<p>Smaller baton, for example balloon or a straw, electric wheelchairs or electric racing wheelchairs, running prosthesis.</p>
Communication impairment Speech impairments	<p>Extra time to tell rules of activities.</p>	<p>Short, clear and simple instructions.</p>	<p>Observations, verbal prompts.</p>	<p>x</p>
Learning impairment Mild	<p>Simplify rules where possible.</p> <p>Extra explanation, only if needed, 45 minutes training.</p>	<p>Use short simple and clear sentences.</p> <p>Use images and symbols.</p> <p>Avoid metaphors.</p> <p>Returning to the exercise and giving additional explanation, only if needed.</p>	<p>Start with lower hurdles within slower speed then increase according to progress.</p>	<p>x</p>
Moderate	<p>Simplify rules; provide video/picture demonstrations of the rules and safety conditions.</p> <p>Extra explanation, only if needed, 45 minutes training.</p>	<p>Use short simple and clear sentences.</p> <p>Use images and symbols.</p> <p>Avoid metaphors.</p> <p>Returning to the exercise, if needed.</p> <p>Teach the child a few moves, as much as he can adopt. 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.</p>	<p>Start with lower hurdles within slower speed then increase according to progress.</p> <p>All exercises are performed under the teacher's directions and at least with two classmates.</p>	<p>x</p>
Severe	<p>Take doctors' report and recommendations.</p> <p>Simplify rules; provide video/picture demonstrations of the rules and safety conditions.</p> <p>Extra explanation, only if needed, 45 minutes training.</p>	<p>Use short simple and clear sentences.</p> <p>Use images and symbols.</p> <p>Avoid metaphors.</p> <p>Returning to the exercise, if needed.</p> <p>Teach the child a few moves as, much as he can adopt.</p>	<p>Start with lower hurdles within slower speed then increase according to progress. A video tutorial can be helpful.</p>	<p>Reminders (Audio, visual)</p>

