

Physical Education

Physical Education Plan for Talbot SNS, Bawnogue, Clondalkin, Dublin 22.

Introduction

This Physical Education plan for Talbot SNS has now been updated in April 2015, by Cathal Carty, current post holder, in consultation with teaching staff, and has been ratified by the Board of Management.

Rationale

Physical education provides children with **learning opportunities** through the medium of movement and contributes to their overall development by helping them to lead full, active and healthy lives¹.

The purpose of this plan is to provide practical guidance for teachers, parents and other relevant persons on the provision of effective physical education in our school.

Vision

We envisage that in PE each child will be given the opportunity to develop their physical skills and competencies to their full potential, appropriate to their age and ability in a safe and supportive environment.

Aims

We endorse the aims of the Primary School Physical Education Curriculum² :

- To promote the physical, social, emotional and intellectual development of the child
- To develop positive personal qualities
- To help in the acquisition of an appropriate range of movement skills in a variety of contexts
- To promote understanding and knowledge of the various aspects of movement
- To develop an appreciation of movement and the use of the body as an instrument of expression and creativity
- To promote enjoyment of, and positive attitudes towards, physical activity and its contribution to lifelong health-related fitness, thus preparing the child for the active and purposeful use of leisure time.

We endeavour to develop inclusive activities at all times in our PE lessons

¹ Page 2, PE Curriculum, 1999

² Page 10 PE Curriculum 1999

Curriculum Planning

Strands and Strand Units

Our Physical Education curriculum is divided into six 'strands' or sections as recommended in the Primary School Physical Education Curriculum. These six strands are; Athletics, Aquatics, Dance, Games, Gymnastics and Outdoor and Adventure Activities. Each strand is subdivided into strand units.

The curriculum is designed to be spiral in nature. The children will experience at least 5 strands in each year. As they progress through the school, they will experience opportunities to refine and develop their skills, abilities, knowledge and appreciation in each strand. The five strands, Athletics, Dance, Games, Gymnastics and Outdoor and Adventure Activities will be taught at each class level.

We will use Clondalkin Leisure Centre to provide children with the opportunity to take swimming lessons. Every child will have received at least 8 weeks of swimming lessons during their time in Talbot SNS. We will target 3rd classes every year.

The strands of Hygiene and Water Safety in Aquatics will continue to be addressed in the context of the SPHE Curriculum. We use the IWS cd-rom and the IWS website as resources to support our Water Safety programme.

Physical Resources-Facilities and Equipment

The following facilities are available to the children and staff for Physical Education.

1. School yard – suitable for ball games, athletics and small sided games
2. School field – suitable for Athletics, Outdoor & Adventure activities and Games
3. Hall - suitable for Dance and Gymnastics
4. Clondalkin Leisure Centre is used for teaching Aquatics strand

Our school is developing a well resourced Physical Education store containing the necessary equipment for the implementation most strands. (list in appendix) Equipment is checked regularly and stock replenished as often as budget allows. Teachers keep literature, DVDs, CDs, tapes, books and lesson ideas in their own individual classrooms. PE ideas and lessons are available on the school network also. The school will also use PE lesson plans prepared by the Primary School Sports Initiative, available on the website.

Approaches and Methodologies

We will use a combination of the following approaches:

- Direct teaching approach
- Guided discovery approach
- Integration

We will use methods that encourage maximum participation by the child through group work: Individual, pair, group and team play; Station teaching; Using a play area divided into grids.

Structure of a PE lesson:

Warm Up ----- Main Activity ----- Cool Down

Assessment and record keeping

As Physical Education is a physical activity-based area, most assessment is done within the lesson by observing, listening, asking questions and giving feedback to pupils. Teachers report annually to children, parents and relevant staff through parent-teacher meetings and end of year school reports. Children may be asked to self-assess and peer assess where appropriate.

We will assess

- Willingness to participate in activities
- Readiness to engage with a certain activity
- The level of competence of a child in carrying out an activity
- Interest in and attitude to activity
- Willingness to cooperate in individual, pair and group activities

Our assessment tools are:

- Teacher observation
- Teacher-designed tasks

Children with Different Needs

We acknowledge that each individual child has particular needs and all are at different stages of their personal development. We also recognise that for some children, participation in certain strands of the Physical Education curriculum may be problematic because of physical, intellectual or emotional difficulties. Every attempt, often with the valued assistance of additional staff (SNAs), will be made to ensure that all children experience the richness and breadth of a full Physical Education curriculum.

Occupational Therapy

- We encourage staff to be vigilant for physical problems that may show up in PE e.g. very poor co-ordination, extreme awkwardness etc. These should be discussed with parents where it is deemed necessary, and we will assist parents in seeking Occupational therapy.

Obesity

- Staff are encouraged treat obese children with extreme sensitivity. It is very important that obese children are encouraged to take part in appropriate activity and at a level that suits their physical condition.

Equality of Participation and Access

We promote the needs and interests of all pupils regardless of ability, culture, gender or aptitude. Quality work to the best of the children's ability is the target for everyone. Every child will have access to all PE activities provided by the school and lack of financial resources on behalf of the child will not hinder their participation.

Linkage and integration

Every attempt will be made to link the various strands of the PE curriculum and to integrate the other subject areas with PE, where appropriate. Staff members have the option to increase Physical Activity by up to 30 minutes per week through linkage and integration of Physical Education with other Curriculum areas.

(e.g. Dance with Music; Aquatics/Games with SPHE; Athletics with Maths; Orienteering with Geography and Gaelge used to give simple directions etc.)

Organisational Planning

Timetable

In this school each class will receive two half hour sessions of PE per week. Classes will also be timetabled so that they receive approximately 7 weeks of coaching by qualified basketball coach, Lenny McMillan. Further timetables will be put in place to facilitate classes who will be swimming, and also, in cases where outside coaches will be visiting the school e.g. Round Towers GAA club GPO etc.

Below is a sample of grid used for all classes

The Games, Outdoor and Adventure activities and Athletics strands are done at a time when it is hoped the weather will be fine and will allow the PE lessons to be based outside.

| September-October | November-December | January-March | April-June |
|---------------------|-------------------|--------------------------|----------------------------------|
| Games | Dance | Aquatics (water safety) | Games |
| Athletics | Gymnastics | Dance | Outdoor and Adventure activities |
| Outdoor & Adventure | Games | Games | Athletics |

Code of Ethics

All teachers and coaches working in the school context will be expected to adhere to the school Child Protection Statement. They should always ensure that they treat children with integrity and respect and that the self-esteem of children is enhanced. All adult actions in sport should be guided by what is best for the child and carried out in the context of respectful and open relationships.

Extra-Curricular Activities

Opportunities are provided for children to participate in and enjoy a variety of extra curricular activities after school. These include Gaelic football, hurling, athletics and soccer. Participation based extra curricular activities offer opportunities to all who wish to partake in these. School representative teams are also catered for in inter-school competitions. The school may organise a sports for all day with the emphasis on participation in a broad range of fun activities. Children are encouraged to play games and practice skills during break-time. Occasionally the school may organise an outdoor walking trip to suitable locations in the locality.

Information and Communication Technology

Information and communication technology may be integrated with PE through the use of the school computer, digital camera, photo-copier, digital video-camera, DVDs, CDs and the internet.

Health and Safety

The children are required to wear the school tracksuit and bring appropriate gear on the day they have physical education. Children should not wear dangerous jewellery. Children are taught to handle all apparatus safely and carefully. Correct methods of lifting and carrying are also taught. Should an accident occur in the PE lesson we will follow the procedures outlined for accidents in our Health and Safety policy.

Individual Teachers' Planning and Reporting

Individual teachers will design a physical education plan specifically for their own class while at the same time ensuring that their class plans coordinate with and feed into the overall school plan, set out in the policy and **progression grids** . This should ensure clear progression as children move from class to class.

Strands covered in PE each month are recorded on the Cúntas Míósúil.

The Cúntas Míósúil will be very relevant in recording what has been covered and in reviewing and developing the school plan for the following years.

Staff Development

The school will access the PCSP PE Cuiditheoir through the Regional Curriculum Support Service to support the staff in certain strands. Visiting coaches may be used to supplement and support the work of the class teacher. These are recognised as up-skilling opportunities for the teachers involved. Teachers will be notified of courses relating to PE available in the area.

Parental Involvement

Parents have a responsibility to encourage their children to participate in all strands of the Physical Education curriculum. Parents may view the PE policy in the school or on the school website.

Community Links

Local clubs and sporting organisations (See appendix) are invited to provide information on the services that they provide. We are very much aware of the school's role in the community and we are also conscious of the fact that the expertise of people in the community is an invaluable resource to any school. The community is also involved in fundraising for the Aquatics strand and for PE equipment for the school.

Evaluating the Policy

Means of assessing the outcomes of the plan may include;
Teacher/parent/community feedback

Children's feedback regarding activity levels, enjoyment and skill development
Inspectors' suggestions/WSE recommendations

The criteria for evaluating the success of this policy will be:

- The level of enjoyment exhibited by the children
- The maximum participation by all children
- The development of skills and understanding
- A balance between competitive and non-competitive activities
- A balance between contact and non-contact activities
- The provision of opportunities for achievement for each child
- The level of teacher satisfaction in teaching a broad, balanced curriculum.

Implementation :

Roles and Responsibilities

The PE Post holder will co-ordinate the progress of the policy, encourage and accept feedback on its implementation. Each teacher is responsible for implementing this policy with his/her own class.

The plan should be monitored and reviewed by the staff in April 2017, when we will reflect meaningfully on how well the PE programme has been taught and received in the school.

Teaching and Learning

Most of the teaching in Physical Education will be conducted by the class teacher with the class group. However, visiting coaches may be available to support teachers in the implementation of some strands. All support coaches' work under the supervision of the class teacher in planning and implementing the PE programme. The class teacher will be present to supervise all activities organised by visiting/support coaches and will retain ultimate responsibility for the class.

Ratification and Communication

This Physical Education policy was ratified by the Board of Management on _____ and parents can inspect the policy in the school office.

APPENDIX

DIAGRAM [1]

Strands and strand units

| OVERVIEW OF THE PHYSICAL EDUCATION SYLLABUS | |
|--|--|
| <i>Strands</i> | <i>Strand units</i> |
| Athletics | * Running * Jumping * Throwing * Understanding and appreciation of Athletics |
| Dance | * Exploration, creation and Performance of dance * Understanding and appreciation of dance |
| Gymnastics | * Movement * Understanding and appreciation of Gymnastics |
| Games | * Sending, receiving and travelling * Creating and playing games * Understanding and appreciation of games |
| Outdoor and Adventure Activities | * Walking * Orienteering * Outdoor challenges * Understanding and appreciation of Outdoor and adventure activities |
| Aquatics | * Hygiene * Water safety * Entry to and from the water * Buoyancy and propulsion * Stroke development * Water-based ball games * Understanding and appreciation of aquatics |

Equipment List

| | | |
|--|---|--|
| <p><u>ATHLETICS</u> space markers tall cones beanbags skipping ropes hula hoops hurdles bibs relay batons balls chalk tape timer agility ladders</p> | <p><u>AQUATICS</u> Supplied by Swimming Pool IWS Website</p> | <p><u>DANCE</u> CD player music for creative dance music for folk dance --irish --other traditions CDs. YouTube</p> |
| <p><u>GAMES</u> balls—big and small helmets sliotars hoops space markers large cones beanbags ropes hurleys/unihoc sticks bats / racquets bibs / braids parachute tags (tag ruby) giant connect four</p> | <p><u>GYMNASTICS</u> School Hall Mats Space Markers Ropes Benches</p> | <p><u>OUTDOOR & ADVENTURE ACTIVITIES</u> Hoops Maths trails Photo trails maps record cards</p> |

Physical Education

Progression Grids by Class Level

3rd and 4th class

| Strand | Strand Unit | Activity |
|-----------|---|---|
| Athletics | Running | <p>Sprint to 60 metres</p> <p>Pair and team relay –practicing passing over of the baton.</p> <p>Practice standard relay with four children in a team in a straight line.</p> <p>Non-competitive walking and jogging from 30 seconds to three minutes.</p> <p>Hurdling, run a distance of 30 – 40 metres over evenly spaced hurdles (30-40 cms high)</p> <p>Practice technique of hurdling.</p> |
| | Jumping | <p>Skipping</p> <p>Practice standing jump for distance.</p> <p>Explore the various ways of jumping.</p> <p>Develop a short approach run when taking off from one foot.</p> <p>Practice jumping for height over an obstacle (approx 40cms)</p> |
| | Throwing | <p>Under and over arm throw</p> <p>Develop the over- arm (javelin) throw from standing position using beanbag, ball or foam javelin.</p> <p>Develop a short approach run before releasing the throwing implement.</p> <p>Begin to throw a medium size ball or primary shot from a standing position.</p> |
| | Understanding and appreciation of Athletics | <p>Talk about movement and rules for athletics</p> <p>Understand pace. Measure an achievement.</p> <p>Analyse personal performance and performance of a partner in athletic activities</p> |
| Dance | Exploration, creation And performance | <p>Develop greater range of movement to include turning</p> <p>Travelling and moving in space using directions</p> <p>Increase the range of dynamics in movement</p> <p>Create and perform dances showing a clear beginning, middle and end</p> <p>Respond through movement to various stimuli</p> <p>Show increased poise, balance and co- ordination while moving and stopping.</p> <p>Perform a range of steps and movements to rhythmic and melodic phrases, incorporating upper body movement.</p> <p>Develop work with a partner and work in small groups</p> <p>Perform a variety of selected Irish dances and folk dances that use frequent changes of formation e.g. Ionsaí na hInise.</p> <p>Perform to music showing a sensitivity to rhythm changes and phrasing.</p> |
| | Understanding and appreciation of dance | <p>Interpret a mood or motion observed in movement</p> <p>Identify the sections of a dance as beginning, middle and end.</p> <p>Observe, describe and discuss own dance and dance of others.</p> |

| Strand | Strand Unit | Activity |
|----------------------------------|--|---|
| Gymnastics | Movement | Create and perform sequences of movement to develop body awareness. Develop basic movement skills Produce and perform a sequences with a partner on the floor. Show increased control in take off and flight and landing (bend knees). |
| | Understanding and appreciation of Gymnastics | Talk about movement |
| Games | Sending, receiving and travelling | Develop and practice a range of ball handling skills using round and oval large and small balls. Picking up a stationary or moving ball into the hands using the foot. Dribbling a ball around obstacles. Passing and shooting the ball at a target. Kicking ball on the ground or in the air and moving into a position to receive a pass. Kicking ball to partner using inside instep and outside of foot Controlling a ball using inside of instep and outside of foot Striking a ball against the wall using over arm Striking a ball using racquet and hand (over-arm and under-arm) Fisting ball through the air to a partner. |
| | Creating and playing games | Create and develop games in pairs or small groups Play small sided or mini versions of games Playground games |
| Outdoor and Adventure activities | Walking | Short walks Treasure hunt |
| | Orienteering | Identify symbols for familiar features on a map of a familiar area. Undertake a star orienteering activity. (completing one task at a time) |
| | Outdoor challenges | Adventure trails |
| | Understanding and appreciation | Develop appreciation of and respect for the environment Discuss safety aspects of activities undertaken Plan, observe, describe and discuss activities outdoors. |

5th and 6th class

| Strand | Strand Unit | Activity |
|-----------|---|--|
| Athletics | Running | <p>Sprint up to 70 metres</p> <p>Practice reaction sprints.</p> <p>Practice standing start</p> <p>Practice shuttle sprints (repeat sprints) over a distance of 30 metres.</p> <p>Pair and team relay –practicing passing over of the baton</p> <p>Practice standard relay with four children in a team in a straight line running a distance up to 50 metres approx.</p> <p>Non-competitive walking and jogging from 30 seconds to five minutes.</p> <p>Hurdling, run a distance of 40 – 60 metres over evenly spaced hurdles (40-50cms high)</p> <p>Practice technique of hurdling.</p> <p>Run a distance of 150 metres approx. Over unevenly spaced hurdles (30cms high approx).</p> |
| | Jumping | <p>Skipping activities</p> <p>Practice standing jump for distance.</p> <p>Explore the various ways of jumping.</p> <p>Develop a short approach run when taking off from one foot and landing on two</p> <p>Practice jumping for height over an obstacle (approx 50 – 60cms)</p> |
| | Throwing | <p>Under and over arm throw</p> <p>Develop the over arm (javelin) throw from standing position using beanbag, ball or foam javelin.</p> <p>Develop a short, fast approach run before releasing the throwing implement.</p> <p>Begin to throw a medium size ball or primary shot from a standing position.</p> |
| | Understanding and appreciation of Athletics | <p>Talk about movement and rules for athletics</p> <p>Develop a better understanding of speed, strength, control and co-ordination.</p> <p>Understand pace.</p> <p>Measure an achievement.</p> <p>Analyse personal performance and performance of a partner in athletic activities</p> <p>Know about and participate in local organisations and clubs involved in the provision of athletic activities and facilities.</p> <p>Begin to acquire an understanding of training to prepare for performance in selected track and field events.</p> |

| Strand | Strand Unit | Activity |
|------------|---|--|
| Dance | Exploration, creation and performance | <p>Create and perform a more complex range of movement</p> <p>Communicate through movement a range of moods or feelings.</p> <p>Travelling and moving in space using directions</p> <p>Increase the range of dynamics in movement</p> <p>Create and perform longer and more complex dances with clear dance forms.</p> <p>Choose and respond with increasing sensitivity to a broader range of stimuli.</p> <p>Show increased poise , balance and co-ordination while moving and stopping</p> <p>Perform a range of steps and movements to rhythmic and melodic phrases, incorporating upper body movement.</p> <p>Develop work with a partner and work in small groups.</p> <p>Perform a variety of selected Irish dances and folk dances that use frequent changes of formation e.g. ‘Ionsaí na hInise’.</p> <p>Explore and experiment with costumes and props to enhance creation and performance of dance.</p> <p>Learn and perform a range of steps and movements to rhythms and musical phrases.</p> <p>Perform dances, showing concentration and awareness of others.</p> |
| | Understanding and appreciation of dance | <p>Interpret a mood or motion observed in movement</p> <p>Identify the techniques used in a dance and the form of the dance.</p> <p>Become aware of local organisations and community groups involved in dance and opportunities in the community to participate in dance.</p> <p>Observe, describe and discuss own dance and dance of others.</p> |
| Gymnastics | Movement | <p>Produce and perform more complex sequences of Gymnastics with a partner on the floor.</p> <p>Produce group sequences.</p> <p>Show controlled take off, flight and landing.</p> <p>Improve quality in body performance, notably in extension, body tension and clarity</p> |
| | Understanding and appreciation | <p>Talk, observe and describe movements.</p> <p>Become aware of local organisations and clubs</p> |
| Games | Sending, receiving and travelling | <p>Practice skills previously experienced.</p> |
| | Travelling | <p>Develop further and extend ball handling skills</p> <p>Develop further and extend kicking skills.</p> <p>Develop further and extend carrying and striking skills</p> |
| | Creating and playing games | <p>Create and develop games in pairs or small groups</p> <p>Play small sided or mini versions of games</p> <p>Playground games</p> |

| Strand | Strand Unit | Activity |
|----------------------------------|--------------------------------|---|
| Outdoor and Adventure activities | Walking | Short walks around school and area. |
| | Orienteering | Find controls on the school site using a map or plan. Undertake a memory star orienteering activity (completing one task at a time) Undertake point to point orienteering activity (control card/collect information). Undertake score orienteering (score values, controls given score values). |
| | Outdoor challenges | Adventure trails |
| | Understanding and appreciation | Develop appreciation of and respect for the environment Discuss safety aspects of activities undertaken Plan, observe, describe and discuss activities undertaken outdoors. |

Aquatics

| Strand unit | Activities |
|--|--|
| Hygiene | Appreciating the importance of hygiene when using the pool |
| Water safety | Observe the rules of the local pool for example follow instructions of Life Guard and signs. Recognise hazards of water Identify correct procedure for dealing with hazards |
| Entry to and exit from the water | Follow correct procedure for entering the water Follow correct procedure for climbing out of water |
| Buoyancy and propulsion | Walk in shallow water Jump, sidestep or run across the pool. Observe that some objects float and some objects sink Practice balance, rotation and recovery exercises with and without a float Explore use of arms and legs to travel in water. Glide forward or backwards along the surface in a stretched position and glide to the bottom of the pool |
| Stroke development | Develop a selection of swimming strokes |
| Water based ball games | Participate in pair and group play |
| Understanding and appreciation of aquatics | Understand basic hygiene procedures Appreciate the dangers of water Understand how to stay safe in water Develop an increased understanding of floatation Develop an appreciation of the freedom of movement in the water Extend knowledge of swimming strokes Discuss a wide range of aquatic activities Become aware of local organisations and clubs that promote aquatics |

Community Links

We are very much aware of the school's role in the community and we are also conscious of the fact that the expertise of people in the community is an invaluable resource to any school. The school will develop/maintain links with a variety of local clubs e.g.

GAA and Soccer coordinator: Cathal Carty, Hugh Gilmartin, Niall Bannon, Darren Coleman (staff)

Hurling Coordinator: Ronan Gordon, Ken Molloy (staff)

GAA: Round Towers - Contact: James Glancy (Round Tower G.A.A. Club G.P.O.)

Basketball: Lenny McMillan

Athletics club: Brenda Cahill – Santry Trainer (on staff)

Cathal Carty – Cross Country (Staff)

Dance groups / Hip-hop: Charlotte Francis (Dance Teacher)

Swimming: Clondalkin Leisure Centre Swimming instructors

Outdoor Activities:

Irish Dancing:

Ballet:

Tennis:

Rugby

Occupational First Aid:

We currently have 8 members of staff who are certified Occupational First Aiders.

They are:

Brenda Cahill

Martha Lynch

Jennifer Quinn

Josephine O'Sullivan

Margaret Herd

Valerie Kennedy

Michelle Power

Orla Rooney

Inclusion of Pupils with Special Needs in PE:

SAMPLE: POTENTIAL AREAS OF DIFFICULTY FOR STUDENTS WITH MILD GENERAL LEARNING DISABILITIES³

| Potential area of difficulty | Implications for learning | Possible strategies |
|------------------------------|--|---|
| • fitness levels | It may be necessary to set targets to improve fitness. | <ul style="list-style-type: none"> • include active warm ups and drills for skills practice • vary activities in the lesson to include the use of gross motor skills; regular short periods of exercise daily; cooling down exercises and consultation with parents/guardians |
| • listening and responding | The student may have difficulty with short-term memory and concentration span. | <ul style="list-style-type: none"> • keep instruction simple and clear. Students repeat instruction. • demonstration(s) of task; verbal analysis of task; student performs task; teacher affirms task • move to new instruction regularly |
| • co-ordination and balance | The student may have difficulties in fine and gross motor skills in all strand areas. | <ul style="list-style-type: none"> • teach suitable gait for skill, for example, throwing and catching a ball, jumping and landing, balancing. • give good visual demonstrations • reaffirm good examples and practices • use additional equipment to suit the needs of the student, for example softer balls, larger target • provide physical support to student in performing skill, for example, jumping |
| • spatial and body awareness | There may be safety issues for students engaging in movement exercises. | <ul style="list-style-type: none"> • provide suitable group arrangements; restrict area of movement; plan for the student to engage in follow the leader, and copying and contrasting exercises • use specific body parts in exercises e.g. make a shape with the upper part of the body |
| • left-right orientation | It may be necessary to include regular exercises with these movements. | <ul style="list-style-type: none"> • include warm-up exercises/stretchers. Students mirror actions of peers or teacher: O'Grady says; Follow the leader • include exercises with equipment using both sides of the body |
| • behaviour | This will necessitate the smooth progression of lesson structure with clear instructions. | <ul style="list-style-type: none"> • establish routine format for class and the expectations of desired behaviours • ensure that the student is suitably placed in the class for optimum learning • check that the student is attending by reinforcing and questioning • involve the student where possible in demonstration • encourage the student and assign tasks opportunities for success |
| • social integration. | Keep appropriate balance between cooperative and competitive activities. Foster enjoyment of activities with others. Encourage individual student's interest in particular aspects of the strands. | <ul style="list-style-type: none"> • group student(s) appropriately • use co-operative fun activities regularly • give encouragement and acknowledge good effort • set appropriate skill development level commensurate with students' ability level • set reasonable targets for co-operative activities (individual and group). |

- The School Enrichment Programme produced by Special Olympics Ireland to mark the occasion of the World Games in Ireland will also be used as a useful reference – www.specialolympics.ie
- We will also plan to include children who may have physical disabilities by planning to include them in all PE activities and by adapting the activities as necessary

General Adaptation Suggestions⁴

Equipment:
 Larger/lighter bat
 Use of velcro
 Larger goal/target
 Mark positions on playing field
 Lower goal/target
 Scoops for catching
 Vary balls (size, weight, color, texture)

Rules Prompts, Cues:
 Demonstrate/model activity
 Partner assisted Disregard
 time limits
 Oral prompt
 More space between students
 Eliminate outs
 Allow ball to remain stationary
 Allow batter to sit in chair
 Place student with disability near teacher

Boundary/Playing Field:

Decrease distance
Use well-defined boundaries
Simplify patterns
Adapt playing area (smaller, obstacles removed)

Time:

Vary the tempo
Slow the activity pace
Lengthen the time
Shorten the time
Provide frequent rest periods

Basketball

Use various size balls (size, weight, texture, color)
Allow travelling
Allow two hand dribble
Use larger/lower basket
Slow the pace, especially when first learning
If student uses wheelchair, allow him to hold ball on his lap while pushing wheelchair
Use beeper ball, radio under basket for individual with visual impairment

Soccer

Use walking instead of running
Have well defined boundaries
Reduce playing area
If student uses a wheelchair, allow him to hold ball on his lap while pushing the wheelchair
Use a deflated ball, beeper ball, brightly colored ball
Use a target that makes noise when hit

Volleyball

Use larger, lighter, softer, bright colored balls
Allow players to catch ball instead of volleying
Allow student to self toss and set ball
Lower the net
Reduce the playing court Stand closer to net on serve Allow ball to bounce first
Hold ball and have student hit it

Actions:

Change loco motor patterns
Modify grasps
Modify body positions
Reduce number of actions
Use different body parts

Bowling

Simplify/reduce the number of steps
Use two hands instead of one
Remain in stationary position
Use a ramp
Use a partner
Give continuous verbal cues

Tennis

Use larger, lighter balls Use shorter, lighter racquets Use larger head racquets Slow down the ball
Lower the net or do not use a net
Use brightly colored balls
Hit ball off tee Allow a drop serve
Stand closer to net on serve Do not use service court Use a peer for assistance