



Topic	Explanation
Country, city	Austria, Vienna, Croatia, Rijeka
Name	Jumping - High Jump
Aim	<p>Provide an inclusive sports experience for children at schools. It is a wide activity which needs great concentration and body/muscle organisation during the activity to improve physical condition.</p> <p>Overcome fear of heights, learn natural applied and jumping movements, as well as achieve as high a jump as possible without crashing the bar.</p> <p>Good balance is important for many activities and sports. Balance helps children climb stairs and walk on uneven surfaces, like grass or sand. Good balance will help develop confidence for jumping and leaping.</p>
Duration of the lessons	<p>3 weekly lessons (one lesson lasts 30/45 minutes).</p> <p>Recommended times for each activity lesson plan in 30/45 minutes.</p> <p>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.</p>
Expertise, experience of trainer	<p>PE teachers</p> <p>An expert is needed with a degree, who has gone through the program of getting the necessary competencies.</p> <p>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	6-18 ages
Rules	<p>To track a child's progress in an activity, note how they do at the beginning and then every four weeks to see if the child improves. Use these assessments to know when children need more practice and when they can move on to harder skill areas.</p> <p>Be consistent with verbal cues and demonstrations. Repetition helps children learn and master new skills.</p> <p>New jumpers will push off or land with one foot leading to the other, rather than both feet pushing off and landing at the same time. It will take some time, so encourage children to progress to jump off and land with both feet at the same time.</p> <p>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 and jump over a bar, or roll over the bar or go under the bar.</p>
Set of movements	<p>Balance Beam Encourage children to walk heel-to-toe next to a straight, narrow path marked by a chalked line. Progress to having children walk directly on a line and then on a low balance beam.</p> <p>Group Play: Have children walk heel-to-toe in a straight line and pick up a beanbag. Have them place the beanbag on their head, shoulder, elbow or other body parts, and continue heel-to-toe walking until the beanbag can be placed in a bucket or hoop.</p> <div style="text-align: center;">  </div> <p>Follow the Coach Ask the children to copy your movements and posi children to perform actions that require balance, such as:</p> <ul style="list-style-type: none"> • Standing on tiptoes or heels • Standing with one foot directly in front of the other • Standing on one foot <p>Leaping Lizards Encourage the children to jump forward from one floor marker to the next. Progress by encouraging the children to run forward and leap into the air either over or onto a floor marker.</p> <p>Jumping High Encourage the children to jump over a dowel. Raise the height of the object to increase difficulty.</p> <div style="text-align: center;">  </div>
Equipment	<p>Hardware: Sand and soft flooring, adjustable height jumps bars, racing wheelchairs, running prosthesis, ramp for ramp jump.</p> <p>Special clothing: Sport clothing, running shoes, athletic apparel for athletics</p> <p>Any other material: Balance beam (option: rope), chalk line (option: line of tape), floor markers, plastic dowel (option: rope, floor marker), cones, adjustable height</p>
Required space	Indoors or outdoors Children can be run in many safe settings. These include a gym during physical education time or in the classroom/outdoors during a tir
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>

Type of disability	Rules (game rules, duration)	Instructions	Set of movements	(Adapted) Equipment
Hearing impairment Complete loss	No adaptation needed. Explaining rules and steps in sign language.	Symbols, cards, colours for the referee. 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.	x	Adjustable height, cones, bright colour tapes to sign the path and jumping line. A light signal of the referee or a flag or vibration signal, cards with tags of different movements and actions
Reduced hearing	No adaptation needed. Lip reading and sign language instructions.	Symbols, cards, colours for the referee (depends on %). 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	Adjustable height, cones, bright colour tapes to sign the path and jumping line. A light signal of the referee or a flag or vibration signal, audio device such as radio or beeping transmitter on the hurdle.
Visual impairments Low vision	Rules should be told verbally and in bigger font instructions together.	Use verbal and physical prompts. Giving instructions verbally and, if needed, tactile (touch).	Start from simple task then increase their speed and height of jumping. A whistle or alarm can be used before the jumping moment.	Adjustable height, cones, bright colour tapes to sign the path and jumping line. Fluorescent marks on the field (edges of the field), fluorescent or brightly colored or blinking bar, illuminated hall, outfit in bright colours, whistle for start and ending.
Reduced vision	Rules should be told by verbally and in bigger font instructions together.	Use verbal and physical prompts. Make parallel movement with trainer or peer. Giving instructions verbally and by need tactile (touch).	Start from simple task then increase their speed and height of jumping. A whistle or alarm can be used before jumping moment.	Adjustable height, cones, bright colour tapes to sign the path and jumping line. Fluorescent marks on the field (edges of the field), fluorescent or brightly colored or blinking bar, illuminated hall, outfit in bright colours, whistle for start and ending.
No vision	Rules should be given directly	Use verbal and physical prompts. Make parallel movement with trainer or peer. Giving instructions verbally and by need tactile (touch). Player with no vision is getting guided instructions from an assistant.	Start from simple task then increase their speed and height of jumping. A whistle or alarm can be used before jumping moment.	Adjustable height, cones. Whistle for start and ending, beeping bar, sports assistant/ a running assistant, touchable lines on the floor, touchable marking in front of the bar.
Mobility impairment Reduced mobility (use of lower limbs and upper limbs)	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.	x	x	x
Reduced mobility (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 and do a regular jump 2) Race in electric wheelchairs or electric racing wheelchairs and by ramp do a ramp jump 3) Race in electric wheelchairs or electric racing wheelchairs and switch over the bar 4) Race in electric wheelchairs or electric racing wheelchairs and go under a bar 5) Race in electric wheelchairs or electric racing wheelchairs and be switched over a ramp by help of friend or assistant and by ramp do a ramp jump	If racing in electric wheelchairs or electric racing wheelchairs, a player does movements by head or amputated limb to use joystick to control wheelchairs. If racing in electric wheelchairs or electric racing wheelchairs and switching over the bar, body movements needed to do a switch. If racing in electric wheelchairs or electric racing wheelchairs, and going under a bar, head and neck movements needed to do a bend.	electric wheelchairs or electric racing wheelchairs, running prosthesis. assistants or friends to help a player to jump over the bar.
Reduced mobility (no use of lower limbs and no use of upper limbs)	x	Player with reduced mobility (use of upper limbs) is able to: 1) Run with running prosthesis 2) race in wheelchairs or racing wheelchairs and discard him/her self from the wheelchairs and jump over a bar 3) Race in wheelchairs or racing wheelchairs and be switched over a bar by help of assistant 4) Race in wheelchairs or racing wheelchairs.	When racing in wheelchairs or racing wheelchairs, player does hands movements to get him/her self out from the wheelchairs and jump over a bar.	Electric wheelchairs or electric racing wheelchairs, running prosthesis.
Wheelchair users (use of upper limbs)	x	Player - wheelchair users (no use of upper limbs) is able to: 1) Run with running prosthesis and do a regular jump. 2) Race in electric wheelchairs or electric racing wheelchairs and by ramp does a ramp jump. 3) Race in electric wheelchairs or electric racing wheelchairs and switch over the bar. 4) Race in electric wheelchairs or electric racing wheelchairs and go under a bar. 5) Race in electric wheelchairs or electric racing wheelchairs and be switched over a ramp by help of friend or assistant and by ramp do a ramp jump.	If racing in electric wheelchairs or electric racing wheelchairs, a player does movements by head or amputated limb to use joystick to control wheelchairs. If racing in electric wheelchairs or electric racing wheelchairs and switching over the bar, body movements needed to do a switch. If racing in electric wheelchairs or electric racing wheelchairs and going under a bar, head and neck movements needed to do a bend.	Electric wheelchairs or electric racing wheelchairs, running prosthesis Assistants or friends for helping a player to jump over bar.

Wheelchair users (no use of upper limbs)	x 45minute training	Player - wheelchair users (no use of upper limbs) is able to:1) Run with running prosthesis and do a regular jump 2) race in electric wheelchairs or electric racing wheelchairs and by ramp do a ramp jump 3) race in electric wheelchairs or electric racing wheelchairs and switch over the bar 4) race in electric wheelchairs or electric racing wheelchairs and go under a bar 5) race in electric wheelchairs or electric racing wheelchairs and be switched over a ramp by help of friend or assistant and by ramp do a ramp jump	If racing in electric wheelchairs or electric racing wheelchairs, a player does movements by head or amputated limb to use joystick to control wheelchairs. If racing in electric wheelchairs or electric racing wheelchairs and switching over the bar, body movements needed to do a switch. If racing in electric wheelchairs or electric racing wheelchairs and going under a bar, head and neck movements needed to do a bend	electric wheelchairs or electric racing wheelchairs,running prosthesis assistants or friends for helping a player to jump over bar
Communication impairment Speech impairments	Set up short, simple and clear instructions and remind it during the lesson	x	x	x
Learning impairmentMild	Simplify rules where possible.	Use short sentences. Use images and symbols Avoid metaphors.	Start with little performance and increase according to progress.	Adjustable height, cones, bright colour tapes to sign the path and jumping line.
Moderate	Simplify rules and be sure to be understood.	Short, clear and simple instructions. Provide more practices, if needed. Teach the child a few moves, as much as (s)he can adopt.	Start with little performance and increase according to progress.	Adjustable height, cones, bright colour tapes to sign the path and jumping line.
Severe	Simplify rules	Use verbal and physical prompts. Make parallel movement with trainer or peer together. Provide more practices, if needed. Teach the child a few moves, as much as (s)he can adopt.	Start with little performance and increase according to progress.	Adjustable height, cones, bright colour tapes to sign the path and jumping line.