



Best Start: Inclusive Schools Project

Part of the IWA
Revolutions Programmes

Introduction

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Icon Key



Junior Infants and Senior Infants Classes



First and Second Classes



Third and Fourth Classes



Fifth and Sixth Classes



Hemiplegic/Cerebral Palsy



Limb Absence/Amputee



Power Chair



Manual Chair



Walking Frame



Pool Friendly



Outdoor Friendly



Indoor Friendly

[illegible]

Overview of Best Start: Inclusive Schools Project

The Best Start: Inclusive Schools Project has evolved from visits that our development team have been doing to schools nationwide. The three key components of the programme are designed to provide easy to understand and accessible support to give children a fun, high quality, introduction to sport and physical activity. As more and more students with a physical disability are attending their local schools, we are increasingly spending more time assisting parents and teachers requests on how they can include all students in physical education lessons during and after schools hours. As a result of feedback from ongoing school inclusion presentations to numerous educational institutions it was deemed desirable to create a teachers resource pack from which practical advice can be acquired.

IWA-Sport has two parallel aims in producing this resource. The first major benefit we aim to accomplish with this resource pack is to develop the physical literacy of our juniors, either with their own schools or our junior clubs, and to make sure they get the best start possible in sport and physical activity, hence the name of the project. Progressive basic movement and motor skills through well structured, fun activities and games will lay sound foundations on which subsequent sport specific skills can be developed.

The second major benefit we are aiming to accomplish is to make sure the whole school or club is inclusive and open as possible by reducing the physical, organisational, instructional or social barriers to inclusion which may exist. If changes do not happen in all four areas, barriers will remain to slow or stop participation within sport and education of persons who happen to have a disability.

Our overall aim with this first edition is to start with two strands of the PE syllabus for Primary schools which are most commonly used and understood as well as to complement the three existing Buntús resource packs, Start, Play and Spóirt. The Buntús Programmes were developed to support teachers and childcare practitioners in introducing young people to sport and physical activity. These programmes are rolled out through The Irish Sports Council's network of Local Sports Partnerships. The Irish Sports Council recognise the major role that sport can play in the lives of young people. It is important that an enjoyable multi-sport and non-competitive model is used to introduce our students to sport that will complement and enhance both our school and community sport programmes.

We will endeavour to show the ease at which lessons can become fully inclusive to all your students. Within all our cards we will give references and guides to Buntús Start, generic and Spóirt cards so that you can progress the learning of your class which will aid the learning you are endeavouring to support.

Benefits of Participation

Participation in sport and recreation is an essential component of every ones lives. After regular exercise, people of any age or ability level can work harder, for longer with less effort than previously and there is a reduced sense of effort for a given task. It also has a number of social benefits. People establish friendships and social networks and also enhance social skills by developing interpersonal relationships and general daily skills and personal well being.

For many people with a disability the benefits of participating in sport and physical recreation are increased social interaction, a boosted feeling of belonging to a wider community which, in turn, creates opportunities for further skill development in their chosen activity.

Overview of Best Start: Inclusive Schools Project

The most important ingredients for successful inclusion are a willingness to try and common sense, as indicated by the following advice to teachers from students with a disability

- Demonstrate Acceptance

Show respect by treating all students the same by getting to know them, giving them individual attention and establishing challenging performance goals. Teachers who work with students with a disability soon discover that there is fundamentally no difference than teaching any other student. The challenge is to truly understand the person, to focus on their abilities and to see what they can achieve.

- Focus on ability, not disability

Expect students to contribute to your programme by learning and performing to the best of their abilities. Do not assume that students are fragile or incapable because of a disability and do not focus much attention on the disability.

Teachers should know that it is normal to experience some unease initially, but that they can progress beyond these first reactions to do what they do best: teach. Most teachers first reactions maybe of fear and worry about speaking and dealing with a student with a disability in terms of what might be appropriate or acceptable. Many teachers may make assumptions about what students with a disability can or cannot do. Rather than speculating about the student capabilities, teachers should engage in a frank, honest dialogue without any pre-conceived stereotypes.

- Use effective teaching techniques

Communicating instructions in a variety of ways – not just verbal, but through demonstrations etc as well as facing students with a hearing impairment or having students with a vision impairment at the front or just keeping it short and sweet for students with an intellectual disability.

The vast majority of teachers already posses the necessary technical skills and knowledge required to coach students with a disability.

Communication is a key component in any successful teacher-student relationship, perhaps even more so when students with a disability are involved. In general, most students with a disability have accepted their disability and are usually open minded about discussing personal issues and concerns, which can help teachers to better understand their abilities and motivations. If a student wants to take part they possibly know what they can or cannot do. Many teachers have expressed how working with students with a disability has enhanced their teaching abilities as they were compelled to see things differently and be creative.

- Maintain a safe practice environment

Be sure that students possess the skills and fitness needed to perform the activities included in your lesson plan. Become an expert as much as possible in your sports – students value the expertise more than your knowledge of their disability.

There may be situations where teachers may not yet be totally confident with their own knowledge or abilities; there may also be questions about safety and about how to communicate properly with a student with a disability.

Overcoming your first reactions and assumptions is more about facing the fear of the unknown – wanting to do the right thing but feeling incapable about what or how to do it. They, just like other students, want to work on their abilities and become better in their sport. The core element in teaching and coaching is to determine where people are, assess where they need to get to and find a path down that road. The basic issues are much the same with students with a disability.

The outcome of the move to inclusion is equity. Equity is a right that all people have. In physical activity and sport competition equity is about fairness and accessibility. This means that regardless of sex, race, religion, or level of ability; all people should have equal access and be given the chance to participate in all sports and recreational activities.

Introduction of Best Start: Inclusive Schools Project

The TREE Principle:

The different stages of learning and the basic techniques of skill teaching apply equally for students, regardless of their ability. A Teacher can ensure their approach is inclusive by applying the TREE principles. TREE can be used as a practical tool to help teachers to adapt and modify play, game and sporting situations to be more inclusive of all students, regardless of their ability level. By careful observation and applying critical thinking skills the teacher will find the best possible inclusive situation.

TREE stands for:

Teaching Style: This is how you intend to deliver your session so that it will maximise everyone's learning and everyone's ability level is catered for.

Rules: Competition rules are just that, for competitions. When teaching a skill, it is the execution of that skill initially that's important. As students progress, you can make the activities more complex by adding in more rules when they are ready.

Equipment: Experimenting with different types of equipment to see what is the appropriate starting point allows all students to experience the differences this creates when playing. If it makes the session challenging but still achievable it means you have a starting point for progression up to what is required for competitions in the future. If it also allows the skills to be learnt to a deeper level, using different balls, nets, benches, bucket and other available equipment. Changing the equipment can also stop boredom or staleness setting into your sessions.

Environment: When you are planning and organising the set up of the session, some simple changes in the set up may make the whole session more or fully accessible to all students. Field sports don't have to happen exclusively on pitches!

Examples on applying the TREE model:

Teaching Style:

Have I organised the activity on the abilities of the students present, or just some of them? How can I make it more inclusive?

Have I created an appropriate environment for learning for all students? And how am I going to manage it, Preventive or Disciplinary?

Discuss with the students (of appropriate age) ways of ensuring that everyone is included;

Discuss with the students way that they can ensure that all the students play sensibly and safely;

Rules:

Can I change some of the rules without changing the outcome?

Example: Initially, not penalising two or more bounces instead of one in tennis, a double hit in Badminton or double dribbling in Basketball?

Can we change the rules to help the wheelchair user retrieve the ball?

Equipment:

Can I change the implement to one which is still challenging but achievable?

Can I change the ball size and or colour to aid visibility or catching?

Can I lower or remove a net initially? Or replace it with a bench or a no-go exclusion zone in the middle?

Environment:

Can we use hard standing areas to practice the necessary skills instead of the pitch?

Can we vary the size and shape of the playing area to include all?

Can we change the distances between bases when playing rounders/cricket to make it fairer for all?

The TREE principle was developed by Ken Black, Disability Sport Unit, Australian Sports Commission, as part of Disability Education Programme Activity Cards.

Play the Skills: Functional Skills

Play the Games: Applying Skills to Game play

Play the Sports: Applying Skills to Sport

The cards have been divided into three distinct groups to give a progression from learning the fundamental movement skills on their own, to incorporating them into play and game activities, so that they become physically literate before they start playing organised sports later in their school lives.

Within **the first section** we have covered the majority of fundamental movement skills which are needed to become physically literate. The aim of the functional skill cards is to teach the basic fundamental movements, which are the building blocks in all movements in playing games and sports. The development of the fundamental movement skills is very much dependent on environmental influences in the form of practice, learning and teaching and, do not emerge automatically. Fundamental movement skills provide a foundation for many physical activities including play, games, dance, outdoor recreation and all sports.

It is difficult to obtain proficiency in the sport specific skills unless the prerequisite fundamental skills are present. Having these skills is an essential part of enjoyable participation and a lifelong interest in an active lifestyle. These skills are not just for the infant and junior classes, they should also be used by the Senior classes so that they can be continually practicing and developing their fundamental skills. Professional athletes spend considerable time their basic skill with students like David Beckham, Michael Jordan and Ronan O’Gara are renowned for their long practices above and beyond what “average” professionals do.

The second section gives you some ideas to apply the skill cards in play games, which starts to refine and combine the skills learnt to form sport skills and other specific complex movement skills. Nearly all school children have the capacity to perform the fundamental movement skills and apply them to sport. If school children are deficient in fundamental movement skills and their application in games when they leave primary school, we know this has an impact on the physical activity later in life. There is evidence to show that people are more likely to take up or continue participation in sports if they have adequate degrees of skills and competency. Most of today’s main diseases are due in at least part to the lack of physical activity and exercise.

In the final section we have listed the main sports played within IWA-Sport and give the best examples of inclusion for as many students as possible within your Physical Education class. These are just a selection of sports and National Governing bodies which are actively including all within.

The Football Association of Ireland, Irish Hockey Association, Swim Ireland and Irish Archery Association all have dedicated programs. The FAI’s “Football for All” programme is made up of players from all groups and sporting bodies that cater for people with a disability who want to play football. At the moment the FAI have 3,500 players participating in all of their programmes, ranging from Power wheelchair, Cerebral Palsy, Deaf and Blind soccer, up to international level in most cases.

Within this first edition we have listed 57 different games using 18 different skills, being used in a variety of ways to keep your students challenged regardless of age or ability level. On appropriate pages we have listed links to National Governing bodies in Ireland as well as 10 International governing federation, all which have resources available to you in delivering your Physical Education Classes.

Hope you enjoy what we have prepared!

Running - Walking & Sprinting



Description

Walking is moving forward or backwards using your feet. One foot is always in contact with the ground with the arms swinging freely in opposite direction. Running is similar to walking except both feet are off the ground at the same time. Also the more you push off the ground with your legs, the faster you will go. Walking and running are important skills to learn as they are used in everyday activities like walking to school, as well as playing games, sports and dancing. For specific wheelchair pushing techniques, please see iwasport.com for extra resources.

Teaching cues: Walking

- Hold body straight, walk tall – no slouching!
- Keep head up, look straight ahead
- Swing arms freely and naturally in opposition to feet
- Point toes straight ahead
- Use a heel to toe action
- Take easy comfortable strides

Teaching cues: Easy, slow chair push:

- Sitting upright as possible, with hands on the rims of the wheels;
- Hold pushing at 12 O'clock position;
- Push forward to the 3 O'clock point of the rim;
- Apply good speed to the rims from the arms the faster you want to go;

Teaching cues: Running

- Hold head up, look ahead
- Lean body slightly forward
- Lift knees to hip height
- Bend arms at the elbows, swing arms backwards and forwards from shoulders
- Move arms in opposition to leg action
- Land on mid foot, not on heels, unless slowing down
- Push off with the balls of the feet
- As running speed is increased, body lean and arm action increases
- In a fast run, the balls of the feet contact the ground first

Learning phases

Discovering Phase: Walking

- The walking pattern is jerky.
- Arms swing excessively away from sides.
- Feet are too close together or too far apart.
- Feet are either turned inwards or outwards
- Head is too far forward.

Running

- Leg swing is limited, with a stiff, uneven stride
- No obvious flight phase
- Arms are stiff and swing out from the body for balance
- Legs and feet swing out from the body
- Running pattern features a wide base of support.

Developing phase: Walking

- The walking pattern is less jerky
- Arms swing in opposition to legs, with some stiffness.
- Stride is inconsistent.
- Head is too far forward
- Body is not straight.

Running

- Running stride is more even
- A limited flight phase is evident
- Back leg extends to push off and give more momentum
- Arm swing increases and occurs closer to the body.

Consolidating phase: Walking

- The walking pattern is smooth, easy and comfortable
- Body is straight, with good posture
- Arms swing freely in a relaxed manner and in opposition to legs.
- Toes point straight ahead and strides are easy and comfortable

Running

- Stride is a good length, has an even rhythm and includes a definite flight phase
- Supporting leg extends fully
- Arms are bent and swing backwards and forwards in opposition to legs.
- Obvious whole body forward lean

Buntús Card Links

Buntús Generic: Running, jumping and hopping (6); Travelling with a ball (4);

Buntús Sport: Slalom Relay, Gateway, Scarecrow;

Buntús Start: Spatial awareness (5); Coordination and control (5); Basic motor skill (5);

Game Progressions:

Bulldog, Slalom, Maze, Heptathlon, Aussie, Rounders

A Teacher can ensure their approach is inclusive by applying the TREE principles.

Teaching Style Rules Equipment Environment

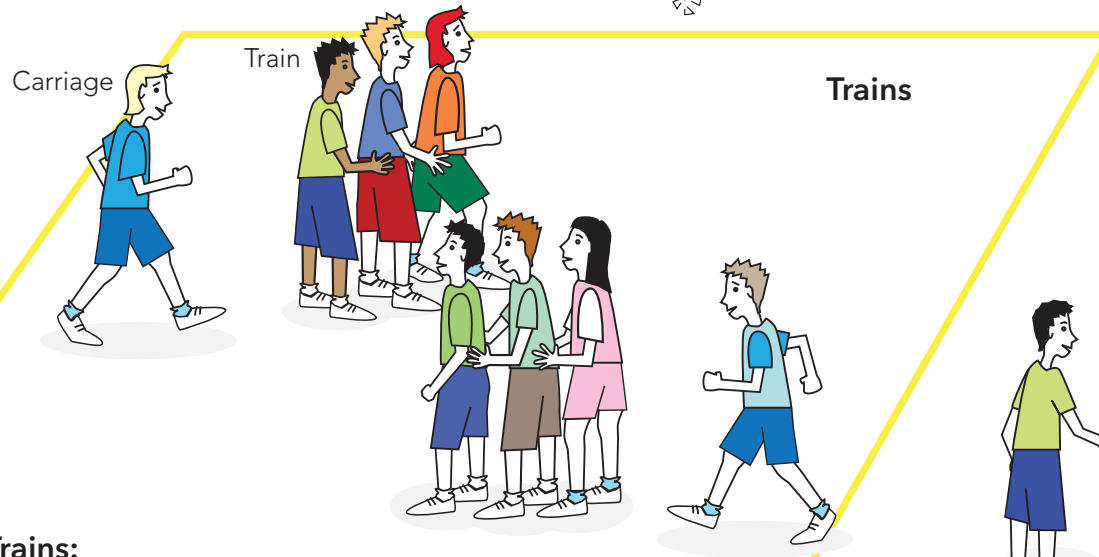
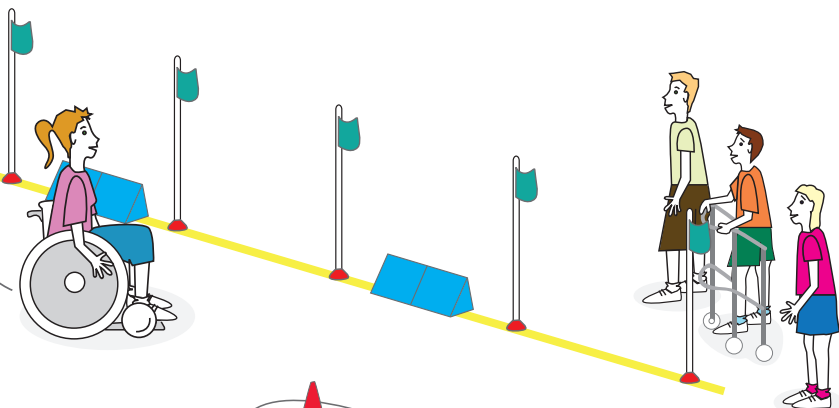
Running - Walking & Sprinting

Running Form



Agility Relay:

Split the group in 2, one at each end of agility courses, can add jumps or duck under obstacles to make it more challenging.



Trains:

In groups of 3 - Form a train, with equal or more loose carriages (individuals) Spread out. Carriages need to find a chain, when they do the engine (lead individuals) leaves to join another train.



Formula 1:

Run out to small cones, before they are at small cones. Their partner calls a number "4", and the runner runs around that numbered cone.

Dodging & Chasing



Description

Dodging and chasing requires the development of good speed agility and reaction skills to deceive or fake movements to either get around your opponent to receive a pass. Dodging involves quick, deceptive changes in direction to evade, chase or flee from an opponent. When dodging, knees are bent and the body shifts rapidly in a sideways direction. As applied to sport, the skill of dodging is evident in moving the shoulders, head, eyes or other body parts to deceive or 'fake' the opposition as a way of: getting free to receive a pass (e.g. in soccer); 'getting around' your opponent (e.g. to score a basket in basketball); or avoiding being tagged in a tag game.

Chasing involves the same quick changes of direction in reaction to their opponents dodging attempts to catch or stymie their progress as much as possible.

Learning phases

Discovering phase

- Movements are stiff and obvious
- Knee bend is minimal and weight is on one foot only
- Feet often cross
- No deception or fake is evident.

Developing phase

- Movement is increasingly coordinated and there is some deception
- Children tend to dodge in one particular direction
- Upright stance is less frequent and feet occasionally cross
- Attempts a cut with little power evident

Consolidating phase

- Knees are bent and body leans forward and relaxed
- Movements in all directions are smooth, quick and coordinated
- Children fake with their head and shoulders.

Buntús Card Links

Buntús Generic:

Running, jumping and hopping (6)

Travelling with a ball (4)

Buntús Sport: Scarecrow, Find the Space, 1-2-3-4, Gateway, Dribble that Space;

Buntús Start: Spatial awareness (5)

Game Progressions:

Dodging: Random Running - Players run/walk around in random fashion and directions while avoiding body contact with other players.

Chasing: Tag - Player try not to get tagged by the tagger. If tagged, they become the tagger. Continues until the teacher says time.

Chasing: Rabbits and Foxes - Foxes like rabbits, but not in a friendly way. Foxes have to catch the rabbits and the rabbits have to get away from them. They can use dens for safe areas for rests, limit time allowed in them.

Teaching Cues: Dodging

- Head up
- Low body position
- Able to plant one foot and quickly change direction (plant and go)
- Able to step/lean one way, go the other (fake)
- Move quickly
- Bend knees to stop

Chasing

- Watching the hips of the runner in front to anticipate what their next move will be

A Teacher can ensure their approach is inclusive by applying the TREE principles.

Teaching Style Rules Equipment Environment

Dodging & Chasing

Random Running:

Everyone runs around if you bump into someone you stop for 3 seconds.

1, 2, 3

Pass



Defenders:

2 teams of 4 - The playing area has a score line at each end. The team with the ball aims to pass or dribble the ball (basketball or gaelic football style) over their opponents' score line. Teams are allowed 3 minutes possessions.

1.2.3.4.5

Tag!

Tag:

Don't get caught! To slow down runners get them to hop or crawl.

Tag



Jumping for distance - Long Jump - Standing or with run up.

Jumping for height - High Jump - Over or up to.

Description

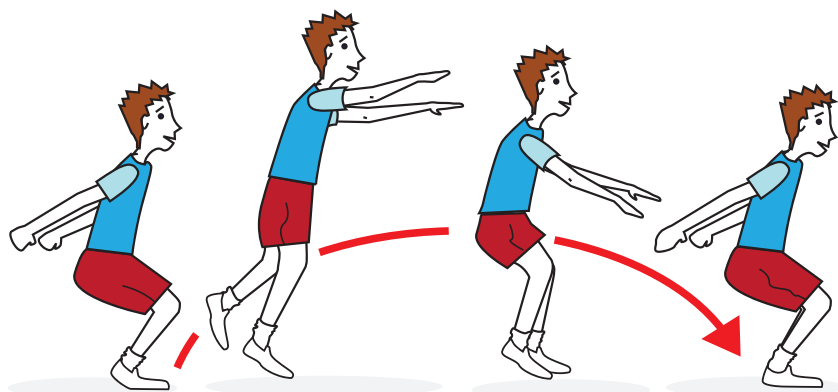
Jumping is the ability to get the whole body airborne on either one or both feet. Jumping is important as many sports, games, gymnastics and dances contain a number of different types of jumps from Hops, Skipping, leaping to saissonnes. A jump can be divided into three parts: take-off, flight and landing. Landing safely is an important skill to focus on when learning to jump, leap or hop. Learning to land is as an important skill as learning to jump, as landing badly can inhibit good jumping technique.

Jumping for distance is important in sports (e.g. Long jump and triple jump) and in other games and activities (e.g. Hop Scotch, Gymnastics and Dance).

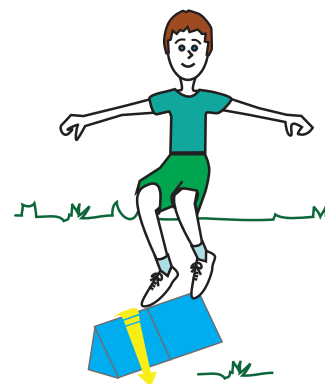
Jumping for height is used in many sports (e.g. Pole Vault, High jump, basketball rebound, rugby line-out, vaulting in gymnastics) and in many playground games and activities (e.g. Skipping rope).

A Teacher can ensure their approach is inclusive by applying the TREE principles.

Teaching Style Rules Equipment Environment

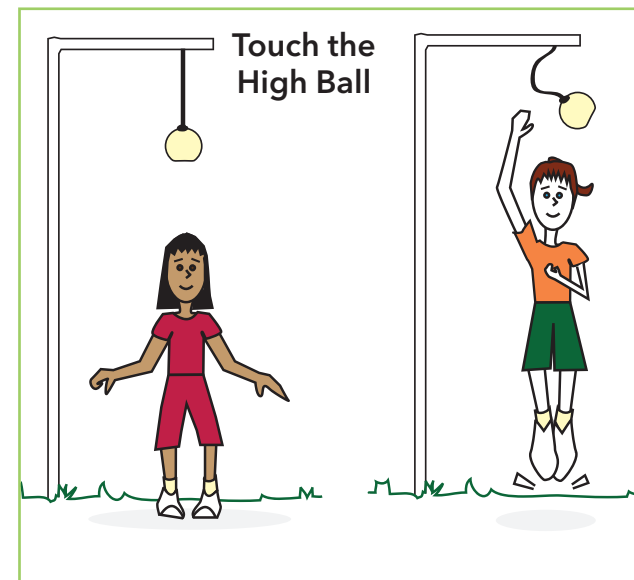


Standing Long Jump



Speed Bounce

How many times can you jump in 30 secs or a minute.



Games:

Hop Scotch

Simon Says: High - Long - Short - Side - Low

Buntús Card Links

Buntús Generic: Running, jumping and hopping
(6)

Buntús Sport: 4 a side, 3 Hoop Ball;

Buntús Start: Bouncing

Game Progressions

Heptathlon,
Athletics,
Slalom

IAAF Kids Athletic Educational Cards.

Jumping

Learning phases

Discovering Phase: Jumping for distance

- Limited arm action
- Arms are 'wild' in flight in an attempt to maintain balance
- Leg flexion in crouch position is inconsistent
- Difficulty in using legs and feet at take-off
- They fall backwards consistently on landing

Jumping for height

- Preparatory crouch is inconsistent
- Body, leg and feet extension at take-off is poor
- Head lift is minimal
- Arms are poorly coordinated with leg and trunk action
- Little height is achieved

Developing phase:

Jumping for distance

- Arm action initiates jumping action
- Leg flexion in crouch position is more consistent
- Arms move to side during flight to maintain balance
- Extension of legs and feet at take-off is more consistent.

Jumping for height

- Knees bend slightly with exaggerated forward lean
- Children take off with two feet
- The body does not extend fully during flight
- Arms aid flight, but not forcefully
- There is some forward movement on landing

Consolidating phase:

Jumping for distance

- Arms swing back behind the body in preparation
- Preparatory crouch position is deeper and more consistent
- Arms swing forward with force during take-off, reaching up high
- Ankles, knees and feet extend fully at take-off
- Body leans forward at landing

Jumping for height

- Knees are bent at least 90 degrees in preparatory crouch
- Feet and legs are extended in full and fast
- Upward arm lift is coordinated with leg action
- Head is lifted and focused on target
- Body is fully extended
- Landing is controlled and close to take off point

Teaching cues:

Jumping for distance

Long: standing or run up.

- Bend knees - Crouch position
- Swing arms back, then quickly forwards
- Explode forward from crouch position
- Push off from toes - Toes are the last body part to leave the ground
- Land with heels first and knees bent to absorb shock

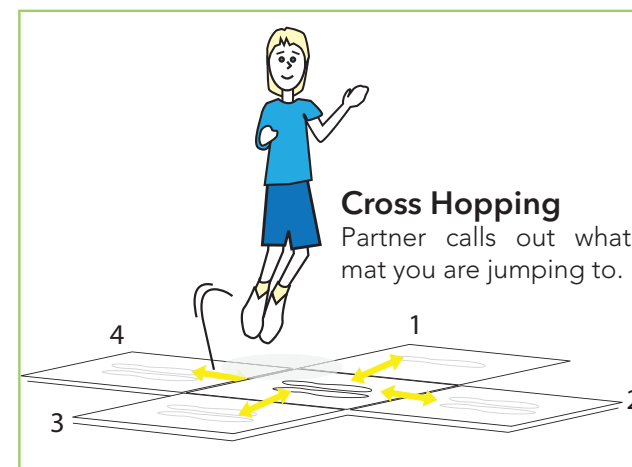
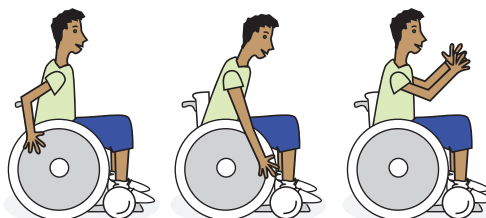
Jumping for height.

High: Over or up to.

- Bend knees - Crouch position
- 'Explode' upwards
- Swing your arms upwards quickly
- Stretch, reach, and focus on target
- Land with knees bent to absorb the shock, if landing on feet.

One Big Push

How far can you go in 1 push. An alternative to the long jump, but still develops power where its needed!





**Accuracy - Rolling, Passing, Under and Over Arm;
Distance - Putt, Overhead and Rotational;**

Description

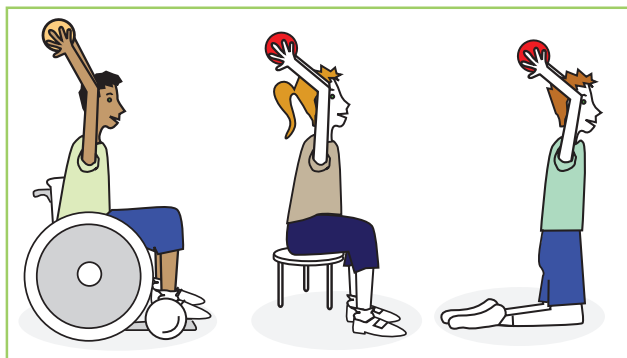
Ball Handling in general covers a number of interrelated skills – Throwing, Catching and Carrying. Throwing is about propelling either a ball or implement through the air for distance, as in the Javelin, Shot, Discus or Hammer, or for Accuracy at a target, as in aiming at the stumps in cricket or completing a pass to a team mate.

Each of the throws for distance have a specific technique of throwing and releasing the implement for injury prevention of the participants and other and need to be followed to minimise health and safety concerns and maximise enjoyment.

Because throwing for accuracy usually involves throws at slower speeds they are sometimes deemed less harmful, but injury prevention is still a concern which can be minimized with learning the proper technique. The throwing technique for small balls differs from those for large balls. Throwing can be divided into Rolling, as in Boccia, Under Arm, as in Rounders/Softball and Over Arm as in cricket, as well as a variety of hand passes like the chest, bounce and spiral passes that are prevalent in Netball, Basketball, Rugby or Soccer.

Teaching Cues:

- These learning cues are for the over arm throw, some of which could be applied to other throwing skills included in this resource:
- Hold the ball in one hand;
- Position yourself side on to target;
- Take your arm way back so that momentum builds for the throw;
- Step forwards with opposite foot towards target;
- Swing through – long arm at release;
- Follow through with your throwing arm – in the direction of the target;



Kneel and throw - You don't need to stand to throw.

At a target or for distance.

Learning phases of Throwing

Discovering phase:

- Body faces the target
- Swing back with the arm and the weight transfer to back foot are limited
- Body rotates very little during the throw
- No transfer of weight forwards
- Follow-through is forwards and downwards

Developing phase:

- Arm is swung back and then forwards, high over the shoulder
- The body, including trunk and shoulders, turns towards the throwing side
- Definite weight transfer from back foot to front foot
- Children tend to step forward on the same foot as their throwing arm

Consolidating phase:

- Throwing arm is swung far back in preparation for forward swinging action
- Opposite arm is raised for balance/direction
- There is a definite turning of the body through legs, hips and shoulders
- Weight transfers from back foot to front foot, with a step with the opposite foot
- To the throwing arm

Throwing

A Teacher can ensure their approach is inclusive by applying the TREE principles.

Teaching Style Rules Equipment Environment

Buntús Card Links

Buntús Generic: Rolling Cards (8);
Throwing and Catching (8);

Buntús Sport:

Gateway, 1-2-3-4, Find that Space,
Return to Sender, 4 a Side;

Buntús Start:

Target Rolling
With a partner
On the move
Target Throwing
Space walk

Game Progressions:

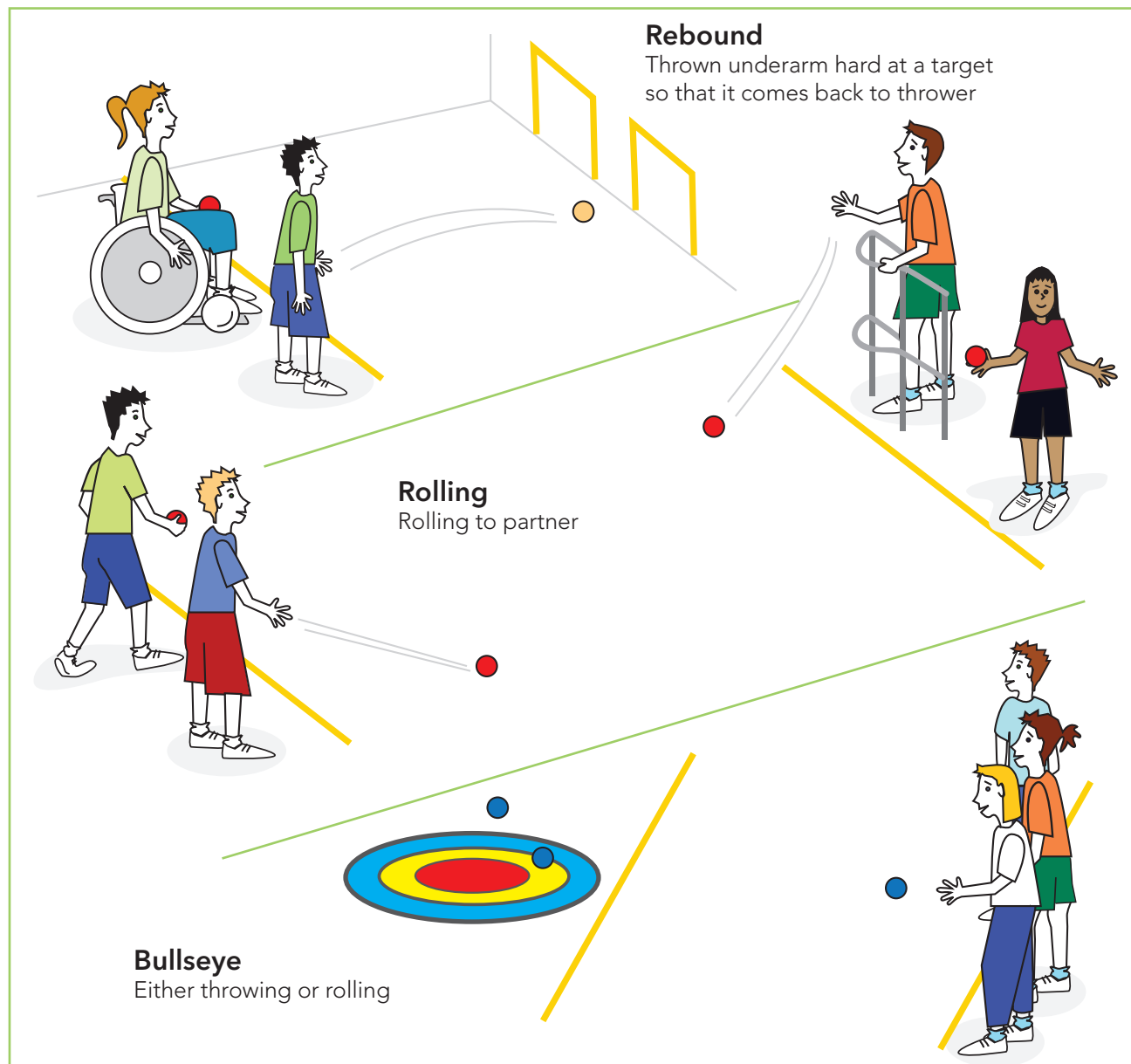
Hit the Big Ball, Pepper, Multi Throw, Kurling,
Boccia, Aussie Rounders, Rounders, Basketball,
Athletics and Rugby

Links:

IAAF Kids Athletics Educational Cards

Equipment

Different Balls
Buckets
Targets
Against a Wall - At a target - At a height
At a target - Bullseye - Bucket
At a height - Basketball Hoop - Square





Description

Catching is the receiving of a ball while moving around the field of play.

Carrying is holding the ball while moving around the field of play. Carrying the ball while moving around a playing field is not a common skill, with a lot of sports having specific rules against it, when it is allowed it is an integral part of the game. Sports like Hurling, Rugby and Olympic Handball have carrying as one of their fundamental skills to master. The skills also varies quite considerably from each sport depending on size of the ball and if an implement is used.

Throwing, catching and carrying is also different from sport to sport and in relation to the size of the ball and can be done single handed or two handed. Passes like the chest, bounce pass in basketball, spiral pass in rugby or over and under arm throws in cricket and rounders are examples of different ways of catching and carrying as well as striking and throwing.

Throwing and catching are complementary skills, yet are quite different in terms of their movement focus. In catching or receiving, the body controls a ball or object, relying on the ability of the eyes to track the ball into the receiving part of the body.

Throwing involves propelling a ball away from the body and is in the most part, a target skill. These skills are interconnected and are difficult to practice in isolation from each other, and both require specific attention in practice activities.

Catching actions for small balls differ from those for large balls. Throwing and catching skills in this resource include: over arm throw, underarm throw and roll, as seen in cricket and softball games; and a variety of two-handed passes, like the chest, bounce, spiral pass that are prevalent in netball, basketball and rugby.

Teaching Cues:

- Move your body directly in the path of the ball
- Secure a wide base of support
- Adjust your hand position (for catching) for the height of the ball:
- Thumbs in for balls above the waist
- Thumbs out for balls below the waist
- Present a large surface area for catch or field, (e.g. Fingers spread, hands in cup formation, body presents a low, stable surface when fielding a grounded ball)
- Keep eyes on the ball until contact is made
- Pull the ball/object into your body – your body 'gives' with the catch

Buntús Card Links:

Buntús Generic:

Throwing and Catching (8).

Receiving (5).

Buntús Spóirt:

Lift and Solo into Box Relay, Rugby, Find that Space,
4 a Side, 3 Hoop Ball;

Buntús Start: Tidy Up

Card link: Aussie Rounders, Pepper, Rounders Basketball and Rugby.

A Teacher can ensure their approach is inclusive by applying the TREE principles.

Teaching Style Rules Equipment Environment

Learning phases:

Discovering Phase

- Body may turn away to avoid catch
- Arms held straight out in front of the body
- Body movement is passive until the point of contact
- The body, rather than the hands, is used to catch the ball
- Palms of the hands are face up and the catch is more like a scoop

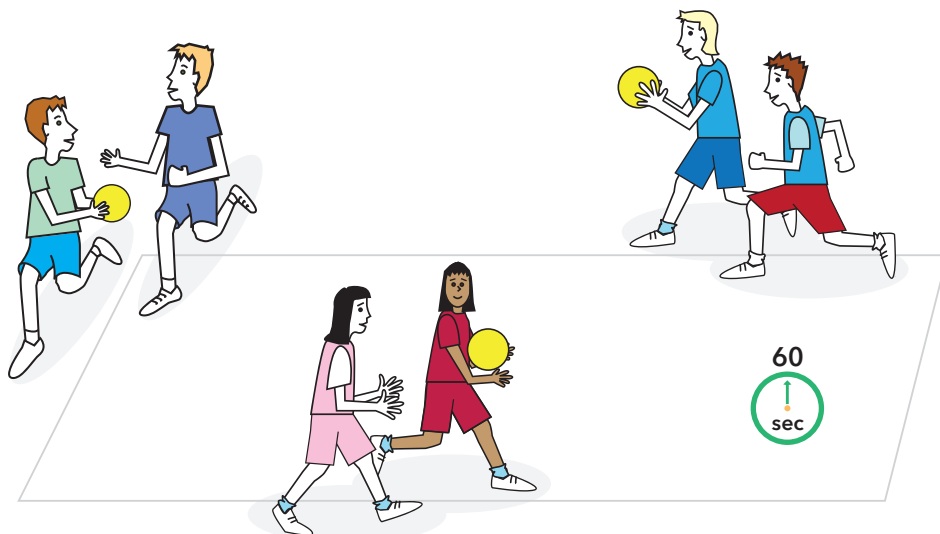
Developing phase:

- Eyes may close at contact with the ball
- Arms tend to trap the ball – ‘crocodile’ catch
- Children tend to hold out their hands in opposition to each other, with thumbs up
- Hands attempt to squeeze the ball
- Catching is poorly timed and uneven

Consolidating phase

- Body positioned directly in path of the ball
- Eyes follow the flight path of the ball into the hands
- Arms 'give' on contact to absorb the force of the ball
- Hands and fingers spread to receive the ball, with thumbs in opposition to each other

Catching & Carrying



Boundary Pass:

Catching carrying and passing around a circuit as often as possible. Can be done walking and progressed to a run, rugby basketball or football could be used to change the skill.

Hand position for catching:

Catching high balls:



Catching low balls:

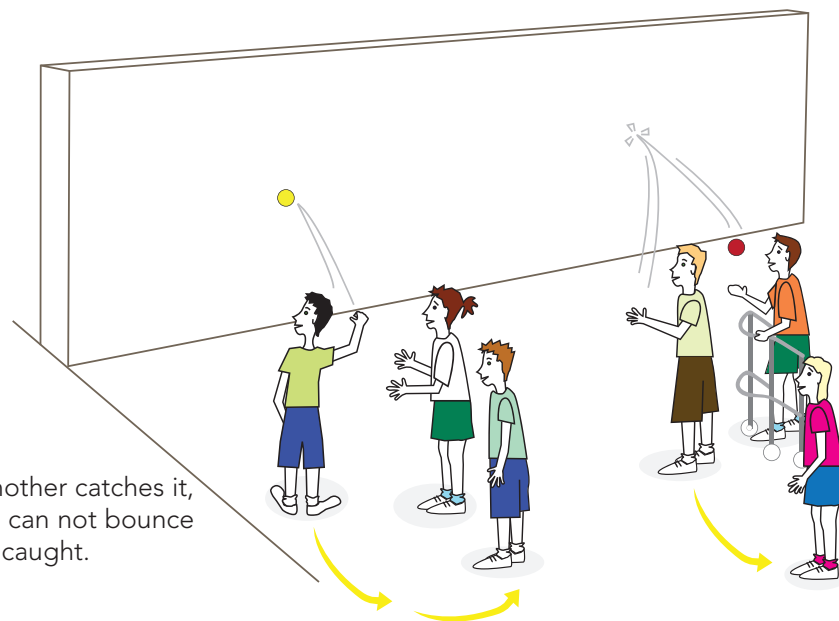
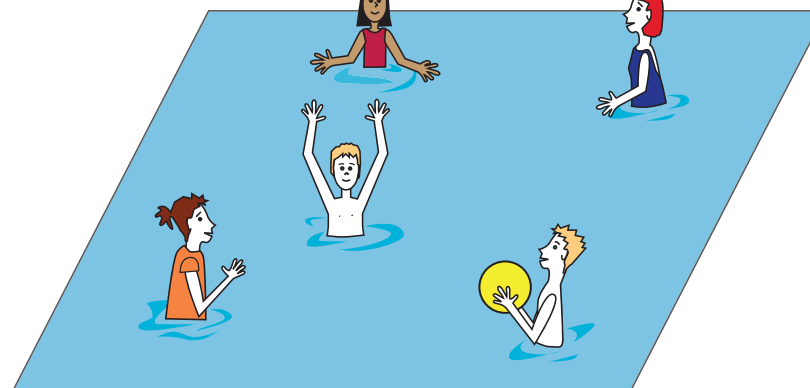


Rebound Ball:

One person throws the ball and another catches it, you can change the rules so that it can not bounce or only bounce once before being caught.

Names:

Call out the name of the person you are going to throw the ball to. Like most throwing and catching games they can be done in the pool as well as the gym.



Striking

- with Hand, Foot or Implement



1/2

3/4

5/6



Description

Striking a ball with either your hand, foot or implement can be difficult to learn as it is an advanced skills which requires either good hand or foot eye coordination so that they are able to track the ball and strike it in one motion and return it to your target. Both hand passing and hand dribbling are good examples. Younger children can find it a difficult skill to learn and master, but it can be introduced using lightweight objects like balloons, sponge balls or tees.

Striking an object with your hand is a very beneficial skills to teach before using an implement, so that children can work on proper timing. It also builds upon the catching skills the children would have been taught earlier.

Striking with the feet consists of kicking, dribbling, trapping commonly practiced in football, rugby or soccer.

Striking with the implement – racquet, stick or bat – can occur in many forms, as a result its application to sports varies. Many sports share the same movements as striking with the hand, with the striking happening in either horizontally – tennis, rounders, or vertically – golf, cricket or hockey.

Teaching Cues for Striking

- Eyes looking at the Target until contact is made;
- Contact should be made to the side and in front of the body;
- Contact is made at the point of full extension of leg or arm;
- Hand, Arm or Implement follows through in the direction of strike;

Skill Example covered:

Hand: Hand Pass, Serve, Dig, Palm, Spike, Dribble;

Feet: Kicking, Passing, Stopping, Dribbling, Shooting;

Implement: Passing, Stopping, Trapping, Dribbling, Shooting;

Buntús Card Links:

Buntús: Striking a ball (8), Kicking (10), Travelling with a ball (4);

Buntús Spóirt: Dribble that Space, 11 a side, Life and Solo into Box;

Buntús Start:

Game Progressions:

Pepper, Aussie Rounders, Rallying, Polybat

TREE

A Teacher can ensure their approach is inclusive by applying the TREE principles.

Teaching Style: Allow plenty of practice time.

Rules: 2 bounce rule, use of Tee allowed.

Equipment: Use different balls bats and tees.

Open or closed hand and using different parts of the foot.

Environment: without a net.

Learning Phases: Discovering Phase

- Difficulty in tracking or judging the path of the target;
- Minimal backswing;
- Contact with the target is random and inconsistent;
- If contact is made, minimal control of flight of target;
- Force comes from straightening of bent joints;
- Minimal follow through;

Developing Phase:

- Control of direction and balance of the flight of the ball is inconsistent;
- Lots of small steps are taken towards ball;
- Body is either directly to the side or directly behind;
- Force comes from combination of extension of flexed joints and body rotation
- Little follow through;

Consolidating Phase:

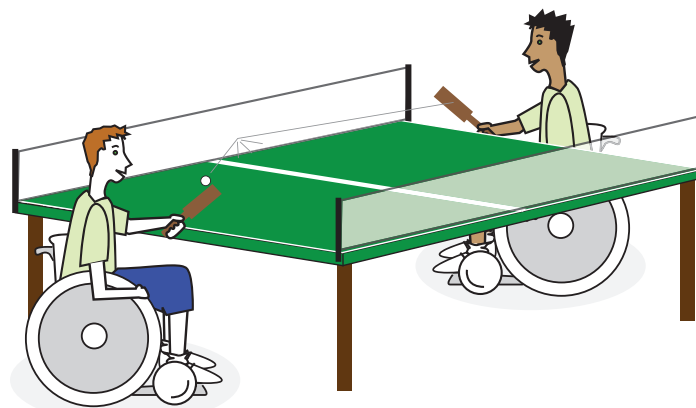
- Good consistent contact is made;
- Good consistent control of direction of the flight of the ball;
- Follow through is high and in the direction of the target;
- Strike is made with a complete straightening of the arm or Leg. The movement starts at the shoulder or hip with a long arc or swing towards the target;

Striking

- with Hand, Foot or Implement

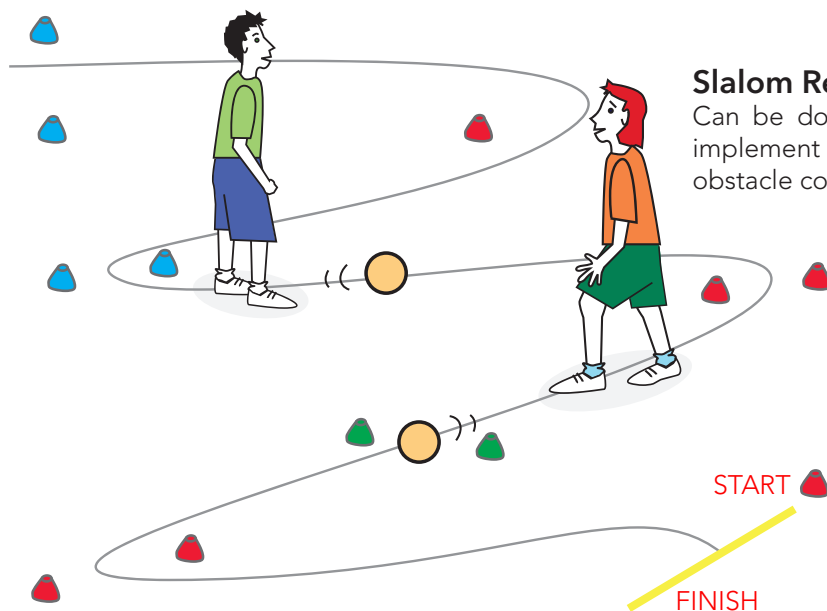
Polybat:

Using a bat and ball, hit the ball aiming to get the ball over your opponents end of the table. See table tennis for more details



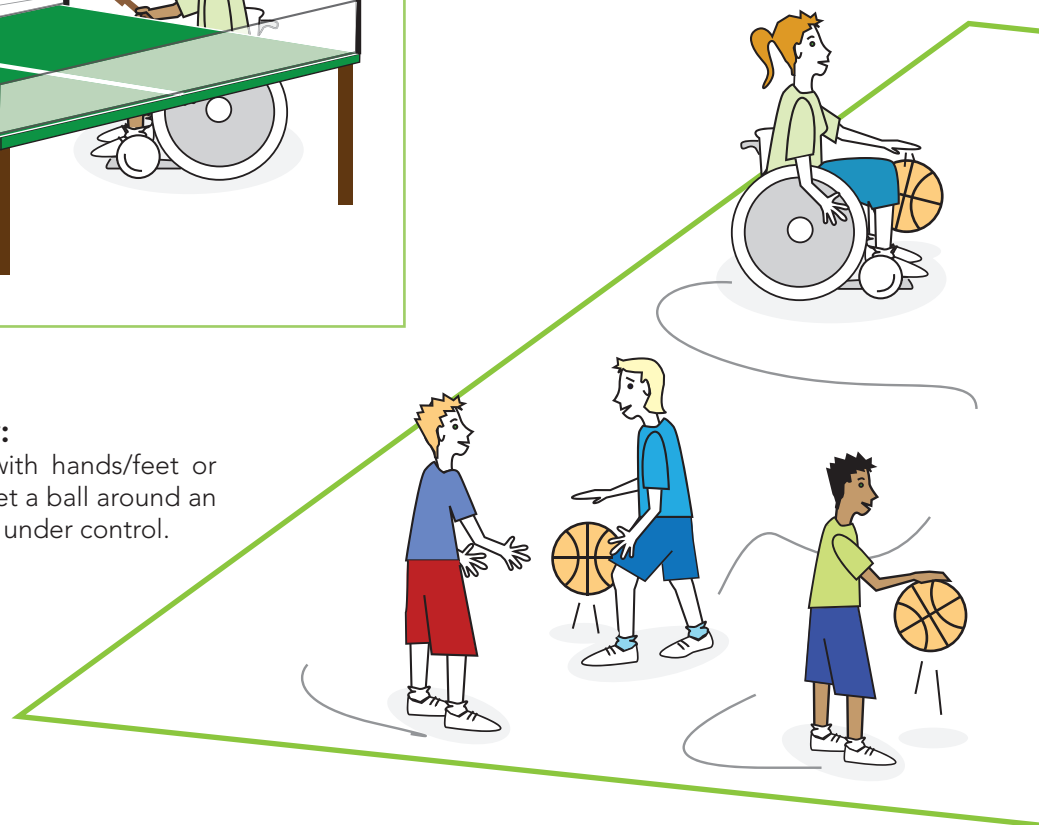
Slalom Relay:

Can be done with hands/feet or implement to get a ball around an obstacle course under control.



Dribbling:

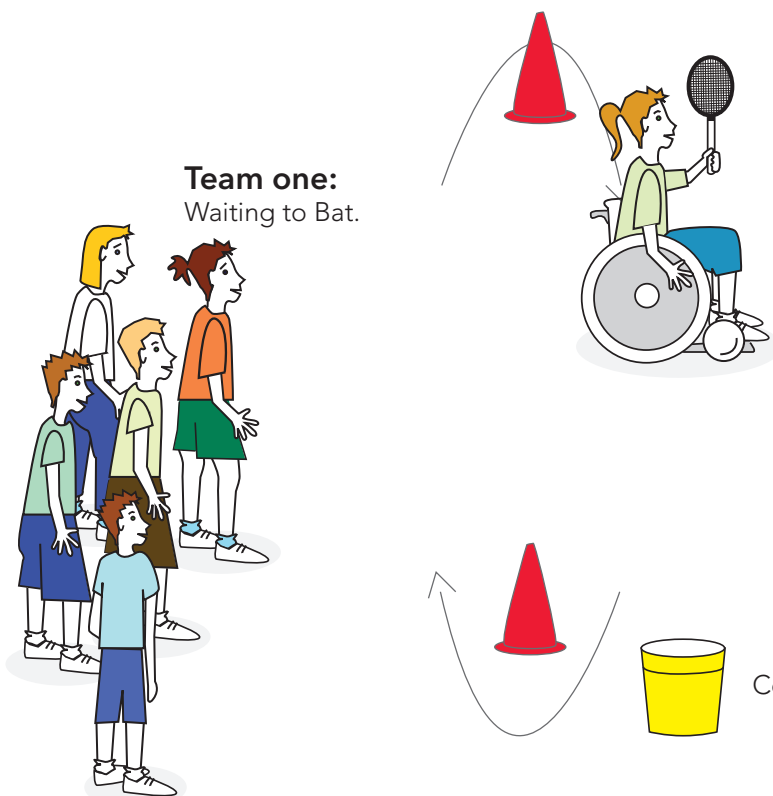
Moving around a court dribbling ball without hitting anyone else or a wall.



Aussie Rounders

Run between cones to collect runs until all the balls are back in the bucket.

Team one:
Waiting to Bat.

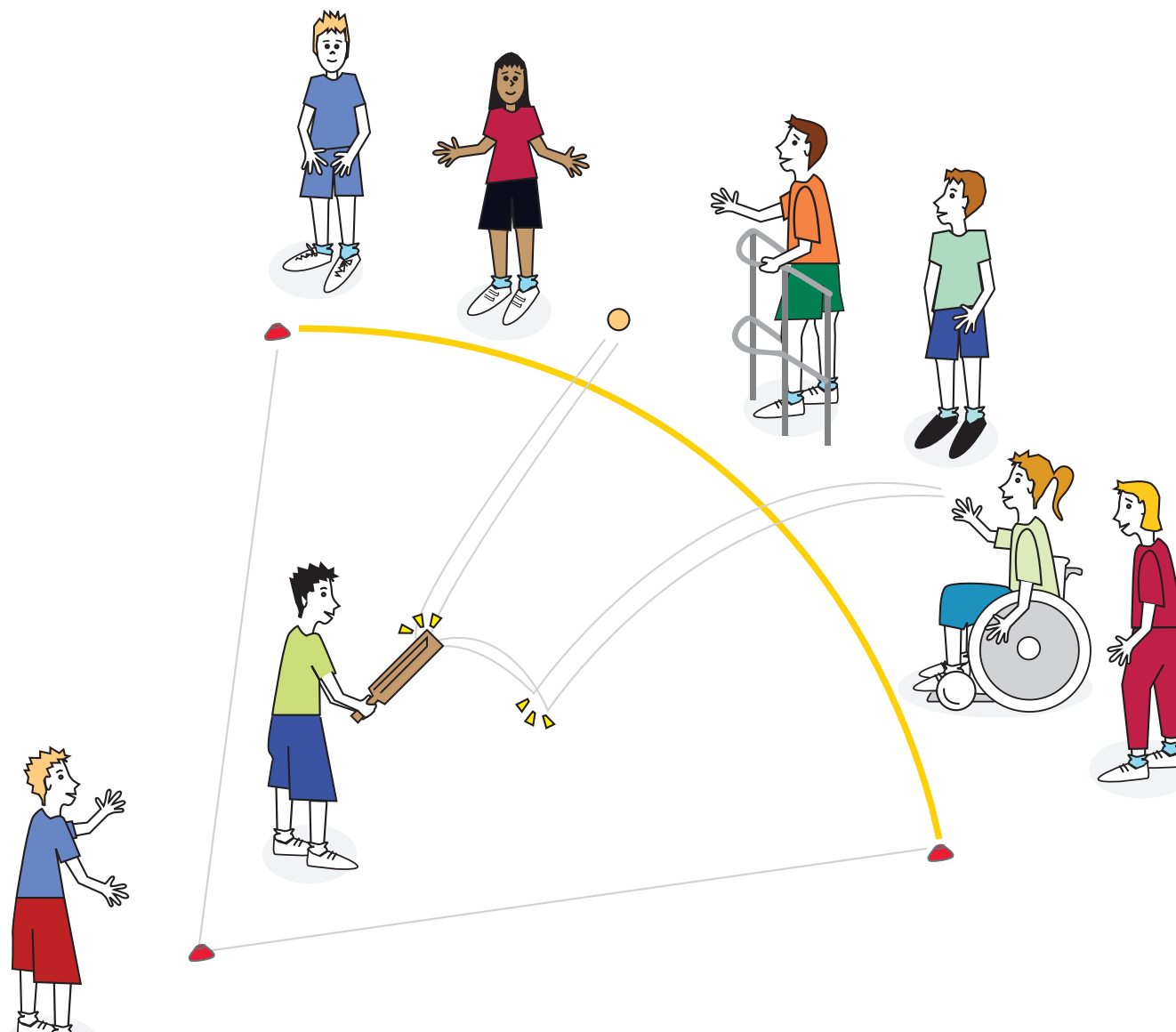


Team two:
Fielding.

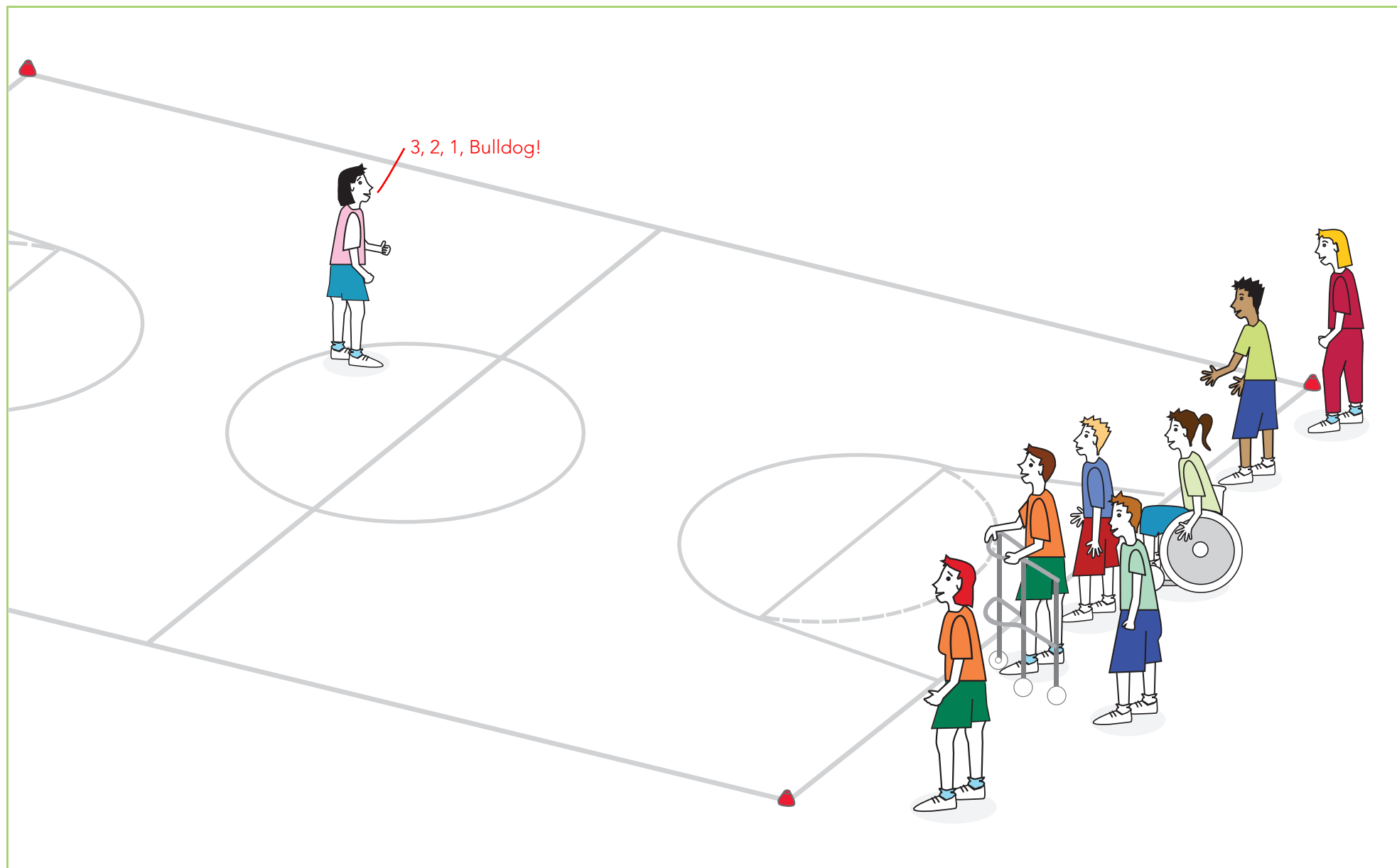


Pepper

One person throws the ball at the batter, batter hits ball gently to another fielder who throws it back at the batter. When all fielders have caught and thrown the ball, change batter. The person standing behind the batter is for catching any of the batters missed throws.



Bulldog





Description

Using the a mix of balls get the Beach Ball across the line at the other end of the play area.

How to Play

- Divide into two teams
- 10 Tennis Balls Each
- 2 Collectors on each team
- Team throw/roll ball at target beach ball
- Teacher says STOP!
- Collector collects balls return to team
- Do again till 1ST Team's beach ball crosses line

Equipment

2 Large Target Balls
Beach or Swiss ball
Badminton Court
Cones/Tennis Balls

Scoring

First target ball to cross the goal line scores a point.

Safety

- Everyone must throw in the same direction
- No one enters the throwing area while balls are being thrown
- No throwing while balls are being retrieved

Aim of Card

Throwing objects under-arm and over-arm at a large object.

Skill: Throwing - All different ways; Teamwork;

Card Link:

Throwing
Athletics: Putting, Javelin, Discus and Club;

PE Syllabus links: Athletics: Throwing

Aussie Rounders
Rounders

Other subject syllabus links

SPHE (Social Personal Health Education)
Team Work; Problem solving

If they like this then try...

Aussie Rounders
Athletic Throwing
Heptathlon

TREE

A Teacher can ensure their approach is inclusive by applying the TREE principles.

Teaching Style

Questions you can ask players to promote inclusion and playing tactically.

"Don't tell me show me"

What is the best way to move the ball?

What type of throw works best?

Where is the best position to throw it from?

Rules

Use both hands;

Use non writing hand;

Move target line closer;

Must be a different type of throw each time;

Extra points for getting the ball across the line with throws left;

If a child is in a manual chair there should be no difference. If there is a child using a power chair or very limited upper limb function you will need to use some additional equipment. (Wavin Piping ramp and small ball e.g. Tennis ball). If there is a child using a walking frame instruct them to switch it to a sitting mode or use a normal classroom chair and they can throw from a stationary position. If you have an ambulant child with both upper arm impaired or limb absence, they can kick a ball.

Equipment

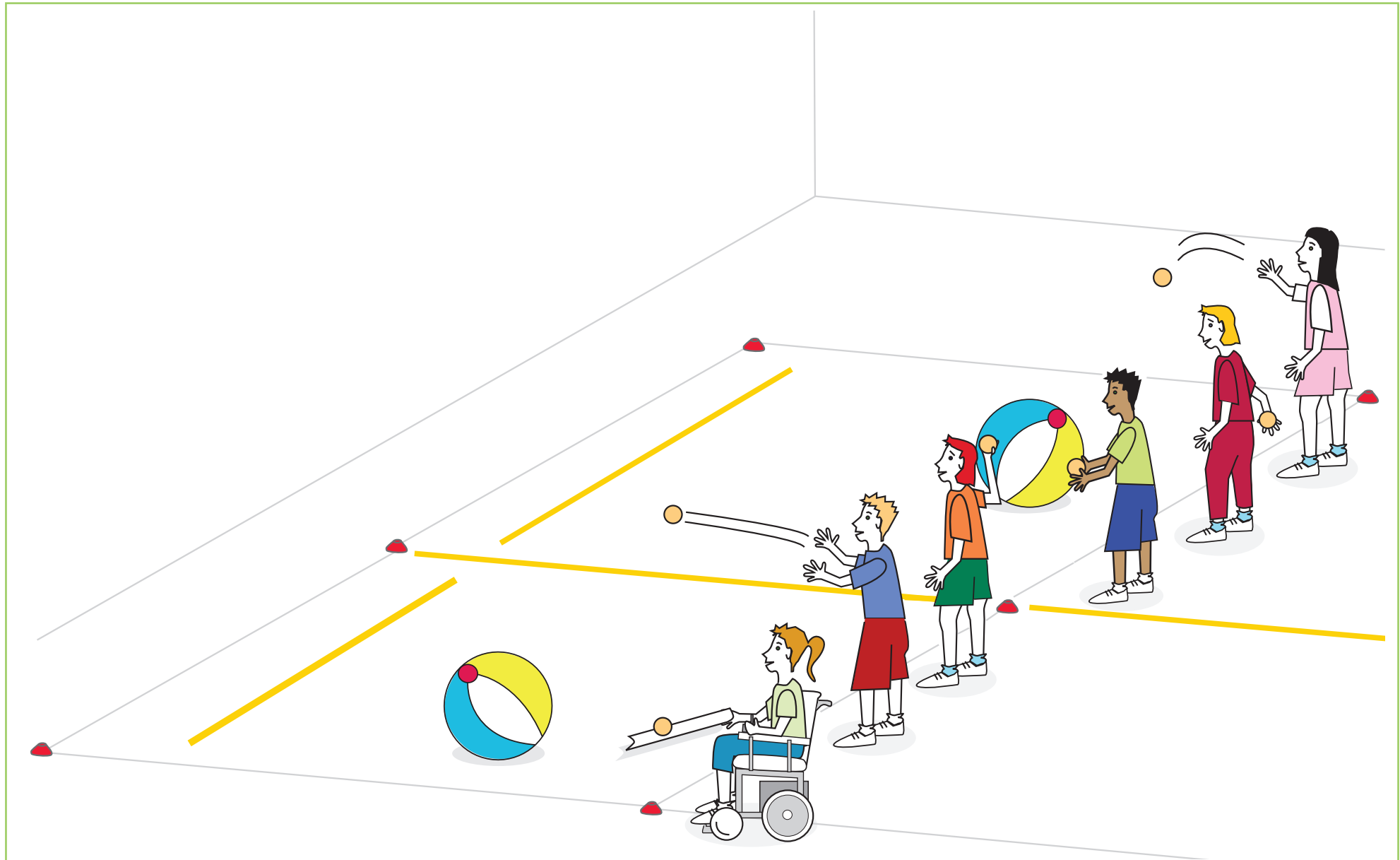
Larger Ball to aim at, or to throw;

Use different coloured Tennis ball as target;

Environment

Short and Wide court;

Long and Narrow court;



Rallying



Description

Aim to keep the Rally going for as long as possible using different implements and balls.

How to Play

With all of the games, start at the level where the students become confident that they can do it, then build up their competence in the skill before progressing to more challenging variations. The complexity can be increased by changing the speed and type of strike.

Tennis Rally:

Starting off using gentle forearm strokes. As you progress, challenge the students to include other common strokes - Backhand, lob etc.

Badminton Rally:

Similar to tennis rally, start with an easy stroke and progress the challenge to include more shots, short net shots, long high shots, as well as moving around the court. Similar to what would happen in a game.

Hand Pass Rally:

Using a Handball (GAA) strike the ball back and forth using the closed fist technique. Again, start easy and progress the challenge by getting your partner to move around the court.

Bounce/chest Pass Rally:

While strictly not a rally it is never the less a skill which needs to be practiced a lot to be perfected. By starting quite close together, the partners can challenge themselves by increasing the distance between them and varying the type of pass they use - What can they come up with?

TREE

A Teacher can ensure their approach is inclusive by applying the TREE principles.

Teaching Style

Questions you can ask players to promote inclusion and playing tactically. "Don't tell me show me"
What is the safest way to keep a rally going?
What type of hit works best?
Where is the best position to hit from?

Rules

Use both hands on the racquet;
Move closer together;
For very competent students they can try using other body parts - Feet (kicking) head, and knees, or different implements - hurleys, cricket bat etc.

Equipment

Use a larger softer ball to strike and return;
Use different coloured Tennis ball as target;

Environment

Short and Wide court to make it easier;
To make it harder, Long and Narrow court;

Safety

No one enters another rallying area while a rally is still in progress.
No rallying while balls are being retrieved.
Use soft tennis balls if indoors.

Scoring

The pair that keep their rally going until the end are the winners.

Aim of Card

Striking objects with hand or implement to improve competence.

Skill: Striking in as many different ways as possible;
Teamwork; Communication.

Card Link:

Striking
Hit the big ball
Aussie Rounders
Rounders
Tennis
Table Tennis
Badminton

PE Syllabus links:

Games: Striking;

Other subject syllabus links

SPHE (Social Personal Health Education)

Team Work and Problem solving

HRA (Health Related Activities)

If they like this then try...

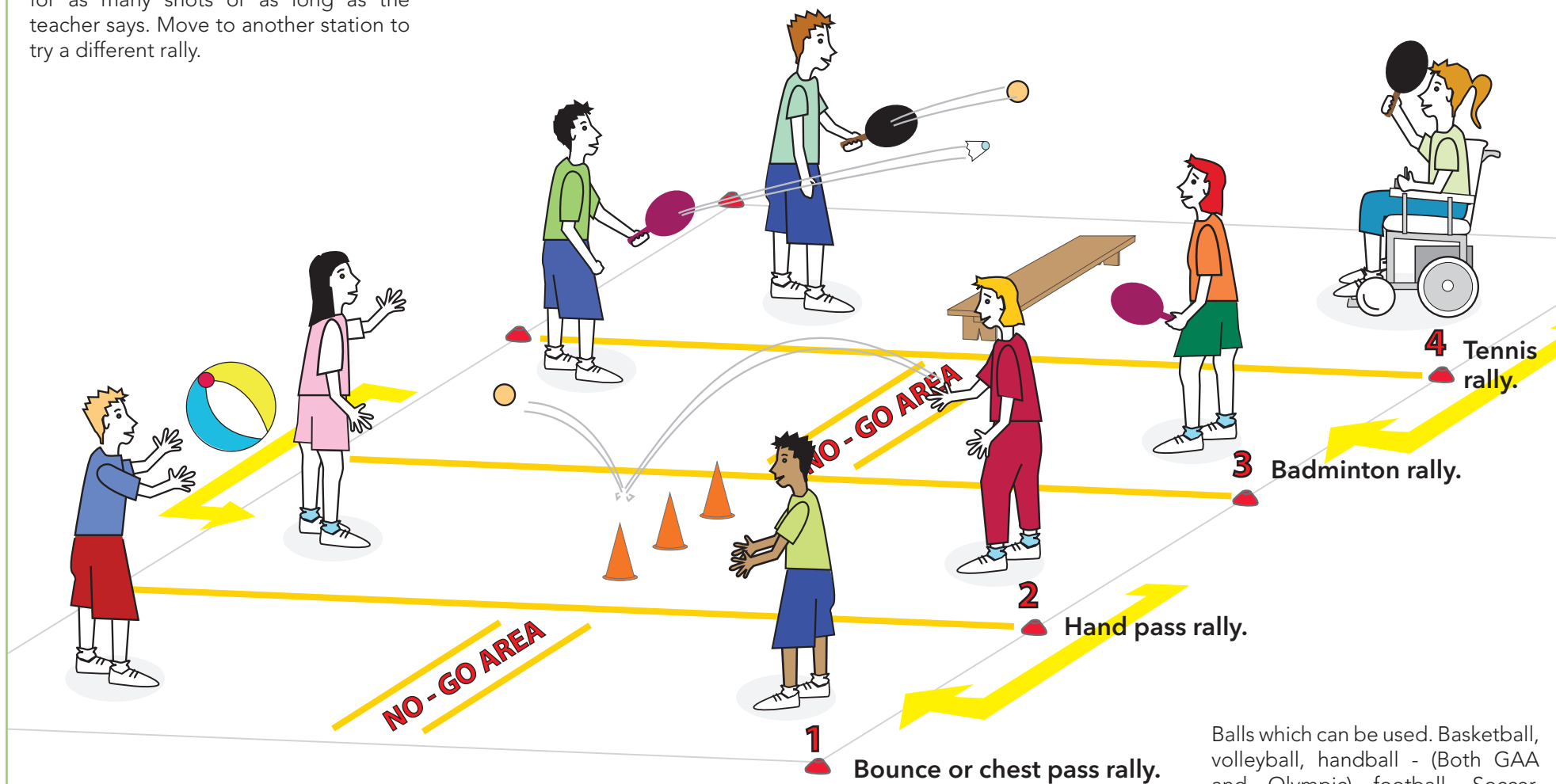
Tennis
Table Tennis
Basketball
Badminton

Equipment

Selection of balls
Badminton Court
Cones
Racquets

Rallying

In pairs, you aim to keep the rally going for as many shots or as long as the teacher says. Move to another station to try a different rally.



Balls which can be used. Basketball, volleyball, handball - (Both GAA and Olympic) football, Soccer, Table Tennis balls - Anything that will challenge your students!

An obstacle course to test speed and accuracy of movement agility against the clock or another team.

Divide into two teams as equal as possible.
Layout a course appropriate to the Ability levels.
Explain the route which needs to be taken.
Penalty points agreed between All.

Timed: Fastest wins;
Team based: First team finished wins!
Allow enough space between cones for all to pass through

Hard level surface
Different Coloured Cones
Stopwatch

- One person at a time on each course.
- No interference with competitors while on the course.
- Allow enough space between cones for all to pass through.

A Teacher can ensure their approach is inclusive by applying the TREE principles.

Teaching games for understanding
Questions you can ask players to promote inclusion
and playing tactically. "Don't tell me show me"
What is the hardest movement?
Which is best: Fast and loose or Slow and
accurate?

Rules can be as simple or as complex as you or your class want.

Use bright obvious coloured cones so everybody can see where they need to go.

The cones set up should be done in a way which makes it harder for those very capable, and easier for those who are not.

Agility. Accuracy of movement

Movement skill running and changing direction, including Wheelchair skills;
Team work.

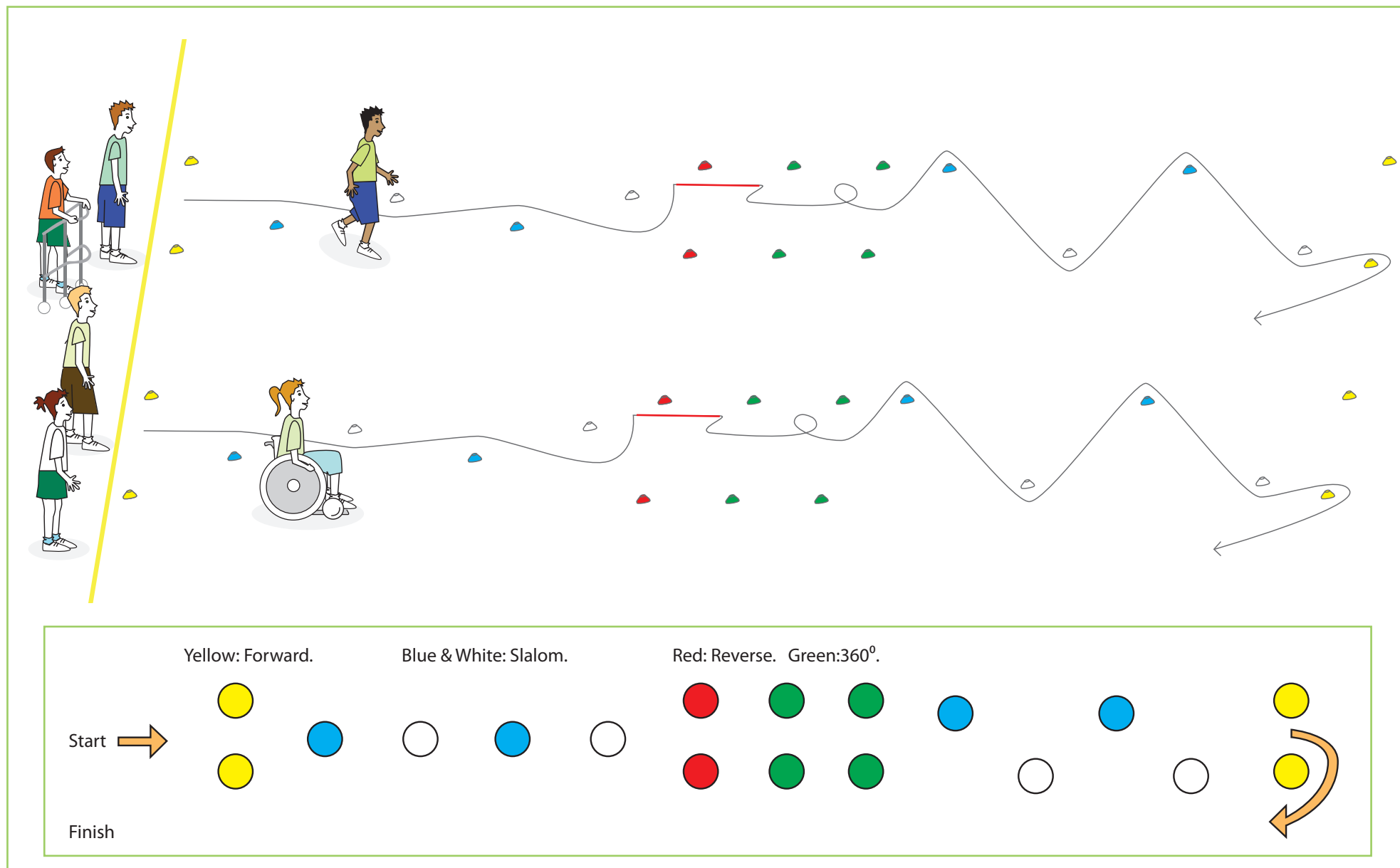
Walking and running;
Dodging and chasing;
Maze.

Athletics: Relay
Outdoor Activities: Walking and Orienteering
Gymnastics: Developing Basic Movements

SPHE (Social Personal Health Education)
Team Work; Problem solving

Relays: Parlauf etc
Orienteering
Athletics - Track Racing

Slalom





Description

The parachute can be used in an array of activities. It is great fun and encourages cooperative play. The Games can be quite physical and are useful in helping to develop team play, motor skills and physical fitness.

How to Play

Divide the students evenly around the parachute. Add 20+ small balls/bean bags. Two students on either side picking the balls up off the ground and placing them back into the parachute. All others aim to get the balls off the parachute and onto the ground. This is just one of hundreds of possible games which can be done with a parachute, with a number of books written on the subject.

Equipment

Parachute.
Range of Balls in different sizes and numbers.
Bean bags if necessary.

Scoring

When all the Balls are out on the floor the Parachutists Win. If after a certain time the balls are still on the parachute, the runners Win.

Safety

Ensure enough space between each other - Elbow room!

Hold the edge of the parachute with both hands with thumbs and fingers up on top, if possible, especially if its the first time playing with the parachute.

Remind the Children that they can let go if they feel they are going to loose their balance.

Aim of Card

Cooperative Play

Skill:

Teamwork;
Body Movement and Control;
Strength;
Agility and Endurance;

PE Syllabus links:

Games: Teamwork.

Gymnastics: Basic Upper Body Movements

Other subject syllabus links

SPHE (Social Personal Health Education) - Team Work; Problem solving

HRA - Physical Fitness

TREE

A Teacher can ensure their approach is inclusive by applying the TREE principles.

Teaching Style

Teaching games for understanding

Questions you can ask players to promote inclusion and playing tactically. "Don't tell me show me"

Shake the parachute as hard as possible or more selective shaking?

Rules

Rules can be as simple or as complex as you or your class want.

Only One Runner picking up balls;

More Runners!;

No one putting the balls back in, just collecting them for next game;

Equipment

Use bright obvious coloured balls and bean bags.

Add more balls if its too easy, or bigger balls.

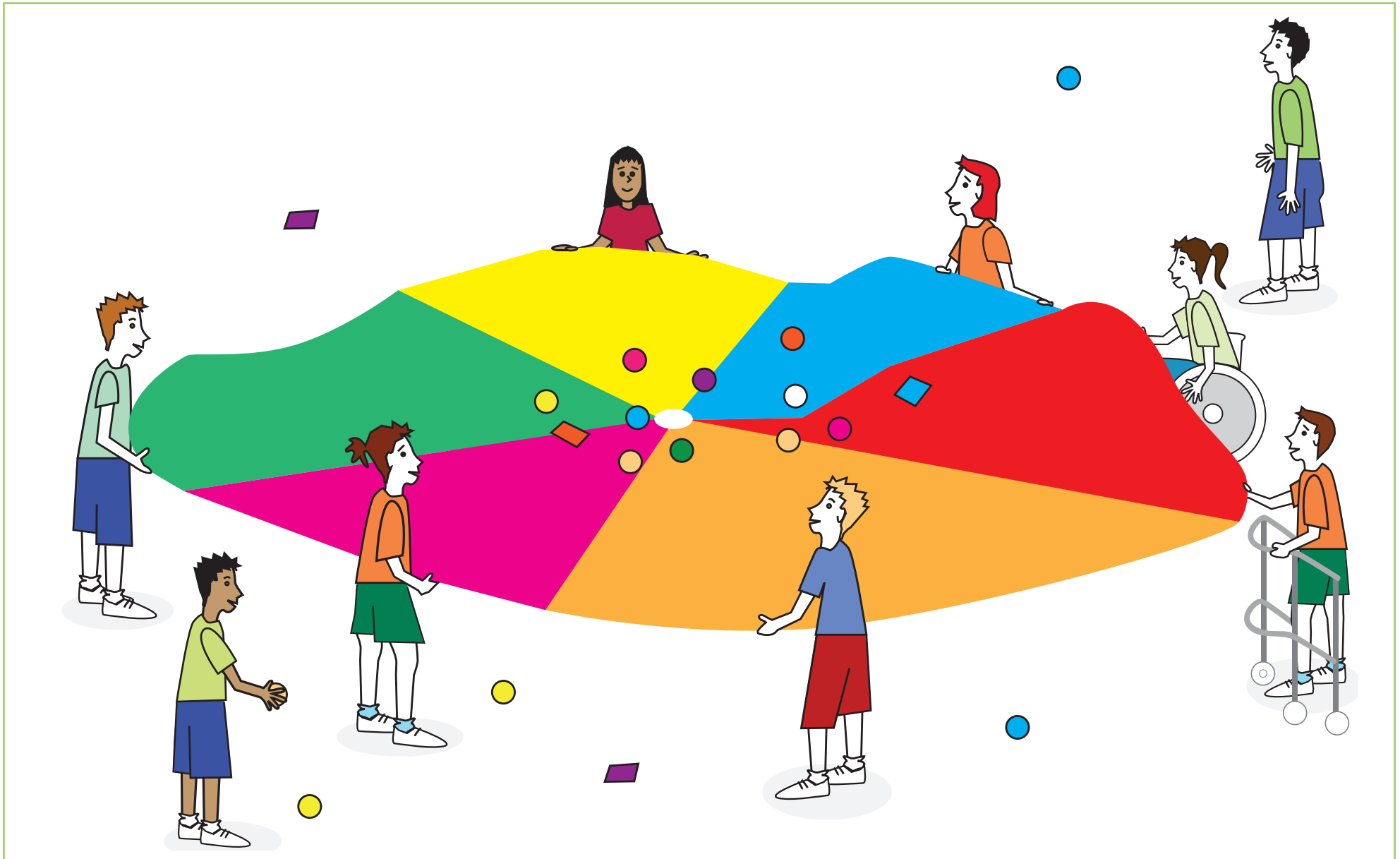
Environment

Playing Area: Reduce the size of the parachute by scrunching up the edge to make it smaller;

If a child is in a manual chair there should be no difference, except maybe to ensure that a very tall classmate is not standing on either side of them

If there is a child using a walking frame, they can either continue to stand and use one hand to hold on to the parachute and their other hand to steady themselves on their walking frames, alternatively you can instruct them to switch to sitting mode or use a normal classroom chair.

Parachute





Description

Navigation is about two dimensions: distance and direction. Orienteering is about three: distance, direction and time, the fastest Wins! The aim is to get all the controls (in the right order) in as fast as possible. Here we are introducing some basic map reading skills and route choices which form the basic orienteering skills.

How to Play

Set up Basketball course with cones and tapes as shown. Place Controls at appropriate cones along with control system. Each competitor gets a map and aims to complete the course as quick as possible. Have a few courses to keep as many people active as possible. The students record that they have been at each control by either punching or recording with a pen on the control card one of the 3 symbols on the control flag.

Equipment

Roll of Tape - Red and white or other bright tape
Cones or chairs to tie tape to
Maps of Area
Control flags
Control Cards - to record that they have completed the course correctly. Pens
Control system - Can be obtained from an orienteering club or bought. Electronic Punching Systems are also available meaning you can have results on a big screen or laptop for inter school competitions. This requires a little bit of extra technical knowledge, which can be obtained from your local Club officials.

Safety

Minimise the number of competitors out in the "Terrain"

Scoring

Fastest Wins or whoever collects the most controls.

Aim of Card

Skill:

Map reading; Route Choice;

Card Link:

Running;
Slalom;
Athletics

PE Syllabus links:

Athletics: Running
Gymnastics: Movement Agility
Outdoor Adventure Challenges: Orienteering

Other subject syllabus links

Geography: Map reading
Art: Interpretation
SPHE (Social Personal Health Education) -
Decision making
Independence
If they like this then try... Athletics: Running and Walking.
Check out iwasport.com for a fuller explanation and ideas.

TREE

A Teacher can ensure their approach is inclusive by applying the TREE principles.

Teaching Style

Teaching games for understanding

Questions you can ask players to promote inclusion and playing tactically. "Don't tell me show me"

What other route could you have taken?

Was the route you took the quickest?

Was there a quicker route?

Did you need to stop at any stage? Why?

Rules

Allow participants practice time;

Leave map at Start; Relying on memory

Different formats can be used: point to point, score, map memory, star and so on.

Allow them to miss one control of their choice;

Time penalty for any Controls missed;

Equipment

Simplify map;

Add different type of obstacles to Legend ;

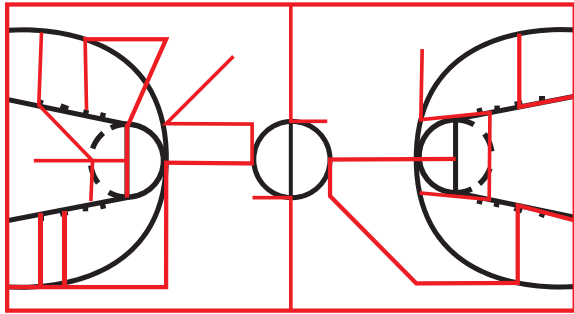
On the map have different symbols for crossable and non crossable features in the terrain i.e. Grey lines for tape that can be crossed and bold black lines for tape that can't.

Environment

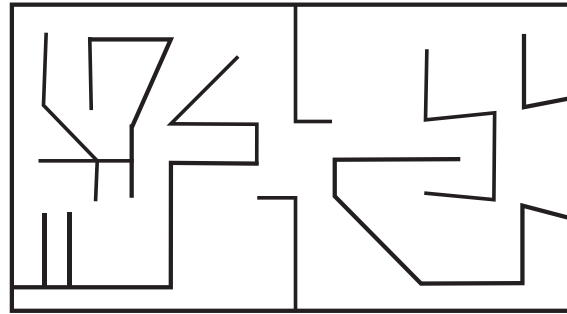
It can be done indoors or outdoors on a tennis court.

Or any hard standing area which allows universal access for all.

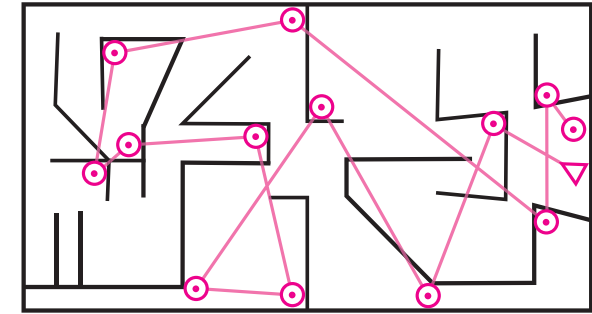
Maze



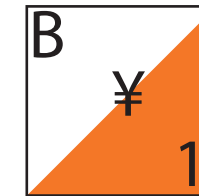
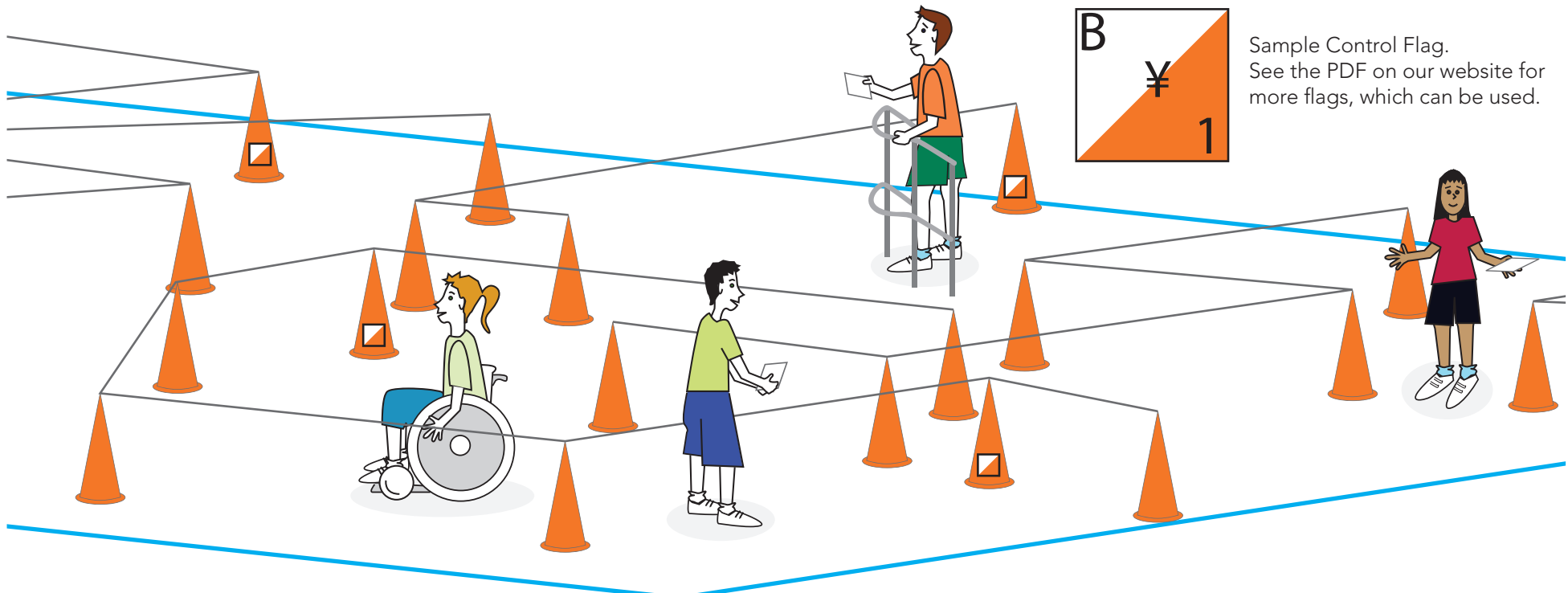
Teachers Map with Basketball court included to help set up.



Blank Student Map - Course to be added.

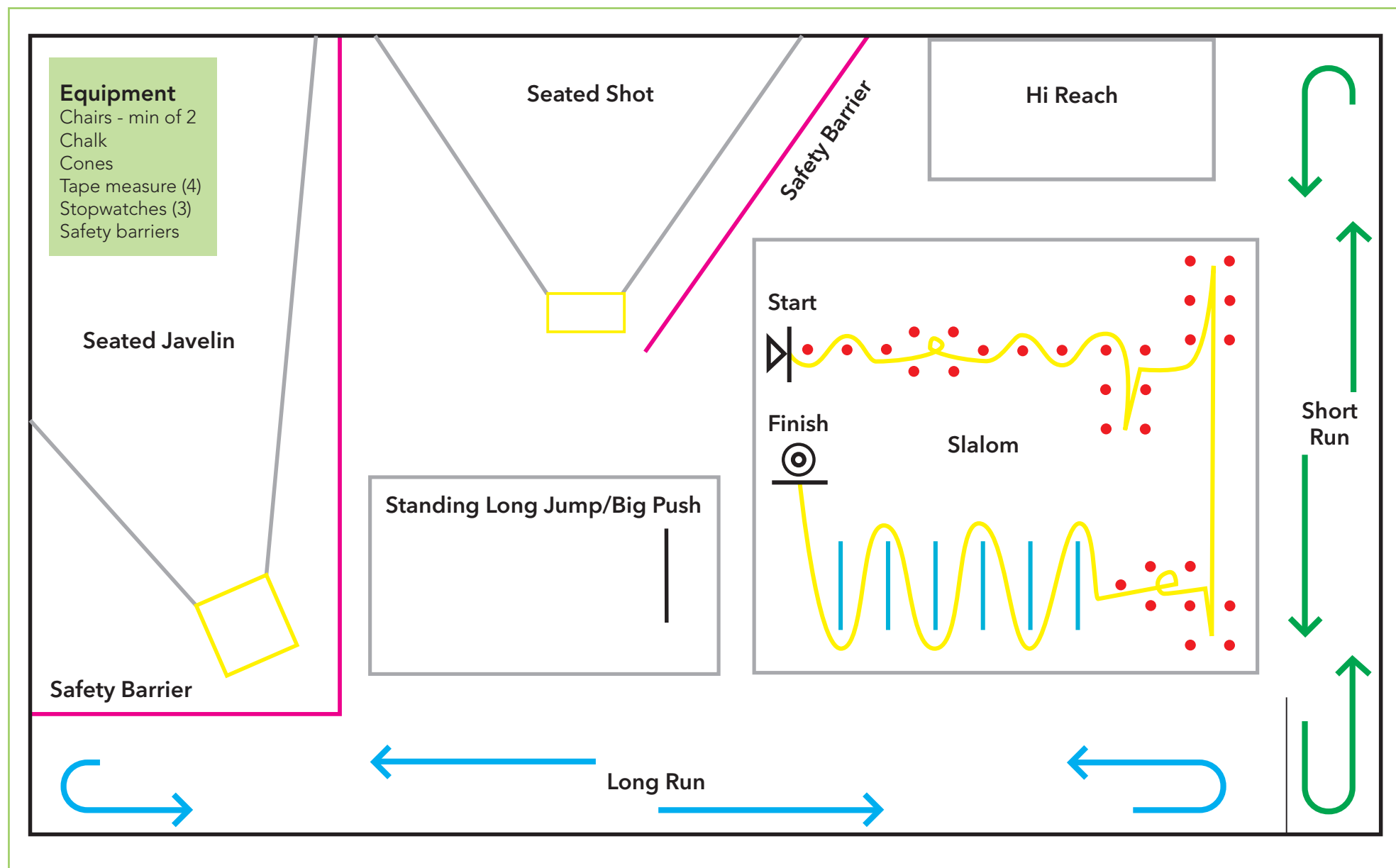


Student Map - Sample course added, to give you an idea of course.



Sample Control Flag.
See the PDF on our website for more flags, which can be used.

Heptathlon





Description

Boccia is a target game similar to bowls, French Boules and other ball throwing games. The aim of the game is to get your balls closest to the jack (white) ball. The colour ball closest to the jack wins.

How to Play

Boccia can be played in teams (3 a side), pairs or individually. Balls can be thrown, rolled, kicked or rolled down a ramp with assistance, once the player has direct contact on releasing the ball.

The side playing with the red balls throw the jack first in box 1. It has to cross over the "V line" and stay within the playing area; otherwise the jack is placed on the white cross. Each player in turn throws the jack at the start of each end.

The team furthest away from the jack continues playing their ball until they either get nearer to the jack or run out of balls, at which time the other team plays their balls.

Scoring

The side with the most balls closest to the jack scores 1 point for each ball closer than the opposing teams nearest ball. If both teams have a ball equal distance from the jack, then each team is awarded 1 point. Who ever has the most points after all the ends have been completed wins the game.

Safety

- Make sure no one crosses the play area;
- If using ramps, be aware of their position to avoid contact;
- If using Boules, make the participant aware of the weight of the balls;

Equipment

- 1 white ball;
- 6 Red balls;
- 6 Blue balls;
- 12.5 x 6m Competition playing area;
- 1 red/blue turn indicator;
- Ramp, if required;

Bocce

Special Olympics play a similar game, Bocce, but it is a closer relation to lawn bowls or boules. Although they share the same objective of getting your balls closest to the target ball. Bocce court is usually played outside on astroturf or carpet, 60ft long and 12ft wide surrounded by a frame.

TREE

A Teacher can ensure their approach is inclusive by applying the TREE principles.

Teaching Style

Teaching games for understanding

Questions you can ask players to promote inclusion and playing tactically. "Don't tell me show me"

Throwing or Rolling?

How many different ways can you throw it?

Which is better, more accurate?

Which throw is best for knocking the opponent's ball away from the jack?

What is the best shot for the given situation?

How can you improve your own performance next time?

Rules

Reduce the number of rules you use

Use the CPSI rules in competition

Make them suitable for your class, the older they are the more rules required.

Equipment

Different balls - Hard - rolls further, soft - no rolling.

Use beanbags instead of balls. Use a stationary target for aiming at instead of a jack. Use Boules equipment outdoors. Ramps can be used.

Environment

Reduce the size of the play area. It can be done indoors or outdoors on a tennis court. Or any hard standing area which allows universal access for all. Ensure a safe well marked out area so that no one is injured or comes to harm.

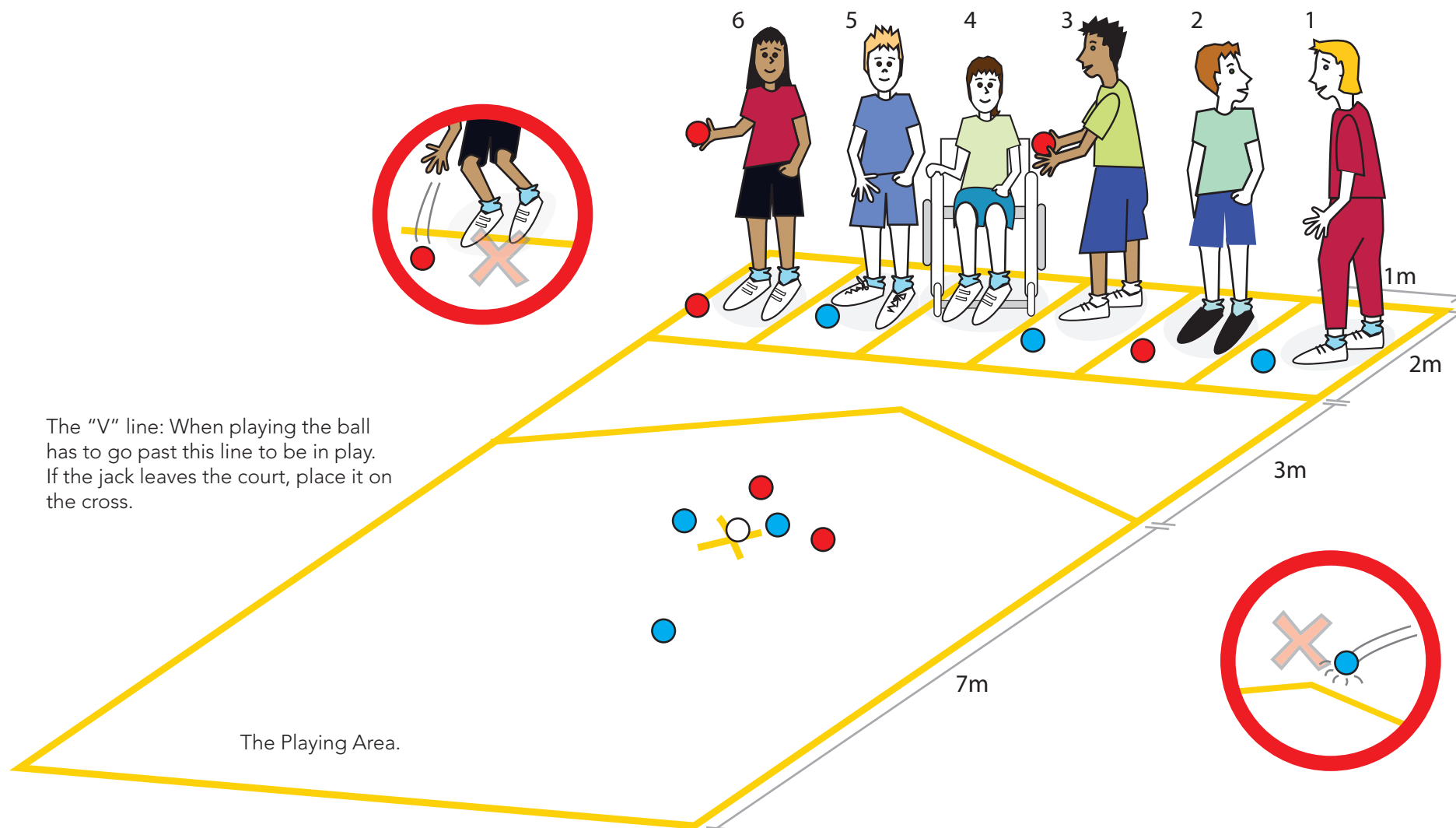
iwasport.com/boccia

CPSI: cpsi.ie

IPC: paralympic.org

Bocce-special Olympics: specialolympics.ie

Boccia





Description

Kurling is a form of Curling which has been adapted so that it can be played on any flat smooth surface, such as a sports hall instead of ice.

It is a sport that requires participants to deliver stones or sliders from one end of a court to a target at the other end of the court. The target or house has red, white and blue concentric circles and scoring is determined by the number of stones closest to the centre of the target.

How to Play

Kurling can be played 1 v 1, up to 4 v 4 with individuals competing with 4, teams of 4 have 2 each. The stone is delivered from one end to a target at the other end. Teams or individuals deliver alternate stones until all stones have been delivered to the opposite end and count the score.

Equipment

- 2 House Targets - Blue is 12ft diameter, white is 8ft in diameter and red is 4ft in diameter;
- 2 Pushers and Handles;
- 4 to 8 Red Stones;
- 4 to 8 Blue stones;
- Ramp, if required;
- Badminton court;
- Masking tape - for taping down the house targets;

Scoring

The aim of the game is to get as many of your stones closest to the middle or Bulls eye, example: if 1 red stone is nearer than any of the blue stones, then it is 1 point to red. If 4 reds are nearer than any of the blue stones, then it is 4 points to the reds. Competition is played in 3 sets of 5 ends. The winner of more sets is the victor.

TREE

A Teacher can ensure their approach is inclusive by applying the TREE principles.

Teaching Style

Teaching games for understanding

Questions you can ask players to promote inclusion and playing tactically. "Don't tell me show me"

What is the best shot for the given situation?

How can you improve your own performance next time?

How many ways can you deliver the stones?

Which is more accurate? Can you place blockers?

Can you knock out opponents stones?

Where is the best place to position stones?

Rules

Have the Houses close together for beginners and children

Allow all stones to score. ie: if using 4 stones each, 8 for the closest and one for the furthest

Only stones inside/touching the largest circle count for points

Equipment

Use beanbags instead of balls

Use a stationary target for aiming at instead of a jack

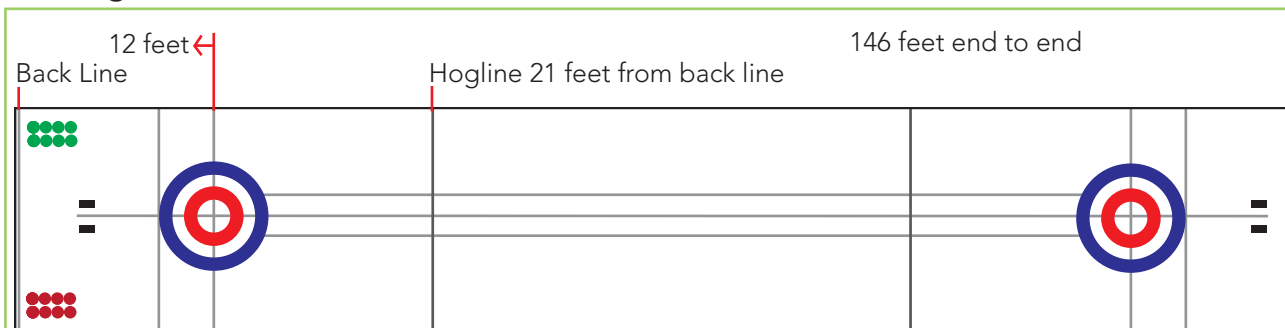
1 player uses the pusher from each team per end

Ramp can be used

Environment

Reduce the size of the play area. It can be done indoors or outdoors on a tennis court. The house mat positioned at either end of a badminton court, as per competition rules.

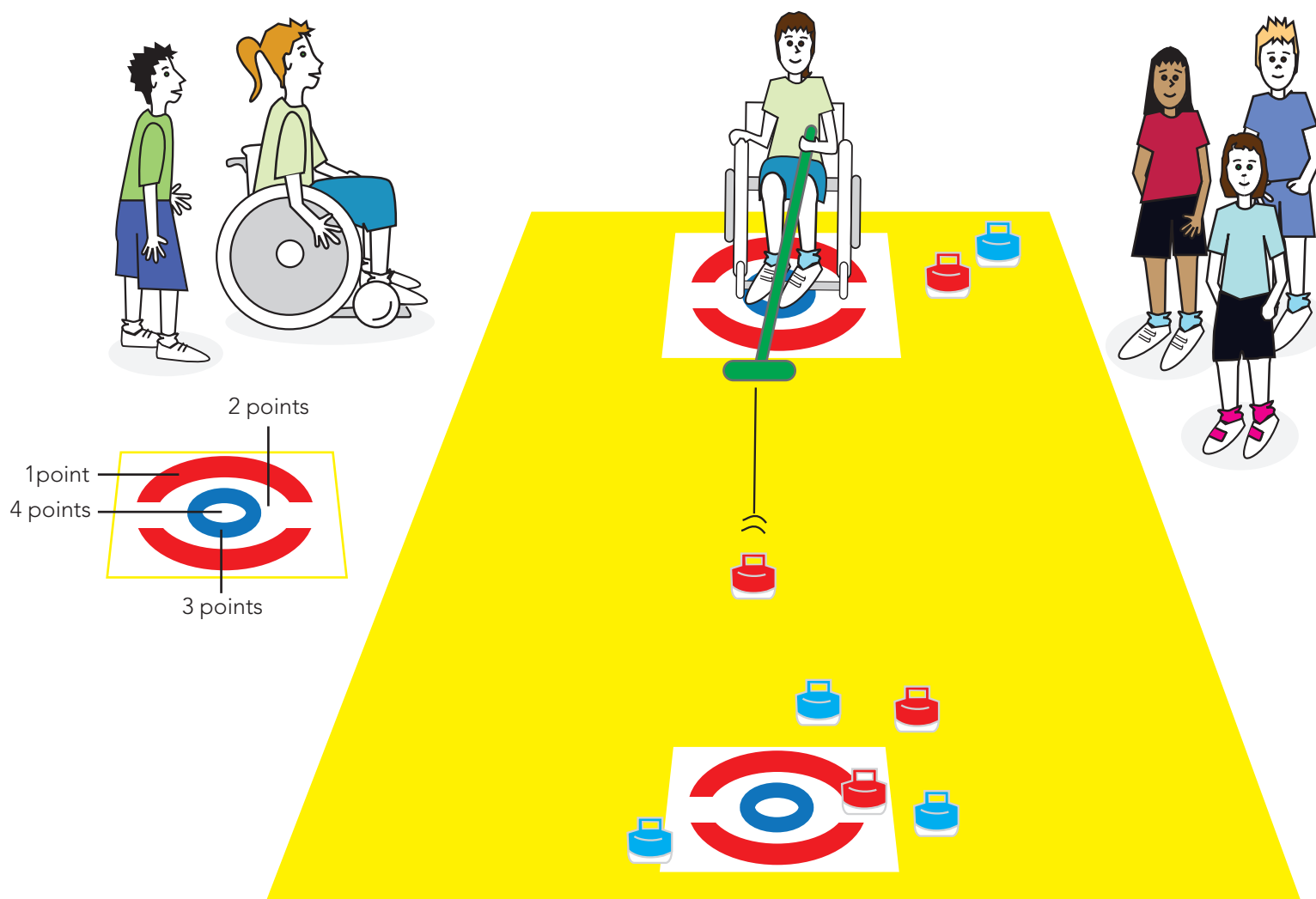
Curling Sheet



Curling: irish-curling.org
worldcurling.org paralympic.org
iwasport.com/curling

Kurling: kurling.com iwasport.com/kurling

Kurling





Description

Rounders is a bat and ball game and is not that dissimilar to softball and baseball. It is played by two teams on a 70m² area with bases 25m apart in a square formation, with the home base also being the fourth base.

How to Play

Game play centres around innings where teams alternate at batting and fielding. A maximum of nine players are allowed to field at one time. Points, or rounders are scored by the batting team by completing a circuit around the field through 4 bases without being put "out". Each inning continues until 3 outs are made, with 5 to 7 innings constituting a game, depending on the level of the match.

Bowling

An underarm throwing action is used to bowl the ball at the batter. A good ball is one that passes within reach on the striking side between the batters knees and the top of the head. Otherwise it is called a no-ball or a bad ball. It is also "bad" if it is thrown into the batters body or wide of the batting box.

Bases

When a batter leaves home base, each runner on a base may advance to the next and succeeding bases. A runner cannot be declared out when occupying a base.

Batter

Each batter is entitled to 3 good balls. A batter must try to hit good balls bowled but need not run on a hit. If a "bad" ball is struck it becomes a "good" ball. A dead ball is on ball that has been hot outside of the playing area.

Scoring

A rounder is scored if a member of the batting team completes a circuit without being out.

A batter is out if:

- A fielder catches the ball cleanly
The runner drops the bat while running
Touching a base that had been stamped by a fielder.

If on the 1st or 2nd good ball a ball is hit into the foul ground, or is hit but no running occurs, it is considered a "Dead" ball and the batter or runners may not advance. If the batter receives 3 "bad" balls then the batter walks on one base, as do all other runners occupying bases.

On the 3rd good ball and the batter fails to swing or the ball is caught by the catcher before it touches the ground the batter is out. The batter is also out if the 3 good ball is struck into the fouls area.

Safety

All fielders are aware of a potential ball coming their way. Batter bench is far enough out of range of any potential dead balls. Helmets can be worn by batters. Proper catching technique should be taught to all to reduce injury potential.

TREE

A Teacher can ensure their approach is inclusive by applying the TREE principles.

Teaching Style

Teaching games for understanding

Questions you can ask players to promote inclusion and playing tactically. "Don't tell me show me"

What is the best shot for the given situation?

How can you improve your own performance next time?

Rules

Move the bases closer together;

Move Pitchers stand closer to batter;

Use a tee for the batter;

Use all the rounders regulation with regard to playing and refereeing.

Equipment

Use a stationary target for aiming at instead of a jack.

1 player uses the pusher from each team per end.

Environment

Reduce the field boundary.

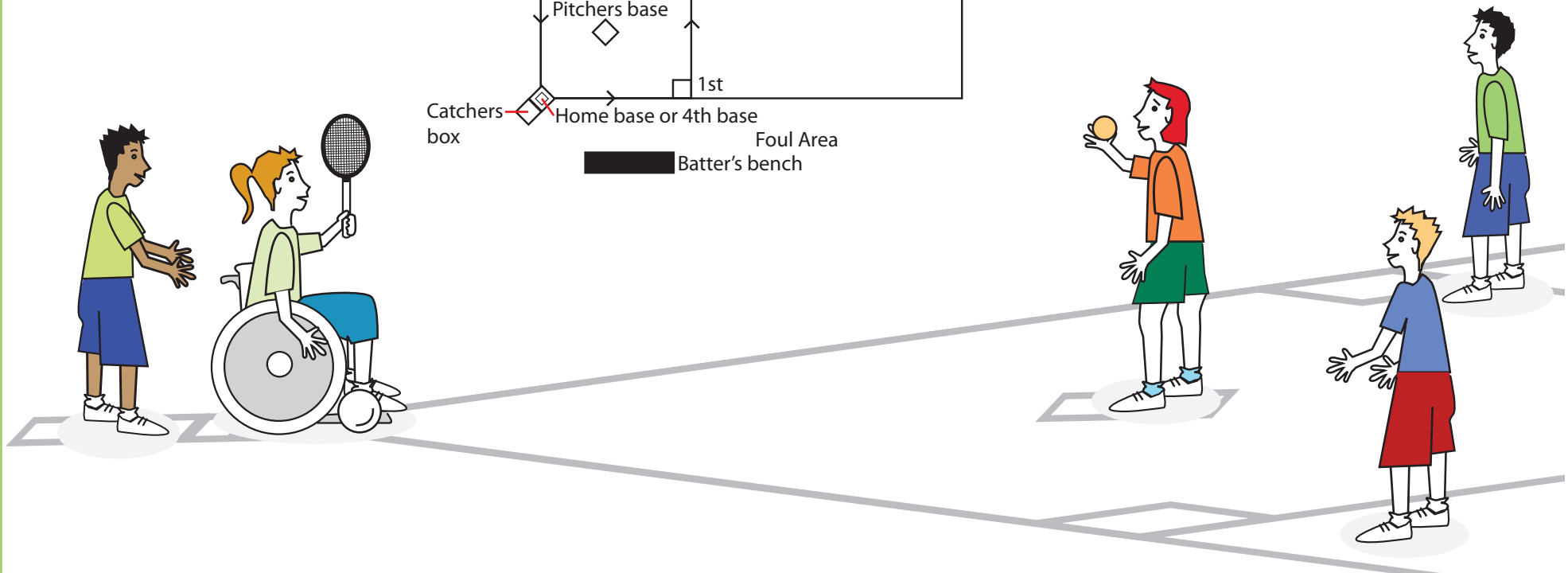
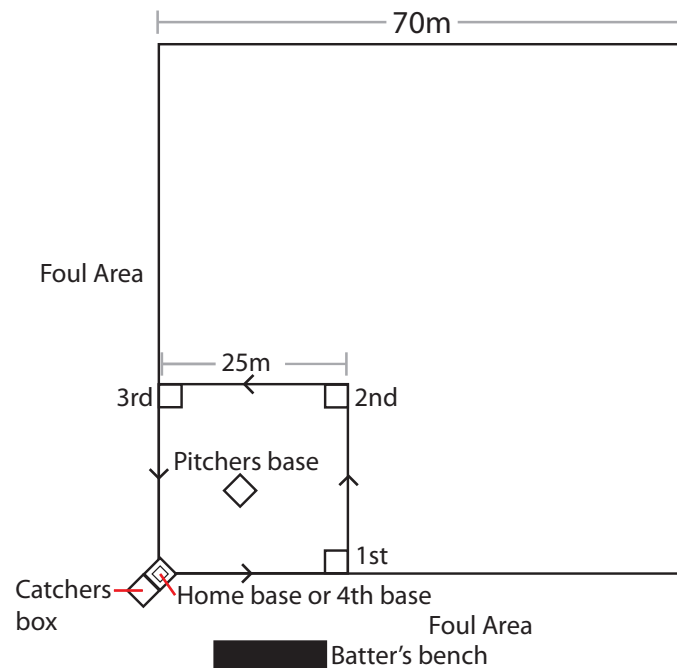
Have the bases on hard standing for chair users easier to push and participate

Reduce the size of the play area. It can be done indoors or outdoors on a tennis court.

Rounders

Equipment

Bat
Balls
Tee
Cones for bases.



Tennis is a racquet sport between either individuals (Singles) or as a team of 2 players (doubles). Each player uses their racquet to strike a ball over the net into the opponents court. A point is won when the shot is not returned over the net and into the court area.

How to Play

Tennis is played on a rectangular, flat surface of grass, clay or concrete divided in two equal parts by a net. A court is marked for both singles and doubles play with the outside boundaries running from the net to the baseline used for doubles with the parallel inner line used for singles.

The line that runs across the centre of a player's side of the court is called the service line. Between this line, the centre line and the net creates the service box, where the serve must be delivered into.

Depending on a player's position, they will have to hit the ball into one of them when serving. A ball is out only if none of it has hit the line or the area inside the service box on its first bounce.

Scoring

A match is won by winning sets, usually best of 3, which are won by winning 6 games at least and by two games or more than their opponent. Each game consists of a sequence of points. A game is won by the first player to have won at least 4 points in total and at least 2 points more than the opponent. The score of each game is described in a manner peculiar to tennis. Scores from zero to three is described as love, 15, 30, 40. If the game is tied at 3 points each (40 all or deuce) an extra point needs to be played. 4 points to 3 is called advantage which means if they win the next point they will be 5-3 and win the game. If they lose the score returns to deuce (3-3) and they play on until the game is won by 2 points by either player.

TREE

A teacher can ensure their approach is inclusive by applying the TREE principles.

Teaching Style

Teaching games for understanding

Questions you can ask players to promote inclusion and playing tactically. "Don't tell me show me"

What's the best way to hit the ball?

How many ways?

Can you put spin on the ball?

Why would you do that in a game?

Equipment and Environment:

Court: 23.77mx8.23m **Net:** 1.07m

Racquets

Tennis Chairs

Balls - Optic Yellow for Competition

- Red (Sponge ball)
- Orange (50% slower than Yellow)
- Green (25% slower)

Strokes - Serve and Overhand Smash

- Forehand - Backhand
- Lob and Drop shot

Disciplines - 5: Men's Singles and Doubles
Women's Singles and Doubles
Mixed Doubles

Rules

- Use either the Red, Orange or Green balls and courts of ITF's tennis play and stay project;
- Use championship rules and equipment and referees;
- Large Group Rallys - 2 teams of equal numbers on each side of net. Aim is to keep the rally going for as long as possible.
- Use tennis play and stay rules and setup

Tennis

Wheelchair Tennis

Wheelchair Tennis is the Paralympic version of the game using vastly similar rules and equipment. The same court is used using the same boundaries and marking for singles and doubles. The most obvious difference is the two bounces are allowed for the wheelchair player instead of the usual one.

The objective of wheelchair tennis is exactly the same – serve the ball in such a manner as to not allow your opponent to have a successful return, or to continue the rally until your opponent fails to return the ball successfully.

A player's success in wheelchair tennis depends on their functional ability and wheelchair mobility skills, as their wheelchair mobility skills are equal to their tennis skills at the core of a successful competitive wheelchair tennis player. There are two categories of wheelchair Tennis, one for individuals with a permanent disability in one or both lower limbs and Quad tennis for individuals with a permanent disability in one or both upper limbs also.

Safety

- Equipment is good working order:
- (Check strings, Grip of racquet, Balls and Appropriate Clothing);
- Use net/curtains if available;
- Make others aware of potential injury of being hit by a ball;

iwasport.com/tennis
Tennis Ireland: tennisireland.ie
ITF wheelchair: itftennis.com/wheelchair
tennisplayandstay.com

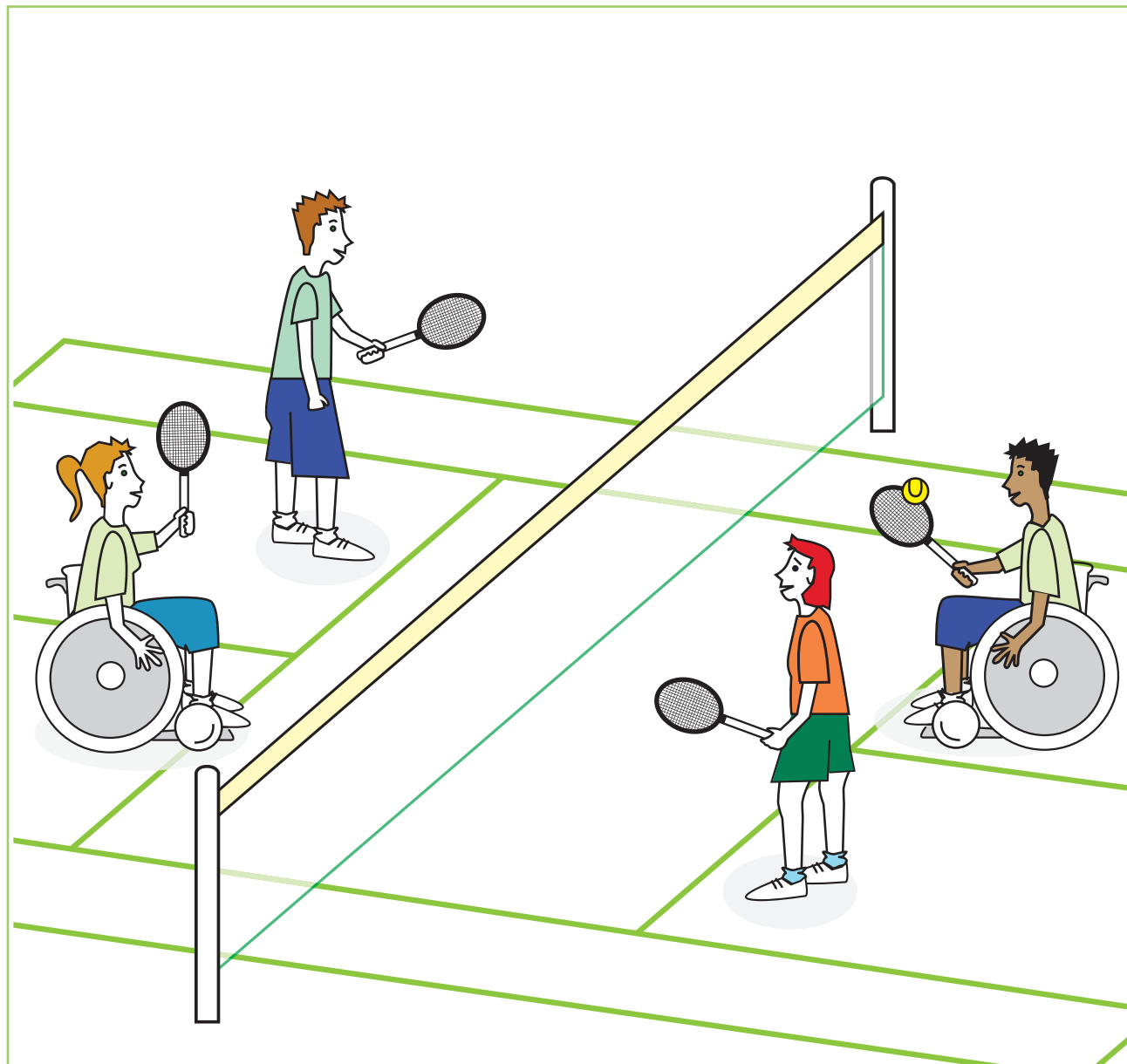




Table Tennis

Polybat

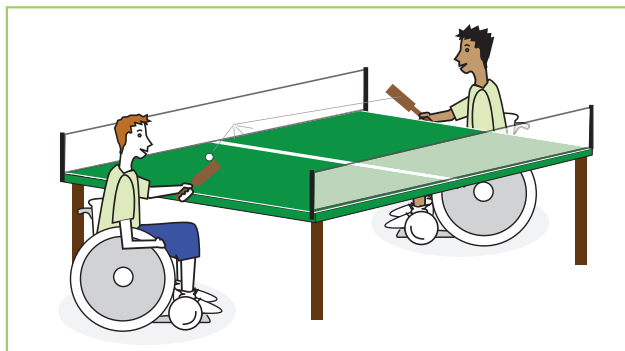
Polybat is another bat and ball game played on a table without a net.

The objective of the game is to hit the ball over the opponents end of the table or by making them to lift the ball off the table surface.

A game consists of 11 points and a match consists of 5 games. Server and receiver alternate.

See iwasport.com/polybat for more information.

This version of the game is suitable for younger students.



TREE

A teacher can ensure their approach is inclusive by applying the TREE principles.

Teaching Style

Teaching games for understanding

"Don't tell me show me"

Questions you can ask players to promote inclusion and playing tactically.

Can you make the ball come back over the net?
How many ways can you put spin on the ball?

Equipment and Environment:

Table - with space below to allow w/c access

Bat - Red and black

Balls - white or yellow

Tennis Chairs

Strokes - Serve and Overhand Smash

- Forehand - Backhand

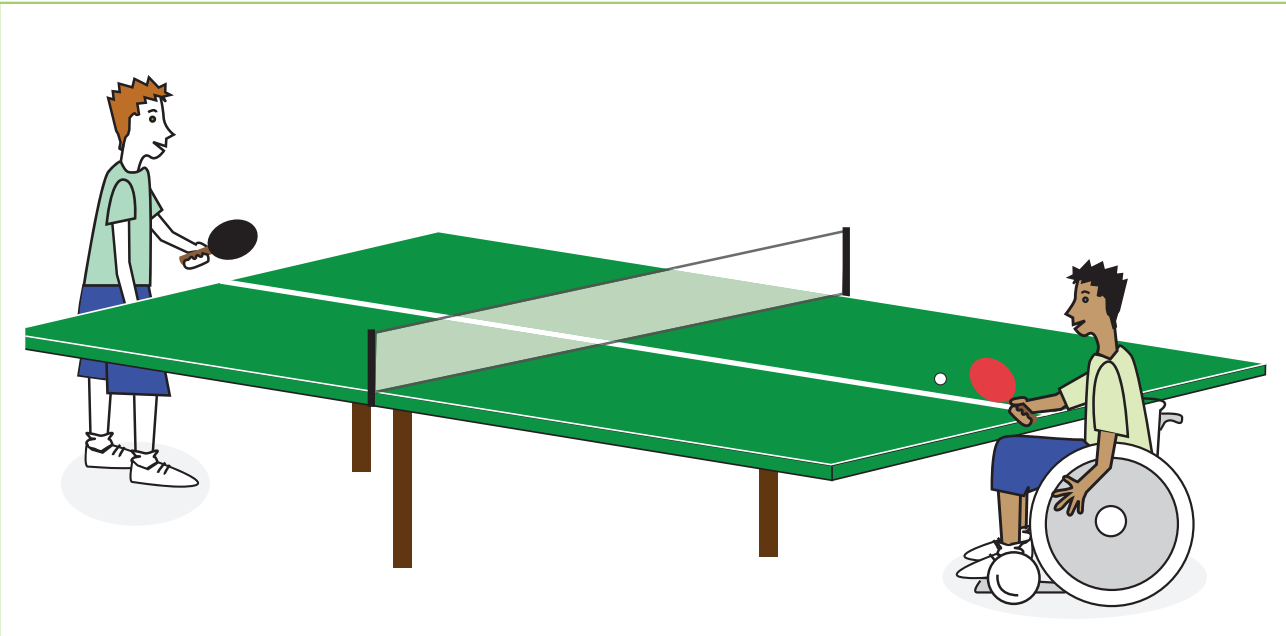
- Lob and Drop shot

Disciplines - 5: Men's Singles and Doubles
Women's Singles and Doubles
Mixed Doubles

Rules - Use championship rules and equipment and referees;

- No Net

- More than one bounce allowed





Description

Badminton is a racquet sport which can be played by opposing pairs or singles divided by a 1.55m net. Points are scored by striking a shuttlecock so that it passes over the net and lands in their opponents half of the court. A rally ends once the shuttlecock has struck the ground and each side may only strike the shuttlecock once before it passes over the net.

Because of the unique properties of a shuttlecock it is best played indoors.

Badminton requires good hand-eye coordination and at high level of play, excellent fitness.

How to Play

It is played on a rectangular court which is divided in half by a net. Courts are marked for both singles and doubles play. The doubles court is wider than the singles court with both being the same length. The exception, is that the doubles court has a shorter serve length dimension.

Scoring

Each game is played to 21, with players scoring a point whenever they win a rally. A match is the best of 3 games. When the server serves, the shuttlecock must pass over the short service line on the opponents court or it will count as a fault. The game must be won by 2 points, up to a maximum of 30 (29-30)

Serving: At the start of the game, the server and receiver are in diagonally opposite service courts. The serve must be hit below waist (Bottom Rib) height and with the racquet head below horizontal. When the server serves, the shuttlecock must pass over the short service line on the opponents court or it will count as a fault. Players win a rally by striking the shuttlecock over the net and into the floor within their opponents court. When serving the base (the cork) of the shuttlecock must be hit first, although they may also hit the feathers afterwards as part of the same stroke. The shuttlecock is not allowed to bounce and the receiver stands inside their service courts unlike tennis. In singles, the server stands in his right service court when his score is even and in his left service court when their score is odd. In doubles each side which regains the service, the server will be the player who did not serve last time.

Safety:

Equipment is in good working order

Clothing is suitable, laces tied etc

Nothing on the court which could interfere with play;

TREE

A teacher can ensure their approach is inclusive by applying the TREE principles.

Teaching Style

Teaching games for understanding

"Don't tell me show me"

Can you get the shuttlecock to land where you want it? What the difference in your hitting technique for a long version short shot?

Rules:

Use of balloons instead of shuttlecocks;

Rally's without a net;

Lower net;

Smaller court size;

Equipment and Environment:

Racquets; Shuttlecock – Plastic or feathers;

Court: 6.1mx13.4 (5.18x13.4)

Net: 1.55m, 1.524m in the middle

Skills:

(First Badminton Certificate)

1 - Keep it Hot;

2 - Throwing Well;

3 - Smooth Mover;

4 - Slick Serving;

5 - Rally On;

Other strokes:

Forehand Serve

Backhand

Lifts, Drives and Blocks

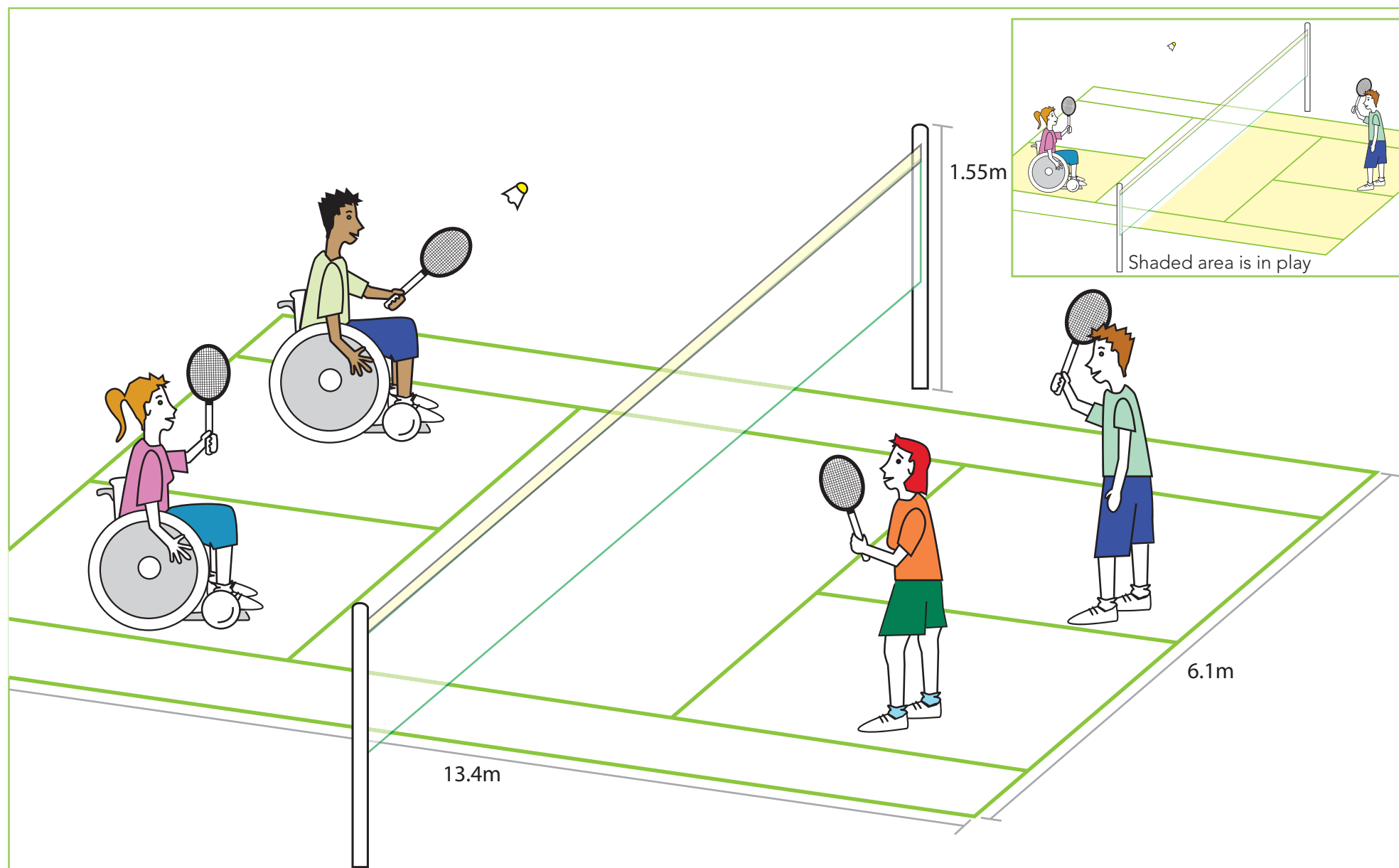
Disciplines 5:

Men's Singles and Doubles;

Women's Singles and Doubles;

Mixed Doubles;

Badminton



Basketball



Description

Basketball is a team sport of 2 teams of 5 players on court, trying to score points against each other by scoring a basket. Points are scored by throwing the ball through the basket from above. The team with more points at the end of the game wins. The ball can be advanced on the court by dribbling (bouncing) it, or passing to team mates.

How to Play

The basketball court is a rectangular flat surface with a basket approx 3m above the court and hanging 1m in from the base line. Lines on the ground indicate the ½ way line centre circle for tip off and jump balls and the "D" (3 point throw line) and the key for free throws and denotes the restricted area for offensive teams, "3 seconds rule". Games are played in four quarters of 10 minutes with 15 minute break at ½ time and 5 minute between quarters. Teams also change ends for the second half. Overtime is played of 5 minute, if the game is tied at the end of regulation play. The time allowed is actual playing time, the clock is stopped while the play is not active.

Substitutions are unlimited but can only be done when play is stopped. 12 players are allowed on the bench along with the coaching staff who oversee the development and starting of the team.

Wheelchair Basketball

Wheelchair basketball retains most of the major rules and scoring of standard basketball using the 3m hoop and standard basketball court. The exceptions are the rules which have been modified with consideration for the wheelchair, i.e., travelling occurs when the student touches his wheels more than twice after receiving or dribbling the ball. The individual must pass, bounce or shoot the ball before they can touch their wheels again.

Wheelchair basketball is an intense competition with a higher level of technical (advanced chair control skills) and tactical (Screening and Picking opposition players out) requirements for the players as well as extra rules for officials.

Netball: Netball is a game developed from basketball to cater for restricted movements of girls in the late 19th century. It has similar aims of passing a ball between team mates to score goals, with the team with the most goals is the winner at the end of time. By playing Netball all can be accommodated in a recreational competitive environment similar to basketball

Safety:

Awareness of others on the court should be emphasised at the beginning, Wheelchair players should be secured into chairs to reduce the chance of coming out.

TREE

A teacher can ensure their approach is inclusive by applying the TREE principles.

Teaching Style

Teaching games for understanding
"Don't tell me show me"

How many ways can you pass the ball? High, low, chest, bounce, behind the back. How many others?

How many ways can you shoot? Which way works best? Zone defence or man marking?

Rules

Use small sided games

Use lower baskets or bins

Reduce the amount of the rules used

Use a 2m Exclusion zone or "bubble" when the wheelchair player is in possession

Foul if people bang into the chair

Fouls against the chair if they try to barge;

Use full championship rules, either standing or wheelchair

Equipment:

Basketballs

Hoop

Court

Mini basketballs

Bins/Lower hoops for young kids

Disciplines

- Men's

- Women's

- Wheelchair

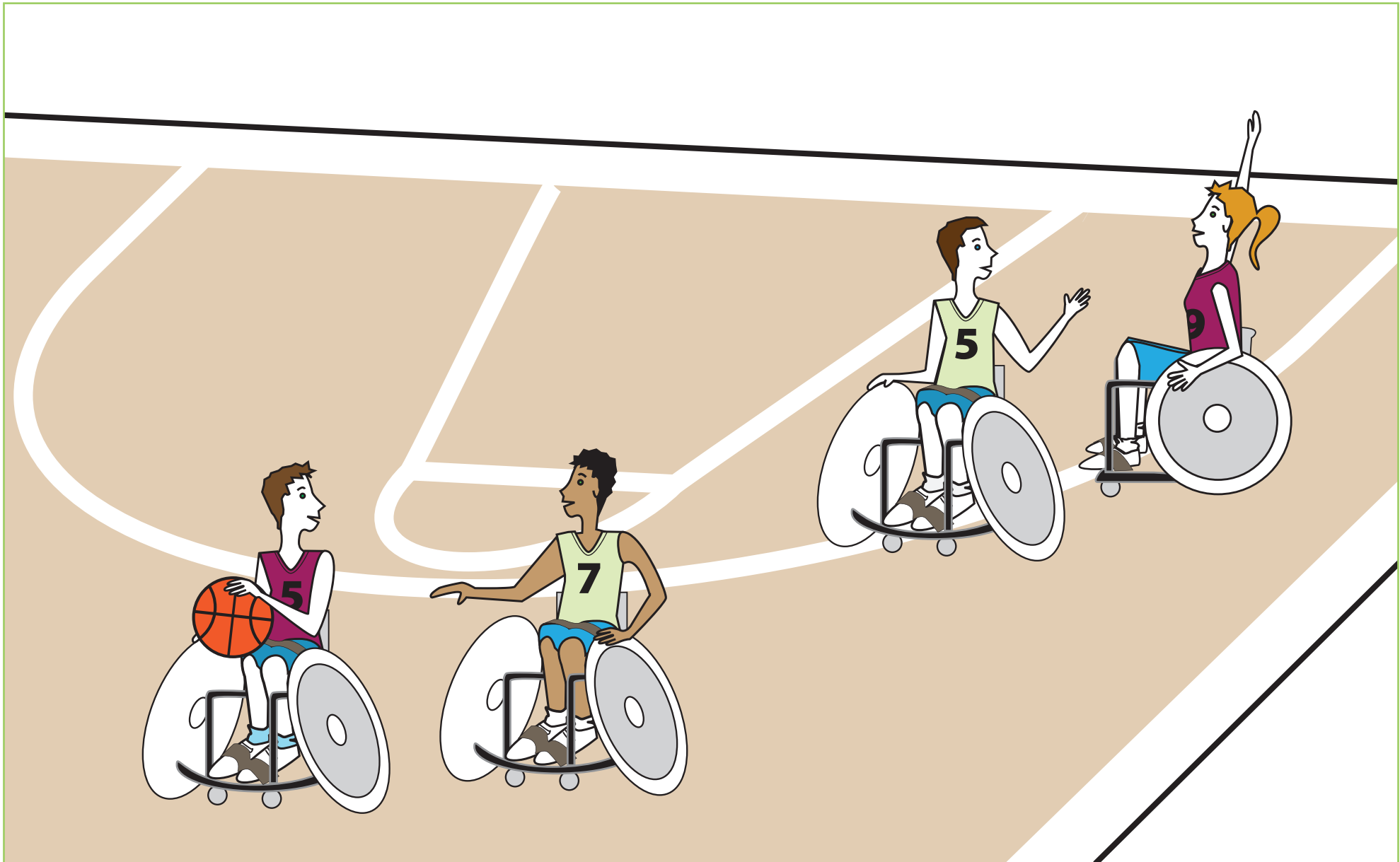
iwasport.com/basketball

Basketball Ireland: basketballireland.ie

fibaeurope.com

IWBF: iwbf.org

Basketball





Description

Rugby is a ball game played with a “prolate spheroid” ball and has a ban on passing the ball forward, so that players can gain ground only by running with the ball or by kicking it.

Two different codes of rugby exist at present, Union and League. Union has 15 players, League 13, the main difference involves the tackle and aftermath, with league players not contesting after the tackle, but the team in possession is only allowed 6 tackles before surrendering possession. In Union the ball is played after the tackle and can produce mauls or rucks. The ball can be played until it goes dead or a score is made.

Tag rugby is a non-contact recreational form played by mixed teams with defenders trying to remove Velcro "Tags" attached to the shorts of the attacking players. Wheelchair players can take part by having the tags placed on the top of the seat or handles with all players in rugby or basketball chairs. Each team has six tags to score, if no score is made possession is surrendered; tries are scored the same way as in regular rugby by touching down the ball with a full control over the try line.

Wheelchair rugby

Wheelchair rugby is a unique sport which combines elements of basketball, Rugby and Ice Hockey and has no real relation to Union or League. The object of the game is to score a try by carrying the ball across the opposing teams goal line. Two wheels must cross the goal line for a try to count and the player must have firm control of the ball.

How to Play

Wheelchair rugby is played by 2 teams of 4 on a basketball court with the goal being at the baseline, marked by 2 cones either side. Four players from each team maybe on the court at any time with a maximum of 12 players being used during the game. Substitutions can only happen during break of play which consists of 4 quarters of 8 minutes. 3 minutes of overtime is played if it is a drawn game at the end of regulation. A player with possession of the ball must bounce or pass the ball within 10 seconds. The ball can be passed or thrown forward also. Physical contact between wheelchairs is permitted, however contact deemed dangerous – striking from behind – is not allowed. Direct physical contact between players is not permitted either. Wheelchair rugby games are fluid and fast moving with possession switching back and forth between teams while play continues. The game clock is stopped when a goal is scored or in the event of a violation or foul. Wheelchair rugby is played in a manual wheelchair equipped with spoke protectors and anti tip device at the back. A front bumper designed to help strike and hold opposing chairs and wings which protect the front of the main wheels make the chairs more difficult to stop and hold.

TREE

A teacher can ensure their approach is inclusive by applying the TREE principles.

Teaching Style

Teaching games for understanding

"Don't tell me show me"

How can you stop the other team progressing up the pitch - legally?

How can the attacking teams overcome this strategy being used by the defenders?

Rules

Runner can hop while they are not in possession

Instead of Tags, allow touches;

Use a hard standing area for easier chair pushing

Use full competition rules - Be it League Union Wheelchair or Tag

Equipment and Environment

Basketball or Tennis Court

Rugby Ball or Volleyball

Basketball or Rugby Chairs

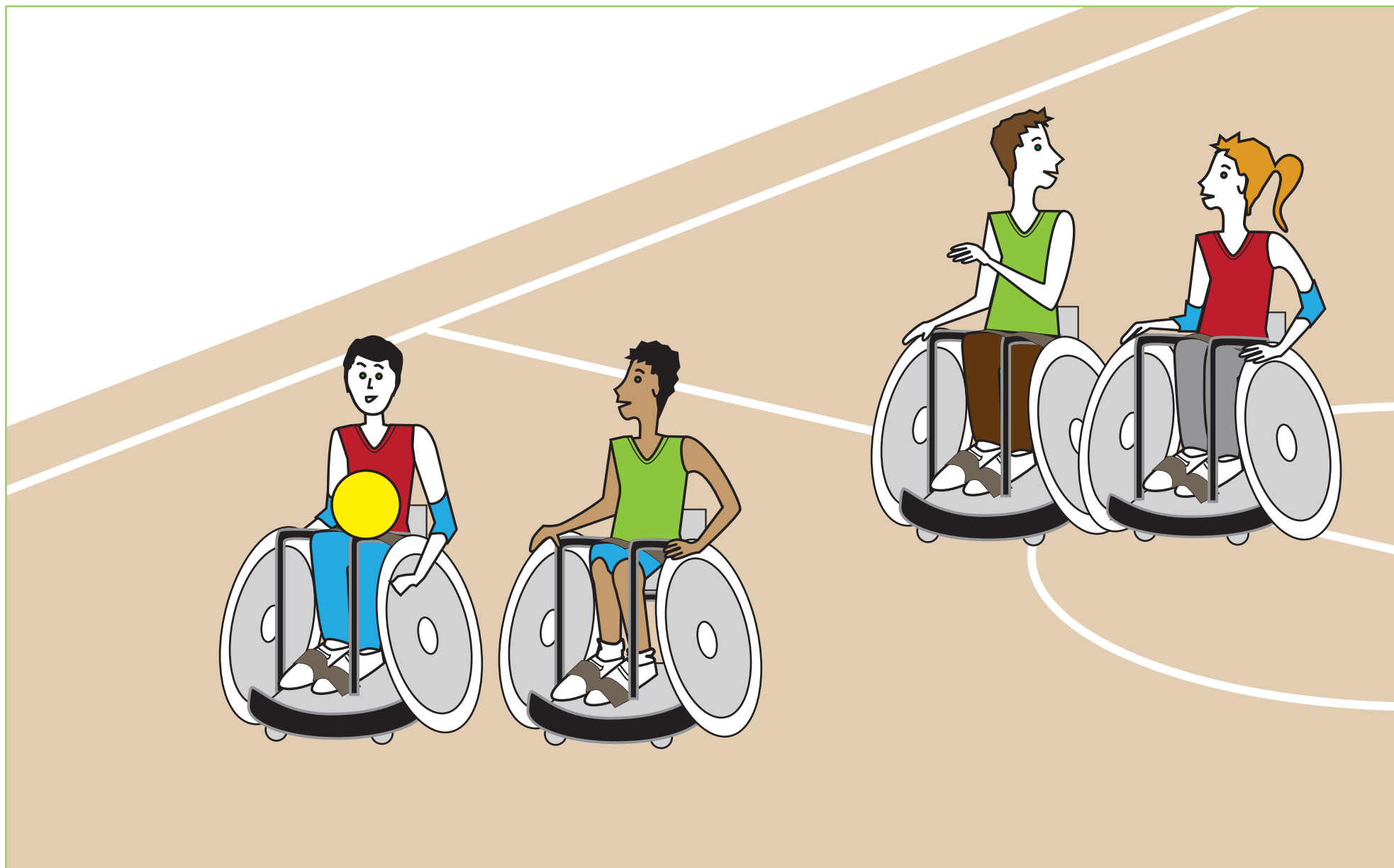
Cones - To mark goals

Safety:

As people learn to become accustomed to being around chairs, there will be little accidents toes and ankles mostly, which need to be minimised as much as possible by the wheelchair user and just as importantly others playing with them

IWA: iwasport.com/rugby
gaelicwarriors.com
IWRF: iwrf.com

Rugby





Athletics - Track Racing

TREE

A teacher can ensure their approach is inclusive by applying the TREE principles.

Teaching Style

Teaching games for understanding

"Don't tell me show me"

Which is more powerful - pushing or pulling?

How can you tell?

How can you make the chair faster or reach full speed sooner.

Rules

Use shorter distances for non racing chair races;

Lots of short distances regularly rather than long distances which may cause over tiredness/boredom;

Take part in competitions on equal terms

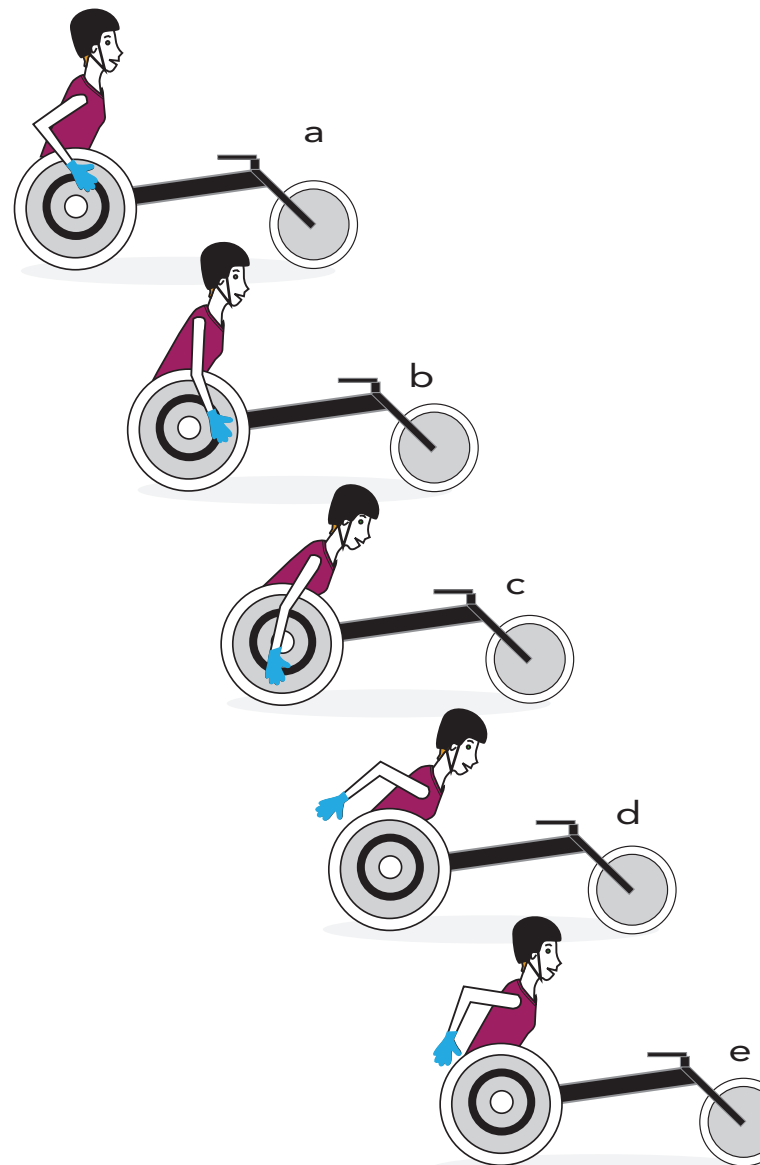
Use the progressions listed to build up the technical complexity;

Use full IPC/IAAF rules

Equipment and Environment

Racing Chairs, helmet and gloves.

IWA: iwasport.com/athletics
iwasf.com
athleticsireland.ie
iaaf.org



Athletics Throws

- Javelin, Shot and Discus



Description

Throwing events are one of the original competitions of the Olympics – modern and ancient, and predate them as a recreational activity. Javelin, Shot, Hammer (Club) and Discus have developed independently in a number of cultures and civilisations for different reasons, mainly military ones.

Even though they all use different shaped implements they all have the common element of trying to throw them as far as possible from a certain point. All throws can be done seated as well as standing and have been part of the Olympics and Paralympic athletics events from their inception.

How to Play

- Weight transfer from rear to front – the throwers weight from the rear leg to the front leg or rear of seat to front.
- Arm last – Large strong muscles start the movement, while fast light arm muscles finish it.
- Last and Fast – The arm must move faster than the implement in order to have any effect on it.
- Low to high – A high release position is vital.
- Brace – In order to stay high and enable the throwing side to work against it.
- Creating Torque – Driving the hips ahead of the shoulders create a spring like action which adds power to the throw when released.

Progressions

Seated throws – Concentrating on the release and the upper body movements required to make a good throw.

Standing – Allowing use of legs without moving feet;

Step in – Allowing the student to step into the power position.

Glide – Adding in the crossing of the circle with multiple steps.

Rotational – Advanced technique which can increase both power and distance achieved as well inaccuracy of throws.

3 most important factors: **Speed of Release** **Height of Release** **Angle of Release**

Speed – The faster you move, the greater the power which can be transferred into the implement.

Height – The higher the object is released the further it will travel. This is the main reason there is a maximum height for throwing frames in competitions.

Angle – As the angle at release increases, the speed decreases as you are working more against gravity - See optimal angles for release.

Optimal angles are Approx: **Shot 37°** **Discus 35°** **Javelin 33°**;

Safety

Create a stable throwing base by using one of the following:

Straps to anchor the chair and participant securely;

Use a throwing Board and straps;

Holding Technique (Sitting and Holding Under the chair);

Follow the standard Athletic Safety Rules;

TREE

A teacher can ensure their approach is inclusive by applying the TREE principles.

Teaching Style

Teaching games for understanding

"Don't tell me show me"

Where does the power come from - Legs or arms when throwing?

How can you tell?

What is the most important movement when throwing from the seated position.

Rules

Use lighter implements;

Place a flag or object in middle of sector to aim at;

Use full IPC/IAAF rules

Equipment and Environment

Use a variety of throwing implements.

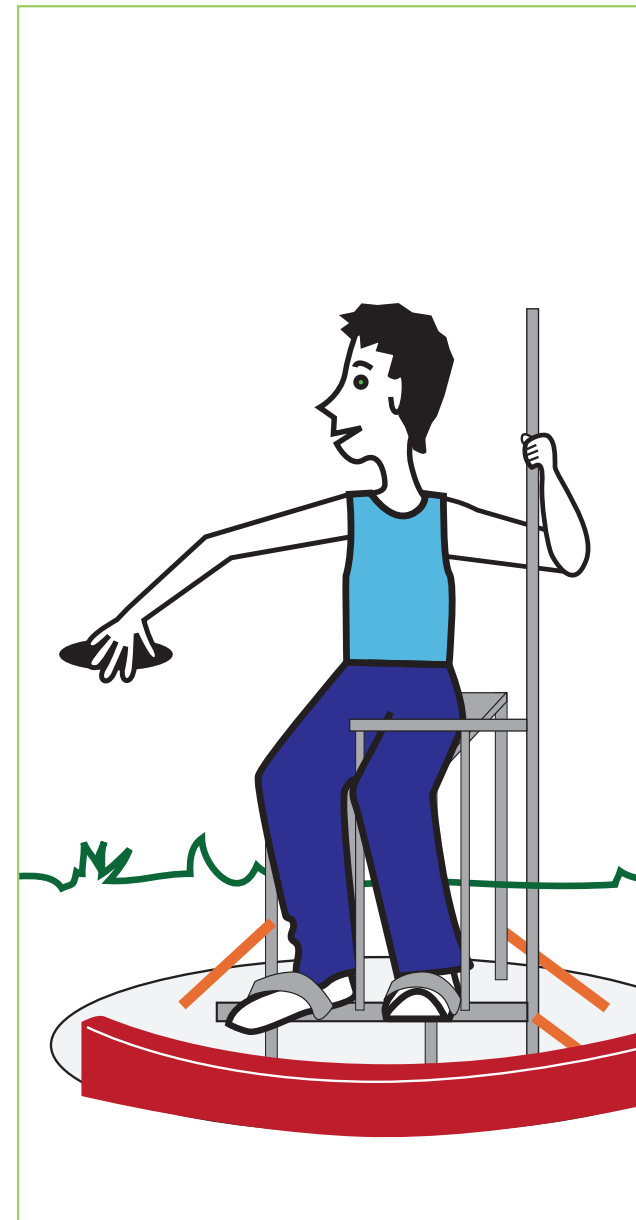
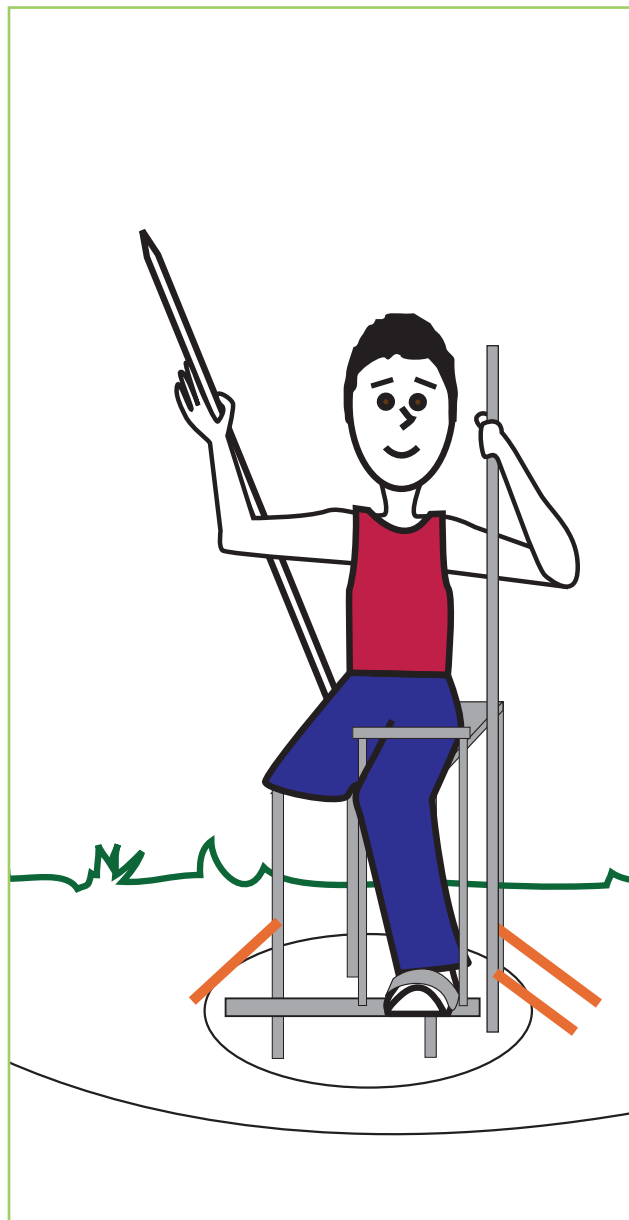
Throwing frames and straps - To secure it to the ground.

Shift throwing area - Either using the cage at a track or a cordoned off area of a hall.

IWA: iwasport.com/athletics

Athletics Throws

- Javelin, Shot and Discus



Shot Putt



Description

The shot putt is an athletic event involving throwing a heavy metal ball (the Shot) as far as possible using a pushing technique (Putting). It is usually thrown from inside a circle 2.13m (7ft) diameter with a raised toe board approx 10cm (4") high at the front arc of the circle.

Competitions are held at the summer Olympic and Paralympic games since their inception.

How to Play

Just like the Discus, when the student enter the circle they are not allowed to leave until the shot has fallen to the ground. When they do leave the circle, they must leave using the rear half of the circle in a controlled manner. The Student must rest the shot close to the neck and keep it tight to the neck while throwing. The Student is allowed to touch the inside edge of the circle but must not touch the top of outside of the toe board. The shot must also land within the sector of the throwing area.

The thrown distance is measured from the inside of the circumstances of the circle to the nearest disturbance of the soil caused the shot's impact.

Weight of Shot

| Gender/Age | 11-12 | 13-14 | 15-16 | 17-18 | Adult |
|------------|--------|-------|-------|-------|--------|
| Male Kg | 3.25kg | 4kg | 5kg | 6kg | 7.26kg |
| Female Kg | 2.75kg | 3.2kg | 4kg | 4kg | 4kg |

iwasport.com/Athletics

IWAS: iwasf.com

IAAF: iaaf.org

AAI: athleticsireland.ie

Throwing Technique

The Hold

The shot is held in the fingers, not the palm.

The fingers are slightly spread apart with the thumb for support.

The hand will be bent back in the cocked position when holding the shot.

Neck Placement

Raise the shot over your head into a straight arm

Lower the shot until it is under your jaw

Push the shot into your neck

Lift your elbow up high. Do not dip it because you do not want to throw it like a ball as it will damage your shoulder

Your thumb should be pointing at your shoulder

Power Position

Most of their weight on the back foot pointing towards the back of the circle

The thrower will twist their body to be looking behind the back of the circle, the chest knee and toe should line up with each other.

The non throwing arm will be extended creating a right angle with the throwing arm elbows position

The Throw

The sequence of the throw will be legs – hips – back – arm

When driving up with your legs your right heel needs to be turned out

As you drive up with your legs your torso starts to rotate around

As it does so the extended arm sweeps around

Brace the non throwing side of your body to aid in accelerating the shot.

Seated shot putt uses the same technique where applicable above. The use of a chair or a specialised throwing frame is allowed once all parts of the frame is within the circle.

Specific Considerations for sitting Students

Basic points to consider might be the following:

The starting point for the head is in the opposite direction to the throw.

The chest swings round after the head giving a stable base from which to extend the arm

Each of the shoulders has it own function. The free arm pulls the shoulder round, by either rotation or pulling on the throwing frame. This shoulder drops to allow the throwing position from which to launch the shot.

The ideal position to be achieved at release in the shoulder raised, the head is turned away and the chart rotates and moving upwards

The following through of the throwing arm is the last part of the throw.



Description

The javelin involves throwing a spear like implement as far as possible using an overhead running throw. The javelin is thrown on a runway area with an arced throwing line at the head of the marked area. It is a foul throw if the Student touches any of the lines or crosses outside with any part of the body. The Student must not leave the runway until the javelin has landed and must leave behind the ends of the Arc line to show their control of movement.

Specific Considerations for sitting Students

The upper body of the sitting Student follows the same movement sequence during the withdrawal and delivery as that of standing javelin throwers. If the Student can use the trunk and hip muscles it should be used to its fullest to ensure effective speed, height and angle of release. Good balance, a good lean back and smooth follow through should be possible with the main aim to gather all the strength precisely behind the javelin at release. In sitting, the following are important.

- Rotation of the upper part of the body to ensure a straight throwing arm extending to the back (like a standing thrower).
- Follow through of the body for duration of the throw. Explosion of power at the correct moment.
- The sitting thrower should consider all aspects regarding affective sitting position.
- Movement and use of non throwing arm and use of the holding device as described in the shot put.

How to Play

The Grip

It is practical to grip the javelin at the rear end of the binding, this allows force be transmitted to the javelin behind it centre of gravity and the fingers find good resistance on the shaft of the Javelin.

Three main ways of holding the Javelin.

- The javelin lies along the palm of the hand
- The palm should always be turned upwards
- The javelin should feel comfortable and secure in hand

Throwing Technique

The Start and Carry

The aim is to carry the javelin at the height of the forehead directly over the shoulder, with elbow pointing forward and palm of the carrying hand facing the sky. With the javelin in this position it can be more easily withdrawn behind the body in a straight line.

The Approach Run

As the thrower becomes more experienced they will increase the length of their approach run. Their speed should also match the Student's physical and technical abilities, with the carrying arm flexing to maintain carry position of the javelin.

Withdrawal and Pre-Delivery Strides

The withdrawal movement refers to the javelin being taken back behind the body, where it remains until the last possible moment. The javelin should be kept high on a long relaxed arm with the palm uppermost. The last few strides before delivery are a transitional phase where the legs cross-over to get the foot ahead of the Student's centre of gravity to as to produce the characteristic lean back.

This must be achieved by advancing the lead foot forward, not by leaning back. The shoulders and hips move in line with an upright, braced trunk with the front foot just off the ground.

The Throw

When the foot makes contact with the ground the whole body now braces against the thrusting leg action. The hips are thrust forwards and is followed by the shoulders and chest turning square to the front and lining up with the hips and bringing the elbow of the throwing arm forward. The throwing shoulder is brought over the front foot. As the shoulder comes over the front foot the arm strikes fast with the elbow high and close to the mid line of the body. The optimum angle for the javelin is about 33°

Recovery

The hind leg is brought forward to brake the forward movement of the Student. This can typically require 1.5-2m to stop and gain control of their movement.

| Javelin Weight | | | | | |
|----------------|-------|-------|-------|-------|-------|
| Gender/Age | 11-12 | 13-14 | 15-16 | 17-18 | Adult |
| Male g | 400 | 600 | 700 | 800 | 800 |
| Female g | 400 | 600 | 600 | 600 | 600 |

Discus



Description

The discus involves throwing a circular disc implement as far as possible using a sling or rotational technique. It is usually thrown from a circle of 2.5m diameter. By rotating inside the circle the greatest possible acceleration into the discus. Even though it is a simple task the student will have to balance 3 components – Speed, Technique and Strength.

How to Play

When the student enters the circle they are not allowed to leave until the discus has fallen to the ground. When in the circle the student can touch the inner face of the mental ring surrounding the circle, but they cannot step on it or touch it or the ground outside, once the throw has begun. When leaving the circle it must be done behind the half way marks.

Throwing Technique

Holding the Discus

The hand is placed flat against the discus surface with the first joint of the fingers curled over the rim of the discus.

Spread the fingers evenly but not stretched

Bend wrist so that the top of the Discus touches the arm.

The Initial Position

With the Students back facing the direction of throwing the thrower stands at the rear edge of the circle with feet shoulder width apart, with toes turned outwards.

The Students stands in a seated/squat position with body weight distributed over both feet. The arm with the discus is hanging loosely by their side.

Preliminary Swings

While performing preliminary swings at the back of the circle you should aim for your chin over your knee, over your toe. The purpose of preliminary swings is to create the longest possible acceleration path of the discus. The swinging movement is introduced by bringing the arm with the discus at hip height up to shoulder level across the side of the body. These swing helps to initiate your arm with the shift of body weight from 1 side to the other.

The Throw

When you are going to throw, the arm come back further and a deeper seated/squat position is taken. Swing the right foot (if right handed) wide of the left foot into the centre of the circle. As you land on the ball of the foot to aid pivoting, swing the left foot low and fast keeping shoulders level and balanced with the discus held high and back in a ready position. The power position is at the moment the left foot makes contact with the ground. The left arm points and the left side is braced with the right hip driven forward to create a bow position. As the body is being braced from the ground up, ankle, leg, hips, torso, shoulders rotate around bringing the arm in last and as fast as possible. The optimum angle for the for release of the discus is about 35°. The left foot is kept grounded until the discus is released.

| Discus Weight | | | | | |
|---------------|-------|--------|-------|--------|-------|
| Gender/Age | 11-12 | 13-14 | 15-16 | 17-18 | Adult |
| Male Kg | 1kg | 1.25kg | 1.5kg | 1.75kg | 2kg |
| Female Kg | .75kg | 1kg | 1kg | 1kg | 1kg |

Specific Considerations for sitting Students

The upper body, specifically the throwing arm of the sitting student should follow the same principle movements as that of the standing thrower. The principles applied to achieve good distance are exactly the same – Good Grip, Good Back Swing, Good Rotation and Good fast Arm Movement.

An Introduction to Basketball Coaching Manual, Basketball Ireland;

Boccia Manual, Cerebral Palsy Sport Ireland;

Buntús projects (Start, Generic & Spoirt), Irish Sports Council;

Canadian Sport for Life, Physical Literacy Update: with a focus on active start. Colin Higg, Canadiansportforlife.ca Canadian Sport Centres.

Coaching Athletes with a Disability, National Coaching Certification Program, Sport Canada;

Coaching Athletes with Disabilities, An Australian resource, Australian Sports Commission;

Coaching Athletes with Disabilities: General principles, Australian Sports commission;

Coaching Handbook, Disability Badminton, Level 1, Welsh Disabled Badminton;

Coaching people with Disabilities, Coaching Development programme for Ireland, Coaching Ireland;

Coaching Strategy for Ireland 2008-2012, Coaching Ireland;

Developing Fundamental movement skills manual, Sport & Recreation New Zealand (SPARC)

Developing the Potential of young people in sport, University of Edinburgh report for SportScotland, 2007;

Differentiation in Action, Special Education Support Service, Cork Education Support Centre;

Disability Education Program activity cards, Disability Sport Unit, Australian Sports Commission;

EIPET – European Inclusive physical Education training, The Cara Institute, Institute of Tralee & Partners;

First Badminton manual, Badminton Ireland;

Games for Understanding, A manual for Teachers, Department of Education & Physical Education Association of Ireland (PEAI);

Give it a go, Active Australia, Australian Sports Commission;

Inclusion through sports – A Guide to Enhancing Sport Experiences, David Ronald; 1st Ed., Human Kinetics,

Inclusive Games – Movement fun for everyone, Susan L. Kasser, Human Kinetics, 1995;

Inclusive Games resource cards, Disability Northern Ireland,;

Little Athletics Leader Manual, Athletics Ireland;

Move to learn, Love to Move, Physical Education Advocacy Resource (DVD), Physical Education Association of Ireland (PEAI);

No Exception.

Strategy an Implementation Plan 2005-2009. Sport and Recreation New Zealand (SPARC)

Opening Doors, Active Australia, Australian Sports Commission;

Playing for Life, Australian Sports Commission;

Promoting the participation of people with disabilities in physical activity and sport in Ireland, Disability Research Series, National Disability Authority, 2005

Sport Education Starter Kit: Disability Awareness through Disability sport, Daniel Tindall, PE PAYS Research Forum 2008, (San Francisco State University)

Strategies for Inclusion, A Handbook for Physical Education, Lauren J. Lieberman PhD & Cathy Houston-Wilson PhD, Human Kinetics 2002;

Understanding Motor Development, Infants, children Adolescents, Adults, David Gallahue & John Ozmun; 3rd Ed., Brown & Benchmark 1995

Wheelchair Basketball – UKGBA Manual

Wheelchair Tennis Coaches Manual, International Tennis Federation;



Notes

A series of horizontal dotted lines for taking notes.

IWA-Sport Contacts details and relevant websites:

| | | | | | |
|-----------|--|--|--|---|---|
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| Telephone | 01 818 6400 | 061 393691 087 9983178 | 01 818 6452 087 984 2384 | 057 935 0065 087 279 1811 | 021 4350282 087 1371333 |

Extra Resources on iwasport.com to complement this Pack:

- Introduction to Wheelchair Skills
- Advanced Wheelchair Skills
- Wheelchair Sports Skills;
- Session Planner template – To allow you to record your sessions for reflection and continuous improvement of your sessions;
- Inclusive guide to the Buntús cards;
- Inclusive Schools project Guide: Equity in your teaching;
- Inclusive Schools project guide for Principals, Administrators and Board of Managements;

About IWA Revolutions: Best Push Forward Programme:

The IWA Revolutions: Programme outlines a philosophy of sound practices and long term participation, enjoyment and performance of sport and recreational physical activity to facilitate the development of students at all levels of participation, aiming to improve the overall well being of the individual, be they physical, mental or social.

By incorporating our existing development team's initiatives into larger projects we aim to fill gaps in our present structures and will allow each project to become stronger and more effective. This will also have the positive impact of highlighting the value the activities of IWA-Sport can have to staff and members across the country and to partner organisations, helping us to increase our membership and profile.

The Five projects are:

- **First Push: Positive Start** – Creating a positive environment for new and potential new members;
- **Best Start: Inclusive Schools** – Educating and improving inclusive teaching and administration practices.
- **Best Fit: Talent ITC** – Optimising the Talent that is coming through;
- **Good Push: Competing** – Supporting our Athletes while they learn who to Compete;
- **Big Push: Performing** – Getting every possible advantage to our Athletes to consistently perform when it matters;

About IWA-Sport:

IWA-Sport is an integral part of the Irish Wheelchair Association. It is the National organisation dedicated to the achievement of full social, economic and educational integration of people with physical disabilities as equal, independent and participating members of the general public.

The priority aim of IWA-Sport is to enable people with a physical disability to participate in sport at their level of choice. We are also the National Governing body for the following wheelchair sports: Table Tennis; Swimming; Rugby; Basketball; Athletics (Track and Field); Archery. Through our development team we also support other sporting and leisure orientated organisations who share our aims of inclusion and the benefits that can bring to them.

Our policy is to develop and promote opportunities for people with physical disabilities to participate in sport at a level of their choice. We encourage everyone to participate regardless of age, ability or disability.

We cater for:

- Amputee Athletes;
- Athletes with Spinal Cord Injuries;
- Athletes with Cerebral Palsy;
- Athletes with Spina Bifida;
- Les Autres, i.e. Athletes with a physical disability that are not mentioned already (e.g. Muscular dystrophy);