

Topic	Explanation
Country, city	Austria, Vienna Bulgaria, Plovdiv
Name	Basic Gymnastics
Aim	Provide an inclusive sports experience for children in elementary school to become self-confident. Learn natural-applied and acrobatic movements. Improve physical condition and coordination. Basic gym helps children become aware of themselves and their relationship to their surroundings. They also support basic health and physical fitness. Body awareness, strength, flexibility, coordination and endurance are important for motor and social skills. Basic gym activities promote development in all of these areas, which are essential for mobility at home and in school and the community.
Duration of the lessons	3 weekly lessons (one lesson lasts 30 minutes). Recommended time for each activity lesson plan in 30 minutes. However, we, sport teacher/trainers can adjust the pace and length of time to meet the needs, interests, ages, and skills of students with disabilities.
Expertise, experience of trainer	Experience as a physical education teacher or coach, as an athlete. Introduces children to sports by teaching them age-appropriate gross motor development skills that support their active participation in physical activities. Make note of children's ability to remember lyrics, activities, body parts or other important concepts. Reinforce those areas in other activities or self-help skills.
Age group	6-18 ages
Rules	These basic gym activities can be played individually, 1-1 peers, and as small group activities. For students with special needs there should be a personal assistant in the beginning, if there is no previous sport experience. This personal assistant can be a professional (resource teacher/PE teacher) or an amateur (parents, siblings or classmate)
Set of movements	<p>Pre-skills for Basic Gym</p> <ol style="list-style-type: none"> 1. Catch the ball 2. Pass the ball 3. Shoot the ball 4. Walk on a balance board 5. Jump with two legs, one leg, over the rope/board/stick 6. Bend back, legs and arms <p>Scarf Games Encourage children to follow the movement of the scarf with their head and eyes. Drop the scarf and encourage children to "catch" the scarf with their hand, head, foot or other body part. Group Play: Children can play together by tossing scarves to one another, calling out numbers, colors or names of animals with every toss. For a greater challenge, encourage children to listen carefully for what to do with the scarf. For example, "If you have a green scarf, pass it to the person next to you" or "pass the scarf behind your back to the person next to you."</p> <p>Healthy Play: Have children try to name different fruits, vegetables or other healthy foods each time they toss the scarf.</p> <p>Parachute Games Children and teachers hold the edges of a parachute. Working together to move the parachute up and down, have an adult throw a ball or beanbag on top. The children try to keep the parachute moving, while keeping the ball or beanbag from falling off. Group Play: Parachute games are a great way to end sessions with a group of children. Have children make big waves with the parachute by slowly moving it up and down. Then have children let go of the parachute when their hands are above their head. Have children run to the center while a volunteer collects the parachute as it falls over the children.</p> <p>Obstacle Course Set up a basic obstacle course with any equipment you have, for example, hoops, beams, chairs or benches. Introduce various concepts as the children complete the course, including:</p> <ul style="list-style-type: none"> • On and off • Over and under • Fast and slow
Equipment	<p>Hardware: Scarf, cones, floor markers, hoops, dowels, beams, parachute (option: flat sheet), ball</p> <p>Special clothing:</p> <p>Any other material: Pictures, video clips</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 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	All instructions should be given by sign language	Sign language, Symbols, lights, cards, colours for the referee. Pictures of gymnastic drills. Remember, student reads lips. Don't cover your mouth.	Direct instruction, modelling by professional, physical prompt, verbal prompt then independent movements.	Lights, vibrated balls and other regular equipments. Sign language interpreter.
Reduced hearing	Sign language and verbal communication	Symbols, cards, colours for the referee (depends on %). Pictures of gymnastic drills. Remember, student reads lips. Don't cover your mouth.	Modelling and verbal prompts before and during the activities	x
Visual impairments • Low vision	Rules are slightly amended. We focus on accuracy of the movements, such as direction, amplitude, and trajectory.	Short, clear and simple instructions. Direct instruction, parallel modelling in peers or with teacher/trainer, physical prompt, verbal prompt and independent movement.	Avoid vaulting. Special attention for balance drills, e. g. beam. Focus on drills, developing coordination and motor memory	Adapted ball with sound Adapted facilities with bright colours and contrast, rounded corner adapted place for safety and security.
• Reduced vision	Big fonts for written rules of instructions and safety. We focus on spatial accuracy of the movements, such as direction, amplitude, and trajectory.	Direct instruction, parallel modelling in peers or with teacher/trainer, physical prompt, verbal prompt and independent movement.	Focus on drills, developing coordination and motor memory.	Adapted place with contrast colours and limited borders.
No vision	Rules should be defined detailed verbally.	Step by step clear instructions, task oriented instructions	Parallel modelling and physical prompt in the beginning, then verbal prompts.	Adapted ball with sound Adapted facilities with audio support, rounded corner adapted place for safety and security.
Mobility impairment Reduced mobility (use of lower limbs and upper limbs)	Tasks should be simplified and organized in steps. Extra time may be needed. In a team competition, the team of impaired student should have an equal chance to win. So the teacher could set different conditions for assessing the handicapped child or multiplies his / her assessment by a specific coefficient.	Step by step task achievement by short, clear and simple instruction. Use physical prompt and tactile modelling. Develop strength and coordination.	Combinations of different tasks support new abilities. Excluding vaulting. Focus on balance and relaxing drills. For age 6 – 10 improve different types of crawling and balance walking drills.	Softened and rounded equipments for safety. Proper sizes for balls, boards, bench. Mat for gym area.
Reduced mobility (use of lower limbs and no use of upper limbs)	Tasks should be simplified and organized in steps. Extra time may be needed.	Step by step task achievement by short, clear and simple instruction.	Step by step task achievement in an increased time period for each. Combinations of different tasks support new abilities. No individual jumps, kicks. Need assistance in each walking, crawling, balancing activity. Parallel modelling and physical prompt for the beginning than verbal prompts.	Softened and rounded equipments for safety. Proper sizes for balls, boards, bench. Mat for gym area.
Reduced mobility (no use of lower limbs and no use of upper limbs)	x	x	Participate as audience. Chasing games with saviour.	x
Wheelchair users (use of upper limbs)	Tasks should be simplified and organized in steps. Extra time may be needed. In a team competition, the points, given to children with disabilities should be multiplied by some factor.	Step by step task achievement by short, clear and simple instruction. Develop strength and coordination.	Step by step task achievement in an increased time period for each. Combinations of different tasks support new abilities. Most of the activities should be adapted for sitting position or wheel chair movement. Every gymnastic drill for upper limbs could be adapted. Participate in games and plays (with running, too) as a role player. Participate as audience too.	Softened and rounded equipments for safety. Proper sizes for balls, boards, bench. Mat for gym area. Wheel chair.
Wheelchair users (no use of upper limbs)	x	x	Participate in games and plays (with running, too) as a role player. Participate as audience.	x
Communication impairment Speech impairments	x	x	x	x

Learning impairment**• Mild**

Rules should be well-defined due to impairment. Breaks and reminders should be organized when it is needed.

In a team competition, the team of impaired student should have an equal chance to win. So the teacher could set different conditions for assessing the child with disabilities or multiplies his / her assessment by a specific coefficient.

Use short sentences.
Use images and symbols
Avoid metaphors. Use reminders.

Use physical prompt and tactile modelling.

New tasks should be planned according to previous tasks achievements. Needs repetition in different times. Prompts, modelling should be added.

Excluding vaulting for young student (till 10 years)
Physical conditioning drills.

Tactile, visual, audio reminders, safety instructions, softened balls, boards, bench, mat.

• Moderate

Rules should be well-defined due to impairment. Breaks and reminders should be organized when it is needed.

In a team competition, the team of impaired student should have an equal chance to win. So the teacher could set different conditions for assessing the handicapped child or multiplies his / her assessment by a specific coefficient.

Short, clear and simple instructions with several reminders. Pictured instructions.

Use physical prompt and tactile modelling.

New tasks should be planned according to previous tasks achievements. Needs repetition in different times. Prompts, modelling should be added.

Excluding vaulting.
Physical condition drills.

Tactile, visual, audio reminders, safety instructions, softened balls, boards, bench, mat, multi-sensory equipments.

• Severe

Rules should be well-defined due to impairment. Breaks and reminders should be organized when it is needed.

Short, clear and simple instructions with several reminders. Pictured instructions. No metaphors.

Small activities for each time. Simple actions with proper assistance. Needs much repetition.

Tactile, visual, audio reminders, safety instructions, softened balls, boards, bench, mat, multi-sensory equipments.

