

Adapted Physical Education Lesson Plan Ideas

(Use the following ideas/progressions to develop or add to your lesson plans).

Subject: Track and Field

(Special Olympics competition events)

Special Olympics Mecklenburg County offers three seasons (Fall, Winter, Spring) each with its own line-up of sports competition. This competition is open to students ages 8 and older. Physical Education (and Adapted P.E.) classes are great settings for these students to receive appropriate practice. For more information check with the EC staff in your building; the APE staff for CMS; or go to the Special Olympics' website at www.sonc.net/mecklenburg. Special Olympics follows international rules of competition, therefore scores are measured following the metric system. Not all events are offered at the local level every year, check the handbook or contact the APE department.

Possible goals:

Student will apply competent motor skills needed to perform a variety of track and field events.

Student will understand principles and strategies that apply to the learning of track and field events, and competing in these events.

Student will demonstrate understanding of the importance of physical fitness through participation.

Student will demonstrate behavior that enhances respect for self and others.

Links to NC Essential Standards for PE:

MS: demonstrate locomotor skills (walk, run, jump); demonstrate manipulative skills (throw, put).

MC: understand terminology; understand essential elements of correct form (throw, put, relay exchange); value feedback and use of rubrics; apply principles of practice and conditioning that enhance movement performance.

HF: recognize/analyze fitness components; understand physiological changes and enjoyment of health enhancing activity.

PR: understand personal space, safety, and respect for others; use cooperation and communication skills to accomplish group goals in cooperative and competitive situations; analyze and resolve conflicts that arise in competitive activities.

(APE students are provided with means to communicate, participate, and demonstrate self-advocacy).

Track events:

General Adaptations:

Students with Visual Impairment: Sound source (beeper, clapping of hands, voice) to guide them in a straight line.

Tether (short rope held by the athlete on one end and helper on the other end). Helper runs slightly ahead of the athlete in adjacent lane.

Students using wheelchair or crutch/cane/walker: See events listed below.

Students with Hearing Impairment: Starter will drop his/her arm and is positioned well ahead of the start line for good visibility.

Students on the Autism Spectrum: Use the behavior modifications and communication approach used in the classroom. This may include picture symbols, extreme consistency,----- first , then -----, reward system, carrying something, counting boards for number of turns, etc.

All students: Be consistent so they can learn the rules that govern the competition.

Set expectations.

Be an example and walk/run with them.

Look for personal improvement and/or individualize the instruction as not to discourage them when they “always come in last”. For example student using a wheelchair starts 5 sec. ahead of the class.

Manual wheelchair races (10m, 25m, 100m)

Setting: Track or straight away. The lane width is two track lanes wide.

Start is “on your marks” “set” followed by a whistle blow as well as the visual sign of the starter dropping his/her arm.

Rules: All wheels behind the starting line.

Athlete must stay within own lane.

Race is complete when all front wheels cross the finish line.

Pointers: Work on upper body strength to propel the wheelchair faster.

Gloves may be worn to protect hands.

Work on staying in the lane (going in a straight line).

Assisted walk (10m)

Setting: Track or straight away. The lane width is two track lanes wide.

Start: see above for manual wheelchair races.

Assisted refers to assisted device, not assistance provided by a person.

Rules: Walking aid is behind the starting line.

Athlete must stay within own lane.

No physical assistance is allowed.

Race is complete when torso crosses the finish line.

Pointers: Work on endurance and strength to independently walk the distance.

Work on staying in the lane.

Work on starting as soon as the whistle blows, and walking through the finish line (some athletes slow down or stop at the finish line).

Motorized wheelchair slalom (30m and 50m)

Setting: Track or straight away. Lane width is two lanes.

Start: see above for manual wheelchair races.

Cones mark the start and finish lines. Place cones at 5m. intervals through middle of the 2 lanes so that the chair must weave around the cones.

All athletes begin the weave to the right.

Rules: 3 second penalty for knocking over a cone.

If athlete misses a cone the athlete must go back and resume the race at the error point or be disqualified.

Race is complete when all front wheels cross the finish line.

Pointers: Work on endurance and focus.

Work on precision and starting the weave to the right.

Work on comprehension: what to do when missing a cone? (Practice this!)

Walk (25m, 50m, 100m)

Setting: Track or straight away with lane markings.

Start: see above for manual wheelchair races.

Rules: Walker has to stay in the lane.

One foot must be in touch with the ground at all times.

Finish: when torso crosses the finish line.

Pointers: Teach staying in the lane. Use different lanes to transfer learning.

Use arm movement to support the walk.

Look toward the end of the lane.

Practice fast starts and walking through the finish (don't stop at the line).

Dash (25m, 50m, 100m, 200m)

Setting: Track or straight away with lanes.

Track or area mimicking half a track for the 200m.

Cones to mark staggered start for the 200m.

Start: See above for manual wheelchair races.

Starting blocks allowed for the 100m and 200m.

Rules: Runners have to stay in their lane.

Finish: when torso crosses finish line.

Pointers: Teach staying in the lane. Use different lanes to transfer learning.

Use arm movement to support the run.

Look toward the end of the lane.

Practice fast starts and running through the finish (don't stop at the line).

Teach students to find the staggered start for the 200m on the track.

Teach students to run the turn for the 200m to the left (counter clockwise).

Run (400m and 800m)

Setting: Track or lanes mimicking a track.

Cones to mark the staggered start.

Start: For the 400m see above for manual wheelchair races.

For the 800m "On your marks", when all runners are steady the whistle will sound.

Rules: One lap is 400m, two laps is 800m.

No starting blocks.

For the 400m: Athletes stay in their lane through the finish line.

For the 800m: Athletes stay in their lane until after the first turn. At the breakline they can move towards the inside lane as long as they don't interfere with other runners.

Finish: when torso crosses finish line.

Pointers: Teach staying in the lane for 400m, and through the first turn for the 800m. Use different lanes to transfer learning.

For the 800m: Teach passing runners after everyone has moved to the inside lane.

Use arm movement to support the run.

Look ahead, not down or behind.

Practice fast starts and running through the finish.

Teach students to find the starts for the 400m and 800m on the track.

Teach students to run counter clockwise.

Relay (4x100):

Setting: Track or area to simulate a track with exchange zones.

Baton for each team.

Cones to mark staggered start positions.

Start: See above for manual wheelchair races.

Rules: Each team has 4 runners: one at the starting line, the other 3 in their respective exchange zones at the start of the race.

Exchange of the baton takes place in the exchange zone only.

All runners stay in their lanes.

Finish: When torso of the 4th runner crosses the finish line.

Pointers: Select order of runners based on ability and level of understanding. For example: 2nd and 4th runner run the straight stretches which are less confusing with regards to staying in their lanes; 1st runner can tell 2nd runner what to do; 4th runner can be fastest runner with the finish line in sight, etc.

Once the order of runners is selected keep it consistent.

Practice starts (only the 1st runner starts running, not everyone).

Practice running through the finish and not slow down towards the end.

Practice handing of the baton in a gym or smaller space.

Field events:

General adaptations:

Students with Visual Impairments: Sound sources to indicate the direction of the Throw.

Tape, taped down rope, or floor marker at the start to feel where the start line/foul line is.

Students with Hearing Impairments: Small white boards with eraser/cloth to communicate information such as scores.

Students on the Autism Spectrum: Use the behavior modifications and communication approach used in the classroom.

This may include picture symbols, extreme consistency,----- first , then -----, reward system, carrying something, counting boards for number of turns, etc.

All students: Be consistent so they can learn the rules that govern the competition.

Set expectations.

Be an example and participate with them.

Look for personal improvement and/or individualize the instruction as not to discourage them when they “always come in last”. For example student using a wheelchair can double the distance on the throw when practicing with non-disabled peers.

Standing long jump:

Setting: Sand pit for jumping (with rake to level sand between jumps), or any other flat surface (gym floor, track, grass).

Start line.

Rules: Toes of both feet are behind the start line.

Take off with both feet at the same time.

Distance is measured from closest impression to the start line. If the athlete lands on his feet you measure from the heel, if he/she falls back you measure from the handprint.

Best of three non-consecutive jumps counts.

Pointers: Teach bending knees before takeoff and on landing.

Arm swing supports the jump.

Rocking back and forth (on heels and back to toes) at start is allowed.

Falling backwards reduces the distance more than falling sideways.

Practice non-consecutive attempts by practicing turn taking.

When using a mat make sure it doesn't slide.

Running long jump:

Setting: Sand pit for jumping (with rake to level sand between jumps).

Distance between toe board and sand is 1m.

Rules: Can not take off passed the toe board.

Athlete needs to be able to jump at least 1m. to clear the distance from toe board to sand pit.

Distance is measured from closest impression (see standing long jump).

Best of three non-consecutive jumps counts.

Pointers: Teach athlete to measure starting spot from the toe board, and always start from that spot to ensure approach to toe board is consistent and accurate. (Mark that spot).

Teach bending knees and swinging arms forward on landing.

Teach arm swing and leg kicks on take off when possible.

Falling backwards reduces the distance more than falling sideways.

Practice non-consecutive attempts by practicing turn taking.

Tennis ball and softball throw:

Setting: Throwing line and an area in front of the throwing line with foul lines on either side.

Regular tennis ball or softball is used.

Have markers or beanbags ready to mark spot where ball first touched the ground by dropping a beanbag on that spot.

Rules: Best of three non-consecutive throws.

Stay behind the foul line.

Any type of throw can be used.

Allowed to take steps before the throw.

Pointers: Teach athletes to stay behind the foul line including after the throw.

Teach non-consecutive attempts by teaching to take turns.

Try out which type of throw works best: overhand, underhand, or side-ways. Students using wheelchairs may prefer to turn sideways. Students with a weak grip may prefer the underhand throw.

During practice to illicit an arch in the throw put up a barrier (net, fence) to throw over.

Shot put:

Setting: Circle with toe board. Or for practice purposes a circle.

Shot of the correct weight (steel, brass, or synthetic covered). Men: 4.0 kg (8.8 lbs) and women: 3.0 kg. (6.6 lbs).

If needed: lighter ones for practice until technique is correct.

Area for the shots to land. There are foul lines on either side.

Rules: Can not touch the top of the toe board (inside is o.k.).

Can not step outside the circle or touch the line of the circle.

Exit after completion of the put through the back half.

Start from stationary position inside the circle.

Technique!! Shot is initiated from the shoulder and neck with one hand only.

The shot can not drop below the shoulder or behind the shoulder as in throwing. The shot is "put" forward from the shoulder.

Pointers: Practice the technique with lightweight puts to avoid injury.

Practice non-consecutive attempts by practicing turn taking.

When appropriate practice approach from within the circle.

Practice not stepping on top off the toe board or over the line.

Specialized equipment available from the Adapted P.E. department:

Cones

Floor markers

Picture symbols

Batons

Lightweight shot puts

Beanbags

Tethers

Sound sources (beepers)

Talking pedometers
Roll out lines (30 feet each)

For a complete equipment list and directions on how to order see the listing on each of the wiki sites (Elementary, Middle, and High School).

For comments or additions to these lesson plan ideas e-mail jolanda.hengstman@cms.k12.nc.us in the Adapted P.E. department.

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