

Topic	Explanation
Country, city	Austria, Vienna, Croatia, Rijeka
Name	Jumping - Long Jump
Aim	<p>Provide an inclusive sports experience for children at schools. Learn natural, applied and jumping movements, as well as achieve as long a jump as possible. It is a wide activity which needs great concentration and body/muscle organisation during the activity.</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> <p>Recommended time for each activity lesson plan is 30 minutes. However, sport teacher/trainer 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 (one lesson lasts 30 minutes).
Expertise, experience of trainer	<p>PE teachers</p> <p>Introduces children to sports by teaching them age-appropriate gross motor development skills that support their active participation in physical activities.</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>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>
Age group	10-18 ages
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 on the 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 in sand, as far as he/she can
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="display: flex; justify-content: space-around; align-items: center;">   </div> <p>Follow the Coach Ask the children to copy your movements and positions. Encourage the 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>Running/rolling the wheels when racing in wheelchairs or racing wheelchairs, jumping.</p>
Equipment	<p>Hardware: Sand and soft flooring, racing wheelchairs, running prosthesis, ramp for ramp jump</p> <p>Special clothing: Sport clothing, running shoes</p> <p>Any other material: Chalk line (option: line of tape), floor markers, plastic dowel (option: rope, floor marker), cones</p>
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	<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>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>

Type of disability	Rules (game rules, duration)	Instructions	Set of movements	(Adapted) Equipment
Hearing impairment Complete loss	45 minutes training for explaining the rules and steps in sign language.	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	A light signal of the referee or a flag or vibration signal, cards with tags of different movements and actions Cones, bright colour tapes to sign the path and jumping line.
Reduced hearing	45 minutes training. Lip reading and 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 (depends on %)	x	A light signal of the referee or a flag or vibration signal, cards with tags of different movements and actions Cones, bright colour tapes to sign the path and jumping line.
Visual impairments Low vision	Rules should be given verbally and in bigger font instructions together, in a 45 minutes training	Use verbal and physical prompts.	Start from simple task then increase their speed and distance. A whistle or alarm can be used before jumping moment.	Fluorescent marks on the field (edges of the field), illuminated hall, outfit in bright colours, whistle for start and ending Cones, bright colour tapes to sign the path and jumping line, yellow path or differentiated flooring
Reduced vision	Rules should be given verbally and in bigger font instructions together, in a 45 minutes training	Use verbal and physical prompts. Make parallel movement with trainer or peer.	Start from simple task then increase their speed and distance. A whistle or alarm can be used before jumping moment.	Fluorescent marks on the field (edges of the field), illuminated hall, outfit in bright colours, whistle for start and ending Cones, bright colour tapes to sign the path and jumping line, yellow path or differentiated flooring
No vision	45 minutes training. Rules should be given directly and be sure to be understood.	Use verbal and physical prompts. Make parallel movement with trainer or peer.	Start from simple task then increase their speed and distance. A whistle or alarm can be used before the jumping moment.	Whistle for start and ending, sports assistant/ a running assistant, touchable lines on the floor
Mobility impairment Reduced mobility (use of lower limbs and upper limbs)	45 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	x	x	x
Reduced mobility (use of lower limbs and no use of upper limbs)	45 minutes training	x	x	x
Reduced mobility (no use of lower limbs and no use of upper limbs)	45 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 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 roll out of wheelchair by being turned over from wheelchair by an assistant	All body movements needed to roll and jump	Electric wheelchairs or electric racing wheelchairs, running prosthesis
Wheelchair users (use of upper limbs)	45 minutes training	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 roll over	When racing in wheelchairs or racing wheelchairs, player does hands movements to get him/herself out of the wheelchair, and he/she does rolling movements	electric wheelchairs or electric racing wheelchairs, running prosthesis
Wheelchair users (no use of upper limbs)	45 minute 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 roll out of wheelchair by being turned over from wheelchair by assistant	When racing in wheelchairs or racing wheelchairs, player does hands movements to get him/herself out of the wheelchairs and he/she does rolling movements	electric wheelchairs or electric racing wheelchairs, running prosthesis Assistants or friends to help a player to jump
Communication impairment Speech impairments	45 minutes training	x	x	x
Learning impairment Mild	45 minutes training. Simplify rules where possible.	Use short sentences. Use images and symbols. Avoid metaphors.	Start with little performance and increase according to progress.	Cones, bright colour tapes to sign the path and jumping line.
Moderate	45 minutes training. Simplify rules and be sure to be understood.	Short, clear and simple instructions. Returning to the exercise, if needed To teach the child a few moves, as much as she/he can adopt	Start with little performance and increase according to progress.	Cones, bright colour tapes to sign the path and jumping line.
Severe	45 minutes training. Simplify rules	Short, clear and simple instructions. Returning to the exercise, if needed To teach the child a few moves, as much as she/he can adopt. Use verbal and physical prompts. Make parallel movement with trainer or peer together.	Start with little performance and increase according to progress.	Cones, bright colour tapes to sign the path and jumping line.