**TRACK and FIELD – Day 3**

**Skill:** Standing Long Jump

**Introduction:** Standing long jump is an event that requires a great deal of coordination and lower body strength. This event is part of the Spring Special Olympic Games.

**Individual Practice:** Have students practice jumping off of two feet. Students can also do jumping jacks to warm-up.

**Activity:** Standing Long Jump

**Equipment:** Measuring Tape

 Gym Tape

 Cones

**Set-up/Formation:** Tape an X on the floor. Beside the X, extend the measuring tape.

Starting position

Marker

Measuring tape

**Description:** From the standing position on the X, the student will jump out as far as possible. Encourage student to swing their arms, bend their legs and jump off of two feet. Mark the location the student lands with a cone. Each student gets three jumps.

**Modifications:**

 **Step Up:**

* Have student compete against other students.
* Have student jump off of two feet the entire length of the court. Encourage him/her to make it from one end of the court to the other in the least amount of jumps as possible.
* High functioning students may also be able to help measure if no volunteers or paraeducators are available.

 **Step Down:**

* Encourage the student to work on the arm swing.
* Hold the student’s hand while jumping.
* Jump with the student.

 **Wheelchair Modifications:**

* If a student can stand with assistance have them stand and take a long step.
* Set up another activity for the student to complete.
* Have the student use their chair to mark the landing of other students.
* Allow student to practice the softball throw. Encourage students that can jump to jump the distance of the throw.

**Tips:**

\*Not all students can complete this activity. Be sure to have alternate activities available for these students.

**North Carolina Standard Course of Study Competency Goals and Objectives:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **6th Grade** | **7th Grade** | **8th Grade** | **High School** |
| **Competency Goal(s)**  | **6** | **10** | **6** | **7** | **6** | **10** | **6** | **10** |
| **Objective(s)** | **6.05** | **10.04** | **6.04, 6.05** | **7.01, 7.03** | **6.04, 6.06** | **10.02, 10.04** | **6.01** | **10.03** |

**Adaptation Checklist**

1. \_\_\_Is the adaptation safe?
2. \_\_\_Does the modification maintain the concept of the game?
3. \_\_\_Was the child included in the adaptation and does he or she embrace the

 concept?

1. \_\_\_Is the game still age-appropriate?
2. \_\_\_Is the child still included successfully?
3. \_\_\_Is the adaptation holding the child back and not affording a challenge?
4. \_\_\_Does the adaptation still allow the child with the disability to work on

 either class goals or IEP goals?

1. \_\_\_Does the adaptation alienate the child from the rest of the class?
2. \_\_\_Could the adaptation be minimized or eliminated?
3. \_\_\_Other?

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