insport Series: Education

Athletics Lesson Plan

Co-developed with Welsh Athletics

01 Can You Be..?

10 minutes

02 Stepping Stones

10-15 minutes

03 Jump the Stream

10-15 minutes

04 Touch Base

10-15 minutes

Wedi'i ddatblygu mewn partneriaeth â / Developed in partnership with

Link to the Four Purposes

The activities and experiences described within the lessons enable learners to:

- develop the confidence and motivation, physical competence, knowledge and understanding through physical activity and sport to become **healthy, confident individuals, ready to lead fulfilling lives as valued members of society.**
- develop motivation, resilience, and decision-making abilities to become **ambitious, capable learners, ready to learn throughout their lives**
- manage risks, express ideas, engage in teamwork, take on different roles and responsibilities, to **become enterprising, creative contributors ready to play a full part in life and work**
- to become **ethical, informed citizens of Wales and the world** by developing their ability to show respect, to value equity and inclusion, to listen to others and to evaluate the social influences affecting them.

Activities and experiences described within the following lesson supports learning described in the statements of What Matters:

Developing Physical health and well-being has lifelong benefits.

Specifically, this lesson plan focuses on:

PS1

"I have the confidence and motivation to move in different ways and I am beginning to **develop control of *gross motor* and *fine motor movements* in different environments**, moving safely in response to instructions."

insport Series: Education

Athletics Lesson Plan

Learning Intention

We are learning to travel in different ways

Success Criteria

1. I can travel in different directions.
2. I can travel using different body parts and different techniques.
3. I can travel at different speeds.

STEP

Using STEP to adjust a game's difficulty

Space	The playing area can either be increased or decreased. Restrictions can be placed on movement in and out of certain areas to encourage the performing of tactics or techniques.
Task	The time permitted to complete a task can be increased or decreased.
Equipment	A range of equipment should be available for learners. Creating a climate where learners feel safe to self-select the most appropriate equipment is imperative. A range of different or modified equipment will support learners experience success and progression in learning.
People	Grouping learners can support learning. Smaller groups or larger groups.

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Can You Be..?

10 minutes

Equipment

Cones, images of animals

How to Play

Coaches use images of animals to encourage discussion with the children about how different animals move.

The coach asks the children to move like certain animals,

e.g. Can you be.....a frog? ...as tall as a giraffe? ...a crab? ...as fast as a cheetah?...a penguin?...a kangaroo? etc.

Try and select animals that challenge the children to move in different ways. The coach allows the children to explore moving like animals of their choice.

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Can You Be..?

STEP

Using STEP to adjust the game's difficulty:

	Easier ★	Harder ★★★
Space	Reduce size of playing area	Increase the size of the playing area
Task	Decrease the activity time. Encourage children to move like an animal they are most comfortable with.	Use multiple animals to challenge children to move in different ways. Create a more game-like format eg. Tag, where children have to move around as the chosen animal and avoid getting tagged by another 'animal'.
Equipment	Use videos of animals to increase the children's awareness of how animals move.	Introduce 'obstacles' (cones) children have to avoid when moving around.
People	Decrease the number of pupils playing in the area.	Working in partners, ask the children to take it in turns to guess what animal they are impersonating.

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Stepping Stones

10-15 minutes

Equipment

Spots

How to Play

Divide the children into small groups, roughly of similar height / stride length / push range etc.

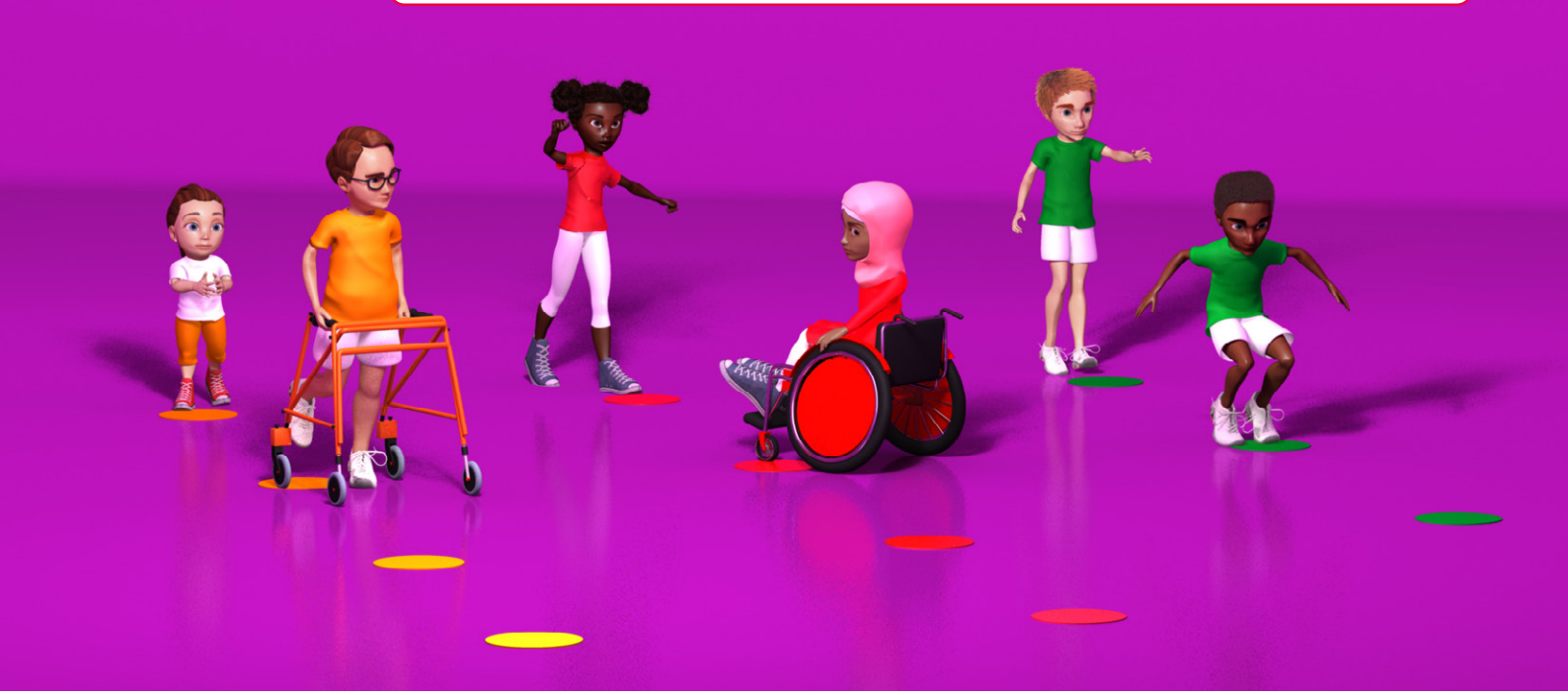
Children place 4-6 spots ('stepping stones') in a line in front of their group, with equal distance between the 'stepping stones'. The distance between the spots should be guided by the desired difficulty of the activity.

Children explore different ways of moving across the 'stepping stones' e.g. hopping on each leg, jumping two feet to two feet, combination of hopping and jumping etc.

The coach introduces following certain patterns e.g.:

- jump, jump, hop, hop, jump, or
- hop, step, jump, hop, step, jump.

Allow children to create their own combination of patterns. To encourage continuity of the animal theme throughout the session, ask children to move like animals that jump between the cones/spots (sound effects encouraged!) eg. frog, rabbit, kangaroo etc.



Wedi'i ddatblygu mewn partneriaeth â / Developed in partnership with

Stepping Stones

STEP

Using STEP to adjust the game's difficulty:

	Easier ★	Harder ★★★
Space	Decrease the distance between the spots/cones.	Increase the distance between the spots/cones.
Task	Allow children to explore different ways to move across the spots. Eg. jump, hop, step, 1 foot to 2 feet, 2 feet to 2 feet.	Challenge children to hop from spot to spot. Introduce different jumping combinations eg. jump, jump, hop, step, hop across the spots.
Equipment	Consider colour coding the spots to help with instructions eg. red spot = land on 2 feet, blue spot = land on 1 foot.	N/A
People	Group children on similar ability.	Group children on similar ability. Working in pairs children can look for correct jump/movement carried out.

Wedi'i ddatblygu mewn partneriaeth â / Developed in partnership with

Jump the Stream

10-15 minutes

Equipment

Chalk, throw down lines, or mats

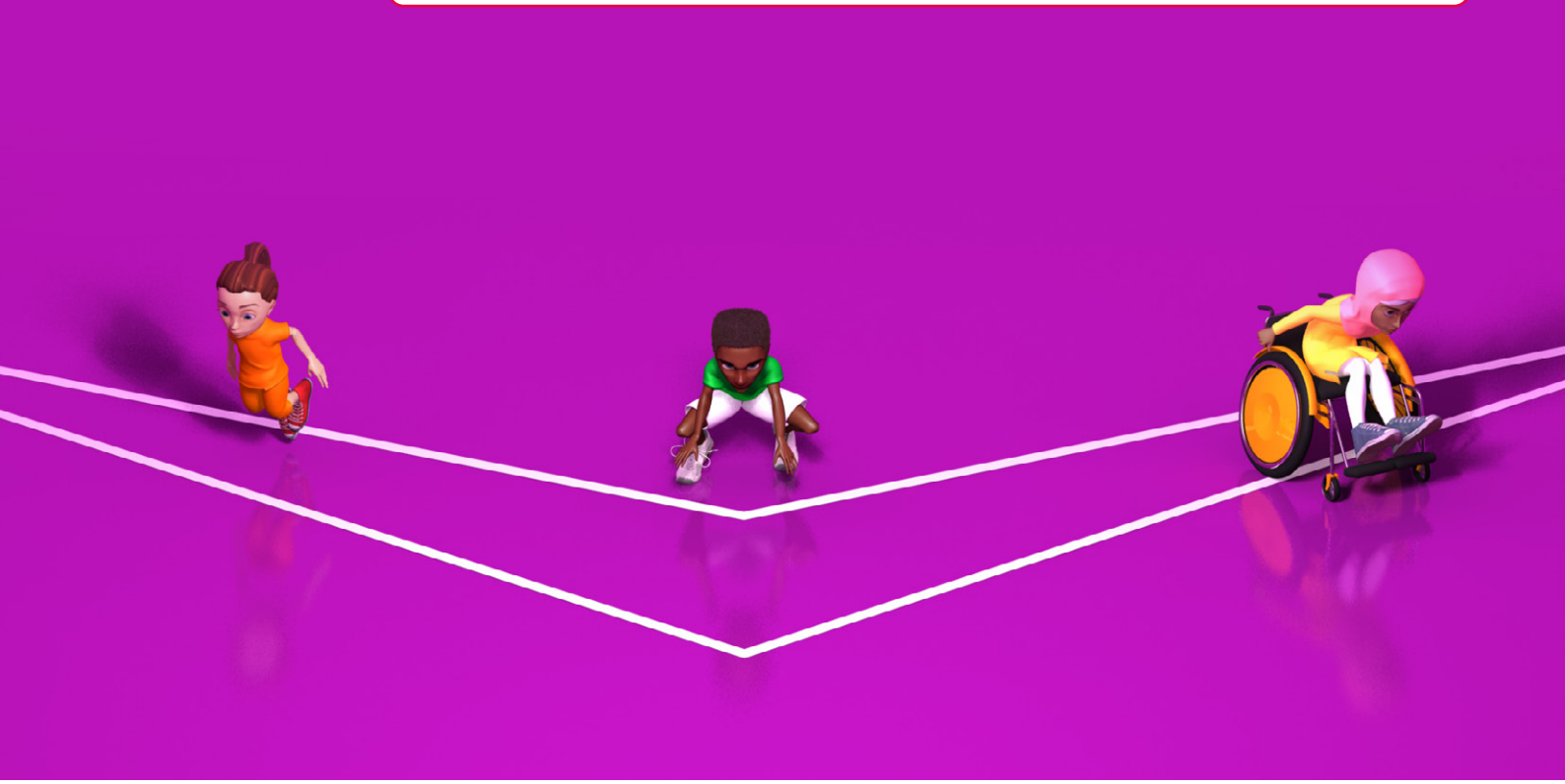
How to Play

Set out the chosen equipment in a V-shape to create the riverbank with the 'stream' in between. The edges of the riverbank should converge slightly as they move out from the point of the V, so that there are easier and harder parts of the 'stream' to try to jump across. The 'stream' will be at its widest near the point of the V, and narrower as you move out away from the centre. See illustration above.

Children should jump across the equipment without stepping in the 'stream'.

Children can choose where they want to start on the riverbank, e.g. the narrower ends to perform a shorter jump, or near the centre to perform a bigger jump.

To encourage continuity of the animal theme throughout the session, ask children to move like animals that jump (sound effects encouraged!) eg. frog, rabbit, kangaroo etc.



CHWARAEON ANABLEDD CYMRU DISABILITY SPORT WALES

Wedi'i ddatblygu mewn partneriaeth â / Developed in partnership with

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Welsh Gymnastics / Gymnasteg Cymru
Welsh Athletics / Athletau Cymru
Chwaraeon
Badminton Wales

Jump the Stream

STEP

Using STEP to adjust the game's difficulty:

	Easier ★	Harder ★★★
Space	Decrease the distance between the 'riverbanks' to create a narrower 'stream' to jump over.	Increase the distance between the 'riverbanks' to create a wider 'stream' to jump over.
Task	Encourage children to explore jumping from two feet to landing on two feet, jumping off each leg and landing on two feet.	Ask children to explore jumping from a stationary position forwards and backwards, and progress onto introducing a short run up (two strides, forwards only).
Equipment	Use visual aids such as throw down lines.	Use visual aids such as throw down lines.
People	Group children with similar levels of ability.	Group children on similar ability. Working in pairs children can look for correct jump/movement carried out.

Wedi'i ddatblygu mewn partneriaeth â / Developed in partnership with

Touch Base

10-15 minutes

Equipment

Lots of coloured spots or cones

How to Play

Scatter the coloured cones or spots around the area of play. Children jog or push around the area, and when a colour is called by the coach, children must sprint to the nearest cone/spot of that colour.

Look for children being able to:

- Change direction whilst running in a game format
- Coordinate arms and legs with moving
- Explore different movement patterns when the coach implements them, e.g. galloping, skipping, jumping

Wedi'i ddatblygu mewn partneriaeth â / Developed in partnership with

Touch Base

STEP

Using STEP to adjust the game's difficulty:

	Easier ★	Harder ★★★
Space	Decrease the size of the playing area.	Increase the size of the playing area.
Task	Decrease the activity time. Add in different ways to move around the area.	Increase the activity time.
Equipment	Increase the number of coloured cones/spots.	Decrease the number of coloured cones/spots.
People	Decrease the number of children playing	Increase the number of children playing.

Wedi'i ddatblygu mewn partneriaeth â / Developed in partnership with

Impairment Considerations

In the table below is guidance on how to include people with different impairments within the lesson, but the best way to include a disabled pupil is to find out about their functional ability and what they CAN DO. This will enable them to have a great experience in a PE lesson.

Autism

- Give the pupil time to process the information.
- Give them time to try the activity before giving some teaching points.
- Don't use idioms or metaphors.
- Avoid relying on gesture, facial expression or tone of voice.
- Keep instructions short and language simple.
- Be mindful of sensitivity to noise/light.
- Limit any background noise and other distractions especially during instructions.
- Give safety rules clearly and carefully to avoid injury.
- Ensure there is a clear start and end to activities.
- Give warning of any changes coming up to help anticipate what comes next.

Learning Disability

- Demonstrate all activities.
- Keep instructions short.
- Break activities down into smaller sections.
- Reinforce need for correct movements not speed.
- Floor markers to help pupils know where to move to.

Impairment Considerations

Blind / Visually Impaired

- Find out pupils' level of sight.
- Offer a range of equipment consisting of different colours.
- Offer a range of equipment consisting of different sizes e.g. larger cones or spots.
- The use of sound to help pupils participate e.g. whistle to start, verbal instructions.
- Offer a guide or buddy.
- Other pupils to wear high-vis bibs.
- Make sure the pupil begins the activity facing the right direction and knows where they are in relation to the activity area.

Deaf / Hard of Hearing

- Position yourself so the pupil can see you, interpreters should stand next to the coach.
- Speak clearly and concisely to support lip reading.
- Show demonstrations for every activity.
- Write down instructions.
- Agree signals for starting and stopping of activity.
- Use different coloured objects/signals to indicate changes during an activity e.g. jump, hop.
- Use of technology to show demonstrations.

Athletics Lesson Plan

Impairment Considerations

Physical Impairment

- Offer a shorter distance to move.
- Consider introducing a time limit to complete a task to concentrate on the explosive action.
- Single leg amputees can do vertical and horizontal jumps without their prosthetic limb - if having difficulty with their prosthesis.
- Hopping on the prosthetic side is difficult - encourage the amputee to use intact limb.
- When taking part in jumps, ensure pupils take off and land on their intact leg.

Wheelchair User

- Jumping is an explosive movement, and this can be replicated for wheelchair users by giving children a time limit to get from one point to the next and then stopping straight away when they get to that point.
- Offer a shorter or longer distance to move, depending on the child.
- Movement skills can be replicated by using different sequences to push eg. left arm push, right arm push, both arms push. Introducing a time limit and a quick stop will replicate the explosive action. Make sure there is enough space around the child to do a single arm push safely.
- Make sure the space allows pupils to move around easily.
- If no anti-tip is fitted reduce the risk of the chair tipping back during an activity (e.g. reduce speed and quick turns).
- Look for a still head and body, and oval arm movement for good pushing technique.

Impairment Considerations

Dwarfism

- Spinal stenosis (narrowing of the spinal canal) is common and can cause nerve difficulties in lower limbs. As a result, any shock impact through the lower and upper spinal areas should be avoided.
- Landing areas from jumps should be soft to avoid impact through lower spine e.g. grass, sand, matting.
- Some children may have issues with balance due to being upper body heavy so hops may be difficult to perform and land safely.
- Consider the reduced stride length of a child with dwarfism and perhaps allow extra steps between one zone and another.
- Reduce the number of repetitions to avoid over impact.
- Make an additional time allowance for a child with dwarfism to complete the game/task.

SMILES

Always ensure that opportunities and experiences in and around Physical Activity and Sport comply with the ethos of SMILES

Safe Physical, social and emotional

Maximum Participation Inclusion

Included Learner voice

Learning-Focused

Enjoyment

Success-Orientated

Cyfres insport: Addysg

Cynllun Gwers
Athletau

Cyd-ddatblygu gyda
Athletau Cymru

01 Allwch Chi Fod Yn..?

10 munud

02 Cerrig Sarn

10-15 munud

03 Naid Dros y Nant

10-15 munud

04 Rhedeg Ardref

10-15 mmunud

Wedi'i ddatblygu mewn partneriaeth â / Developed in partnership with

Dolen at y pedwar diben

Mae'r gweithgareddau a'r profiadau a ddisgrifir yn y wers hon yn galluogi dysgwyr i wneud y canlynol:

- datblygu hyder a chymhelliant, cymhwysedd corfforol, gwybodaeth a dealltwriaeth drwy weithgarwch corfforol a chwaraeon i ddod yn unigolion iach, hyderus, sy'n barod i fyw bywydau llawn fel aelodau gwerthfawr o gymdeithas.
- datblygu cymhelliant, gwytnwch, a gallu i wneud penderfyniadau i ddod yn ddysgwyr uchelgeisiol, galluog, sy'n barod i ddysgu drwy gydol eu bywydau.
- rheoli risgiau, mynegi syniadau, cymryd rhan mewn gwaith tîm, ymgymryd â gwahanol swyddogaethau a chyfrifoldebau, i ddod yn gyfranwyr mentrus, creadigol sy'n barod i chwarae rhan lawn mewn bywyd a gwaith.
- dod yn ddinasyddion egwyddorol, gwybodus yng Nghymru a'r byd drwy ddatblygu eu gallu i ddangos parch, gwerthfawrogi tegwch a chynhwysiant, gwrando ar eraill a gwerthuso'r dylanwadau cymdeithasol sy'n effeithio arnyn nhw.

Mae'r gweithgareddau a'r profiadau a ddisgrifir yn y wers ganlynol yn cefnogi'r dysgu a ddisgrifir yn y datganiad o'r Hyn sy'n Bwysig:

Mae datblygu iechyd a lles ein corff yn arwain at fuddiannau gydol oes.

Yn benodol, mae'r cynllun gwers hwn yn canolbwyntio ar y canlynol:

Cam Cynnydd 1

"Mae gen i'r hyder a'r cymhelliant i symud mewn gwahanol ffyrdd ac rwy'n dechrau datblygu rheolaeth ar symudiadau motor mawr a manwl mewn gwahanol amgylcheddau, gan symud yn ddiogel mewn ymateb i gyfarwyddiadau."

Cyfres insport: Addysg

Cynllun Gwers Athletau

Bwriad Dysgu

Rydym yn dysgu sut i deithio mewn gwahanol ffyrdd.

Meini Prawf Llwyddiant

1. I can travel in different directions.
2. I can travel using different body parts and different techniques.
3. I can travel at different speeds.

STEP

Addasu anhawster y gêm gan ddefnyddio STEP:

Space Gofod	Gellir naill ai gynyddu neu leihau'r ardal chwarae. Gellir gosod cyfyngiadau ar symud i mewn ac allan o rai ardaloedd i annog perfformio tactegau neu dechnegau.
Task Tasg	Gellir cynyddu neu leihau'r amser a ganiateir i gwblhau tasg.
Equipment Offer	Dylai ystod o offer fod ar gael i ddysgwyr. Mae'n hollbwysig creu hinsawdd lle mae dysgwyr yn teimlo'n ddiogel i hunan-ddewis yr offer mwyaf priodol. Bydd ystod o wahanol offer neu offer wedi'i addasu yn cefnogi'r dysgwyr i brofi llwyddiant a sicrhau cynnydd mewn dysgu.
People Pobl	Gall grwpio dysgwyr gefnogi'r dysgu. Grwpiau llai neu grwpiau mwy.

Wedi'i ddatblygu mewn partneriaeth â / Developed in partnership with

Allwch Chi Fod Yn..?

10 munud

Offer

Conau, lluniau o aniteiliaid.

Sut i Chwarae

Yr hyfforddwyr i ddefnyddio lluniau'r anifeiliaid i annog trafodaeth gyda'r plant ynglŷn â'r ffordd y mae gwahanol anifeiliaid yn symud.

Yr hyfforddwr i ofyn i'r plant symud fel anifeiliaid penodol. e.e. Allwch chi fod... yn llyffant, mor dal â jiráff, yn granc, mor gyflym â llewpart hela, yn bengwin, yn gangarŵ ac ati.

Ceisiwch ddewis anifeiliaid sy'n rhoi her i'r plant symud mewn gwahanol ffyrdd. Yr hyfforddwr i adael i'r plant arbrofi gyda symud fel anifeiliaid o'u dewis.

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Welsh Athletics / Athletau Cymru
Chwaraeon
Badminton Wales

Cyfres insport: Addysg

Allwch Chi Fod Yn..?

STEP

Addasu anhawster y gêm gan ddefnyddio STEP:

	Haws ★	Anoddach ★★★
Space Gofod	Lleihau maint yr ardal chwarae	Cynyddu maint yr ardal chwarae
Task Tasg	Lleihau amser y gweithgaredd. Annog y dysgwyr i symud fel yr anifail maent fwyaf cyfforddus ag ef	Defnyddio anifeiliaid niferus i herio plant i symud mewn gwahanol ffyrdd. Creu fformat tebycach i gêm ee. Tag, lle mae plant yn gorfod symud o gwmpas fel yr anifail o'u dewis ac osgoi cael eu tagio gan 'anifail' arall
Equipment Offer	Defnyddio fideos o anifeiliaid i gynyddu ymwybyddiaeth plant o sut mae anifeiliaid yn symud.	Cyflwyno 'rhwystrau' (conau) mae'n rhaid i blant eu hosgoi wrth symud o gwmpas.
People Pobl	Lleihau nifer y dysgwyr yn yr ardal	Gweithio mewn parau, gofyn i'r plant gymryd tro i ddyfalu pa anifail maent yn ei ddynwared.

Wedi'i ddatblygu mewn partneriaeth â / Developed in partnership with

Cerrig Sarn

10-15 munud

Offer
Smotiau

Sut i Chwarae

Rhannwch y plant yn grwpiau bach, gan geisio rhoi plant o daldra/hyd cam tebyg gyda'i gilydd.

Y plant i osod 4-6 o smotiau 'cerrig sarn' mewn llinell o flaen eu grŵp, gan gadw'r un pellter rhwng bob un o'r 'cerrig'. Y plant i arbrofi gyda gwahanol ffyrdd o symud ar draws y 'cerrig sarn' e.e. hopian ar y naill goes a'r llall, neidio oddi ar ddwy droed i ddwy droed, cyfuniad o hopian a neidio.

Yr hyfforddwr i egluro patrymau penodol y gellir eu dilyn e.e. naid, naid, hop, hop, naid; hop, cam, naid, hop, cam, naid. Gadewch 'r plant greu eu cyfuniad eu hunain o batrymau.

I annog cysondeb o ran y thema anifeiliaid drwy gydol y sesiwn, gofyn i'r dysgwyr symud fel anifeiliaid sy'n symud rhwng y conau / smotiau (anogir effeithiau sain!), e.e., llyffant, cwningen, cangarŵ ac ati.

Wedi'i ddatblygu mewn partneriaeth â / Developed in partnership with

Cyfres insport: Addysg

Cerrig Sarn

STEP

Addasu anhawster y gêm gan ddefnyddio STEP:

	Easier ★	Anodd iawn ★★★★
Space Gofod	Lleihau'r pellter rhwng y smotiau / conau.	Cynyddu'r pellter rhwng y smotiau / conau.
Task Tasg	Gadael i ddysgwyr archwilio gwahanol ffyrdd o symud ar draws y smotiau e.e., naid, hop, step, 1 droed i 2 droed, 2 droed i 2 droed	Herio dysgwyr i hopian o smotyn i smotyn Cyflwyno gwahanol gyfuniadau neidio ee. naid, naid, hop, step, hop ar draws y smotiau.
Equipment Offer	Ystyried codau lliw ar gyfer y smotiau i helpu gyda chyfarwyddiadau e.e., smotyn coch = glanio ar 2 droed, smotyn glas = glanio ar 1 droed	Amherthnasol
People Pobl	Grwpio dysgwyr o allu tebyg.	Grwpio dysgwyr o allu tebyg. Gan weithio mewn parau gall y plant edrych am naid / symudiad cywir yn cael ei gwblhau

Wedi'i ddatblygu mewn partneriaeth â / Developed in partnership with

Naid Dros y Nant

10-15 munud

Offer

Sialc / matiau / llinellau i'w good ar lawr

Sut i Chwarae

Gosodwch yr offer a ddewiswyd mewn siâp 'V' (gweler y diagram) er mwyn creu 'glannau'r afon' gyda 'nant' yn y canol.

Dylair plant neidio dros yr offer heb sefyll yn y 'nant'.

Caiff y plant ddewis lle i ddechrau ar lan yr afon, e.e. y pen cul = llai o naid, y pen llydan = mu o naid.

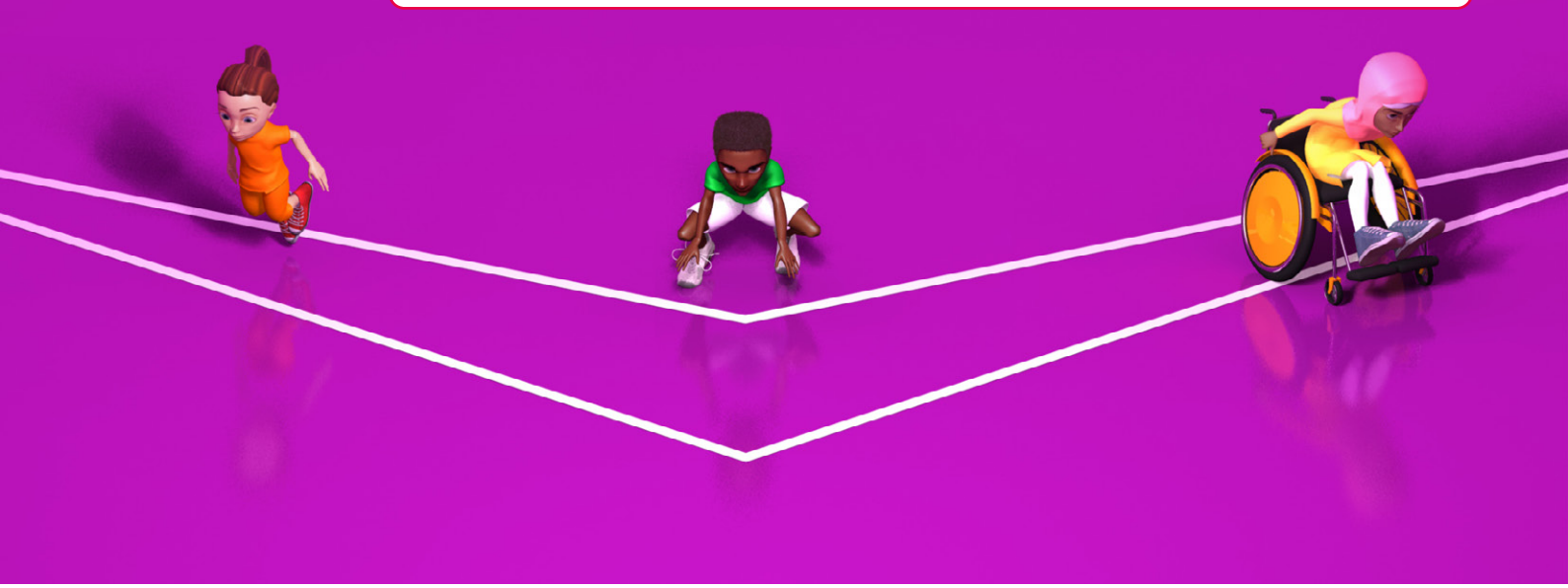
I annog cysondeb o ran y thema anifeiliaid drwy gydol y sesiwn, gofyn i'r plant symud fel anifeiliaid sy'n neidio (anogir effeithiau sain!), ee. llyffant, cwningen, cangarŵ ac ati.

Dull: Rhedeg a neidio
Neidio am bellter ar bwynt ehangach gan ddechrau ar bwynt cul

Dull: Hopian ac wedyn llamu
Carlamu a llamu
Rhedeg a neidio i lanio ar y ddwy droed

Dull: Sgipio i hopian dros yr afon

Defnyddiwr cadair olwyn: Creu pont i groesi
Efallai bod gan y bont fynedfa ac allanfa wahanol. Symud ymlaen ac ar draws ymlaen ac yn ôl. Troelli ar y bont.



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Chwaraeon
Badminton Wales

Cyfres insport: Addysg

Naid Dros y Nant

STEP

Addasu anhawster y gêm gan ddefnyddio STEP:

	Haws ★	Anoddach ★★★
Space Gofod	Lleihau'r pellter rhwng 'glannau'r afon' i greu 'nant' gulach i neidio drosti.	Cynyddu'r pellter rhwng 'glannau'r afon' i greu 'nant' letach i neidio drosti.
Task Tasg	Annog y dysgwyr i archwilio neidio o ddwy droed i lanio ar ddwy droed, neidio oddi ar bob goes a glanio ar ddwy droed	Gofyn i'r dysgwyr archwilio neidio o ystum llonydd ymlaen ac yn ôl, a symud ymlaen i gyflwyno rhediad byr (dau gam, ymlaen yn unig).
Equipment Offer	Defnyddio cymhorthion gweledol fel llinellau taflu ar lawr.	Defnyddio cymhorthion gweledol fel llinellau taflu ar lawr
People Pobl	Group children with similar levels of ability.	Grwpio dysgwyr o allu tebyg. Gan weithio mewn parau gall y plant edrych am naid / symudiad cywir yn cael ei gwblhau

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Rhedeg Ardref

10-15 munud

Offer

Llawer o gonau neu smotiau lliwgar.

Sut i Chwarae

Gwasgarwch y conau neu'r smotiau lliwgar o gwmpas y man chwarae.

Y plant i loncian o gwmpas y man chwarae a phan fydd yr hyfforddwr yn galw un O'r lliwiau, rhaid i'r plant sbrintio i'r côn/smotyn agosaf o'r lliw hwnnw.

Edrychwch a yw'r plant yn gallu:
Newid cyfciriad wrth redeg fel rhan o' gêm. Cydsymud y breichiau a' coesau wrth redeg. Rhoi cynnig ar wahanol batrymau symud pan fo' hyfforddwr yn eu cyflwyno e.e. carlamu, sgipio, neidio.

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Cyfres insport: Addysg

Rhedeg Ardref

STEP

Addasu anhawster y gêm gan ddefnyddio STEP:

	Haws ★	Anoddach ★★★
Space Gofod	Lleihau maint yr ardal chwarae	Cynyddu maint yr ardal chwarae
Task Tasg	Lleihau amser y gweithgaredd. Ychwanegu gwahanol ffyrdd o symud o amgylch yr ardal	Cynyddu amser y gweithgaredd
Equipment Offer	Cynyddu nifer y conau / smotiau lliw	Lleihau nifer y conau / smotiau lliw.
People Pobl	Lleihau nifer y dysgwyr sy'n chwarae	Cynyddu nifer y dysgwyr sy'n chwarae

Wedi'i ddatblygu mewn partneriaeth â / Developed in partnership with

Cynllun Gwers Athletau

Ystyriaethau o ran Namau

Yn y tabl isod mae canllawiau ar sut i gynnwys dysgwyr â gwahanol namau yn y wers ond y ffordd orau o gynnwys dysgwr anabl yw drwy ddod i wybod am ei allu swyddogaethol a'r hyn y GALL EI WNEUD. Bydd hyn yn ei alluogi i gael profiad gwych mewn gwers AG.

Awtistiaeth

- Rhoi amser i'r dysgwr brosesu'r wybodaeth.
- Rhoi amser iddo roi cynnig ar y gweithgaredd cyn rhoi rhai pwyntiau addysgu.
- Peidio â defnyddio idiomau na throsiadau.
- Osgoi dibynnu ar ystum, mynegiant wyneb neu dôn llais.
- Cadw'r cyfarwyddiadau yn fyr a'r iaith yn syml.
- Bod yn ymwybodol o sensitifrwydd i sŵn / golau.
- Cyfyngu ar unrhyw sŵn cefndir a tharfu arall yn arbennig yn ystod cyfarwyddiadau.
- Rhoi rheolau diogelwch yn glir ac yn ofalus er mwyn osgoi anaf.
- Sicrhau bod dechrau a diwedd clir i weithgareddau.
- Rhoi rhybudd am unrhyw newidiadau sydd i ddod i helpu i ragweld beth ddaw nesaf.

Anabledd Dysgu

- Dangos yr holl weithgareddau.
- Cadw'r cyfarwyddiadau yn fyr.
- Rhannu gweithgareddau yn adrannau llai.
- Cadarnhau'r angen am symudiadau cywir nid cyflymder.
- Marcwyr llawr i helpu'r dysgwyr i wybod i ble i symud.

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Ystyriaethau o ran Namau

Dall / Nam ar y Golwg

- Dod i wybod beth yw lefel golwg y dysgwyr.
- Cynnig amrywiaeth o offer sy'n cynnwys gwahanol liwiau.
- Cynnig amrywiaeth o offer sy'n cynnwys gwahanol feintiau e.e. conau neu smotiau mwy.
- Y defnydd o sain i helpu dysgwyr i gymryd rhan e.e. chwiban i ddechrau, cyfarwyddiadau llafar.
- Cynnig tywysydd neu gyfaill.
- Dysgwyr eraill i wisgo bibiau llachar.
- Sicrhau bod y dysgwyr yn dechrau'r gweithgaredd yn wynebu'r cyfeiriad cywir ac yn gwybod ble mae mewn perthynas â'r ardal weithgarwch.

Byddar / Nam ar y Clyw

- Lleoli eich hun fel bod y dysgwr yn gallu eich gweld chi, dylai dehonglwyr sefyll wrth ymyl yr hyfforddwr.
- Siarad yn glir ac yn gryno i gefnogi darllen gwefusau.
- Rhoi arddangosfa ar gyfer pob gweithgaredd.
- Ysgrifennu cyfarwyddiadau.
- Cytuno ar signalau ar gyfer dechrau a stopio gweithgaredd.
- Defnyddio gwrthrychau / signalau gwahanol liwiau i nodi newidiadau yn ystod gweithgaredd e.e. neidio, hopian.
- Defnyddio technoleg i roi arddangosfa.

Wedi'i ddatblygu mewn partneriaeth â / Developed in partnership with

Cynllun Gwers Athletau

Ystyriaethau o ran Namau

Nam Corfforol

- Cynnig pellter byrrach i symud.
- Ystyried cyflwyno cyfyngiad amser i gwblhau tasg i ganolbwyntio ar y weithred ffrwydrol.
- Gall unigolion sydd wedi colli un goes wneud neidiau fertigol a llorweddol heb eu coes brosthetig - os ydynt yn cael anhawster gyda'u prosthesis.
- Mae hopian ar yr ochr brosthetig yn anodd - annog y sawl sydd wedi colli ei goes i ddefnyddio'r aelod sydd yn ei le.
- Wrth gymryd rhan mewn neidiau, sicrhau bod dysgwyr yn codi ac yn glanio ar y goes sydd yn ei lle.

Defnyddiwr Cadair Olwyn

- Mae neidio yn symudiad ffrwydrol, a gellir ailadrodd hyn ar gyfer defnyddwyr cadair olwyn drwy roi cyfyngiad amser i blant fynd o un pwynt i'r llall ac wedyn stopio'n syth pan maent yn cyrraedd y pwynt hwnnw.
- Cynnig pellter byrrach neu hirach i symud, yn dibynnu ar y dysgwr.
- Gellir ailadrodd sgiliau symud drwy ddefnyddio gwahanol gyfresi i wthio ee. gwthiad braich chwith, gwthiad braich dde, gwthiad y ddwy fraich. Bydd cyflwyno cyfyngiad amser a stop cyflym yn ailadrodd y weithred ffrwydrol. Sicrhau bod digon o le o amgylch y plentyn i wneud gwthiad un fraich yn ddiogel.
- Sicrhau bod y gofod yn caniatáu i ddysgwyr symud o gwmpas yn hawdd.
- Os nad oes teclyn gwrthwyro wedi'i ffitio, lleihau'r risg y bydd y gadair yn gwyro'n ôl yn ystod gweithgaredd e.e., lleihau cyflymder a throadau cyflym.
- Chwilio am ben a chorff llonydd, a symudiad braich hirgrwn ar gyfer techneg wthio dda.

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Cyfres insport: Addysg

Cynllun Gwers Athletau

Ystyriaethau o ran Namau

Dwarfism

- Mae stenosis sbinol (culhau ar lwybr asgwrn y cefn) yn gyffredin a gall achosi anawsterau nerfol yn aelodau isaf y corff. O ganlyniad, dylid osgoi unrhyw effaith sioc drwy ardaloedd sbinol rhan isaf ac uchaf y corff.
- Dylai ardaloedd glanio o neidiau fod yn feddal er mwyn osgoi effaith ar waelod asgwrn y cefn e.e., glaswellt, tywod, mat.
- Efallai y bydd gan rai plant broblemau gyda balans oherwydd eu bod yn drwm yn rhan uchaf y corff felly gall hopian fod yn anodd i'w berfformio, a glanio'n ddiogel.
- Ystyried hyd llam llai plentyn sydd â chorachedd ac efallai caniatáu camau ychwanegol rhwng un parth a'r llall.
- Lleihau nifer yr ailadrodd er mwyn osgoi goreffaith.
- Rhoi amser ychwanegol i ddysgwr â chorachedd i gwblhau'r gêm / dasg.

SMILES

Gwnewch yn siŵr bob amser bod cyfleoedd a phrofiadau mewn Gweithgarwch Corfforol a Chwaraeon yn cydymffurfio ag ethos SMILES

S Diogel corfforol, cymdeithasol ac emosiynol

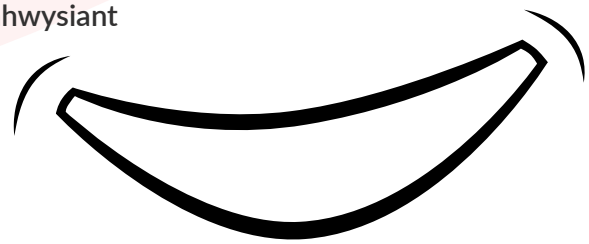
M Cyfranogiad Gorau Posibl cynhwysiant

I Wedi'i Gynnwys llais y dysgwr

L Canolbwyntio ar Ddysgu

E Mwynhad

S Ffocws ar Lwyddiant



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