

Topic	Explanation
Country, city	Republic of Bulgaria, Plovdiv
Name	Folk dances and dancing
Aim	Developing the metro-rhythmical sensation, improving the skills for performing dance movements, forming a positive attitude towards the Bulgarian folklore dance.
Duration of the lessons	20 - 45 minutes
Expertise, experience of trainer	Teacher of physical education and sports or coach - to have experience in working with people with disabilities.
Age group	7-18 ages
Rules	According to the curriculum requirements, consistent with the adapted physical education
Set of movements	Dance steps, jumps, bends, swing
Equipment	Hardware: Clothes and shoes comfortable for dancing Special clothing: Not necessary Any other material: Metronome, cassette recorder, speakers, computer
Required space	Gym, sports hall
Inclusive experience	To have some experience in inclusion

Type of disability	Rules (game rules, duration)	Instructions	Set of movements	(Adapted) Equipment
Hearing impairment Complete loss	x	The student with disabilities stands directly in front of the teacher (all the students should stand in a semicircle). The teacher shows several times, counting each time (at this point, the teacher looks at the disabled student), he speaks slowly with short sentences. The teacher focuses the attention on the rhythm of the dance. After showing, the students make several consecutive attempts with the shown step forward (the student with disabilities should be close, even in front of the teacher to be able to observe the movements better). When the majority of children have learnt the movement, it should be proceeded in the same way with the other directions. At the beginning the teacher must play with them.	Dance steps, jumps, bends, swing.	x
Reduced hearing	If the person has a hearing aid, there is no need of adaptation. If he doesn't have a hearing aid, it is proceeded as in cases with full hearing loss.	The student with disabilities stands directly in front of the teacher (all the students should stand in a semicircle). The teacher shows several times, counting each time (at this point, the teacher looks at the disabled student), he speaks slowly with short sentences. The teacher focuses the attention on the rhythm of the dance. After showing, the students make several consecutive attempts with the shown step forward (the student with disabilities should be close, even in front of the teacher to be able to observe the movements better). When the majority of children have learnt the movement, it is proceeded in the same way with the other directions. At the beginning the teacher must play with them.	Dance steps, jumps, bends, swing.	x
Visual impairments • Low vision	x	The teacher gives instructions to all the students. While showing and performing the individual steps, the student with disabilities is close to the teacher. If necessary, when the students without disabilities have already learnt the dance steps, the teacher leaves them alone and works additionally with the disabled student. THE STUDENTS WITH VISUAL IMPAIRMENTS HAVE WELL-DEVELOPED SENSE OF RHYTHM AND THERE'S RARELY NEED OF ADDITIONAL HELP.	Dance steps, jumps, bends, swing.	x

• Reduced vision	x	The student with disability should read the rules of the dance in advance and look at some illustrated steps. The disabled student should be close to the teacher when he does the instructions. If the student has difficulty, the teacher helps him by explaining him and showing him how to do the steps.	x	x
No vision	The rules are simplified – no precision is required in performing the dance steps.	The student with disability is acquainted in advance with the song (melody) of the dance; the teacher explains the way the steps should be counted. All the students are instructed. When counting and showing of individual movements begins, the disabled student must be near the teacher so that the teacher could show him the physical performance of the movement.	x	It would be a good idea if there is a resource teacher.
Mobility impairment Reduced mobility (use of lower limbs and upper limbs)	Very slight simplification of the rules - jumps are smaller, the dances should be slower and the time should be reduced.	Instructions are given to all participants. The teacher explains to the disabled student that if he has difficulties with certain movements, such as jumps, he could do them according to his abilities, but he should keep pace with the rhythm and the footsteps.	Dance steps, dancing a folk dance, spinning.	x
Reduced mobility (use of lower limbs and no use of upper limbs)	The rules are changed a little - non-disabled participants hold each other's waist and the disabled student has a tied cloth on the waist, and this way they hold him.	Instructions are given to all the participants. The way of holding the disabled student is specified and shown, trained, and after that the students perform the dance steps.	All movements are performed. If it is necessary to lift something (a handkerchief or a flag), a light stick could be stuck in the tied cloth at the waist and thus to make the movement.	A handkerchief, a belt, a light stick.
Reduced mobility (no use of lower limbs and no use of upper limbs)	A student with reduced mobility (no use of lower limbs and no use of upper limbs) can do little/easy body movements –which he/she is able to do, seated on the mat.	x	little/easy head and body movements	mat
Wheelchair users (use of upper limbs)	The rules are simplified to the level of use of upper limbs.	Instructions are given to all participants. First the disabled student observes the players. Then, together with the teacher, they discuss the counting and the movements that are carried out with the upper limbs. The disabled student faces the others and plays with them, moving only his hands and making slight movements with the upper body. The teacher observes the student's reactions judging by his face expression.	He makes movements like: hands on the hips; different types of grasps; movements with hands forward, backward, sideways. He knows the melody and demonstrates the willingness to apply his combinations and demonstrations.	x
Wheelchair users (no use of upper limbs)	A student wheelchair user (no use of upper limbs) can do little/easy body movements –which he/she is able to do, seated on the mat.	x	little/easy head and body movements	mat
Communication impairment Speech impairments	x	x	x	x
Learning impairment • Mild	x	The teacher gives instructions to all the students. When the implementation begins, the teacher pays special attention to the student with disabilities, dancing next to him/her and counting together.	x	x
• Moderate	The rules are simplified.	The teacher gives instructions to all the students, he speaks slowly with short sentences. The student with disabilities is close to the teacher all the time. He is required to perform all the movements, but precision and accuracy are not required. The single movements are repeated several times together with the teacher and with some of the students who have not mastered a certain type of movement.	x	x

• Severe

The rules are quite simplified.

The teacher explains the steps in sequence, counts and shows the steps to all the students. When they start to perform the step, the student with disability is next to the teacher. The student performs the movements according to their abilities. The teacher decides which steps can be easily performed by the student with disabilities and he practises them again together with his peers. The aim here is to have entertainment, we are not looking for precision and accuracy in the implementation of the steps.

Dance footsteps, jumps, swing. x

Note: A celebration of sports was held twice in the school yard, starting with Bulgarian folk dances. There was not a student who would not participate in the folk dance. They all danced, and thus they were doing sport without any worry that someone had any disability. According to us, these mass events give everyone the chance to play sports – no matter if the person is with or without disabilities.

