

Topic	Explanation
Country, city	Austria, Vienna Rijeka, Croatia
Name	Throwing-Throws pentathlon
Aim	Provide an inclusive sports experience for children at schools. Throwing requires strength, flexibility, balance and coordination. Children learn how to grab hold and let go of an object by tossing something small and light. If a child can easily lift a ball over their head with two hands, the ball is of a good size. Throwing is important in many sports. Being good at throwing helps children feel comfortable joining in games with friends.
Duration of the lessons	3 weekly lessons (one lesson lasts 30 minutes). 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.
Expertise, experience of trainer	PE Teachers Introduces children to sports by teaching them age-appropriate gross motor development skills that support their active participation in physical activities. 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. 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	6-18 ages
Rules	Weight of equipment should be adjustable according to their performance. Adapt accordingly. Throwing and catching are closely linked, so you will often find yourself working on both skills at the same time. With tossing and throwing, encourage children to step forward with the opposite foot of the arm that is throwing.
Set of movements	<p>Bowling Create your own bowling lane with two balance beams. Arrange cups in a pyramid shape and have children roll a ball towards them to knock the cups down.</p>  <p>Two-Handed Underhand Toss Encourage the child to stand with bent knees and hold a ball with two hands. Ask the child to look at your hands and toss the ball underhand to you. Progresses by having the child toss the ball into a basket, over a low barrier or through a hoop.</p> <p>Group Play: Have children stand in a circle and two-handed toss the ball to one another.</p> <p>One-Handed Underhand Toss Encourage the child to stand with bent knees, holding a small ball with one hand. Ask the child to look at your hands and underhand toss the ball into your hands. Proceed by having the child toss the ball into a basket, over a barrier or through a hoop. Healthy Play: Consider using food-shaped beanbags or beanbags with photos of food taped to them. Ask children to toss the beanbag into a "healthy" hoop or basket and an "unhealthy" hoop or basket, based on the food displayed on their beanbag.</p>    <p>Two-Handed Overhand Throw Have children stand with one foot in front of the other, hip-width apart, and encourage them to rock forward and back. As children rock to the back foot, have them raise their arms up over the head. When rocking forward, have them bring the arms forward to throw the ball. Proceed by having children throw the ball into a basket, over a barrier or through a hoop.</p> <p>Shoot to Score Basketball Have children stand in a circle around an adult who is holding a hoop. Ask the children to pass the ball around the circle a certain number of times. The child who ends up with the ball should shoot the ball into the hoop for a point.</p> 
Equipment	Hardware: Special clothing: Any other material: Stacking cups (option: plastic bowling pins, empty soda bottles), soft balance beams (option: tape, sticks), ball, slow motion ball (option: beach ball, playground ball), hoop (option: low net, basket), small foam ball (option: beanbag, tennis ball), weighted ball, hammer.
Required space	Indoors or outdoors Children can 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.
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.

Type of disability	Rules (game rules, duration)	Instructions	Set of movements	(Adapted) Equipment
Hearing impairment Complete loss	x	Symbols, cards, colours for the referee. Verbal, written and sign language instructions.	x	x
Reduced hearing	x	Symbols, cards, colours for the referee (depends on %). Verbal, written and sign language instructions.	x	x
Visual impairments Low vision	x	Verbal instructions and/or bigger fonts with bright colors.	Verbal prompts, physical prompts, modelling with a professional or peer.	Adapted ball with sound Adapted facilities with bright colours and contrast
Reduced vision	x	Verbal instructions and/or bigger fonts with bright colors.	Verbal prompts, physical prompts, modelling with a professional or peer.	Adapted ball, differentiated patterns to understand the equipments, non-slippery holders for hammer and discs.
No vision	x	Verbal instructions.	Verbal prompts, physical prompts, modelling with a professional or peer.	Adapted ball, differentiated patterns to understand the equipments, non-slippery holders for hammers and discs.
Mobility impairment Reduced mobility (use of lower limbs and upper limbs)	More breaks to rest while carrying the materials. Start from lighter weights.	x	Start with lighter weights and short distances. Move slowly for safety.	Safety precautions should be added on the area. Non-slippery materials, easy to grab and hold.
Reduced mobility (use of lower limbs and no use of upper limbs)	x	A player with reduced mobility (use of lower limbs and no use of upper limbs) can throw hoops on coins by feet	Throwing by feet, holding a hoop by toes	Hoops, coins
Reduced mobility (no use of lower limbs and no use of upper limbs)	Player with reduced mobility (no use of lower limbs and no use of upper limbs) can be a referee	x	x	x
Wheelchair users (use of upper limbs)	More breaks to rest while carrying the materials. Start from lighter weights.	x	Start with lighter weights and short distances. Move slowly for safety.	Safety precautions should be added on the area. Non-slippery materials, easy to grab and hold.
Wheelchair users (no use of upper limbs)	Wheelchair user (no use of upper limbs) can be a referee	x	x	x
Communication impairment Speech impairments	x	x	x	x
Learning impairment Mild	Simplify rules.	x	Start with lighter weights and short distances. Move slowly for safety.	Adapted ball, differentiated patterns to understand the equipments, non-slippery holders for hammer and discs.
Moderate	Simplify rules.	Short, simple and clear instructions. More breaks and repetitions.	Start with lighter weights and short distances. Move slowly for safety. Use verbal and physical prompts	Adapted ball, differentiated patterns to understand the equipments, non-slippery holders for hammer and discs.
Severe	Simplify rules.	Short, simple and clear instructions. More breaks and repetitions. Use reminders, charts, symbols, video tutorials.	Start with lighter weights and short distances. Move slowly for safety. Use modelling and prompts. One-to-one assistance and reminders.	Adapted ball, differentiated patterns to understand the equipments, non-slippery holders for hammer and discs.