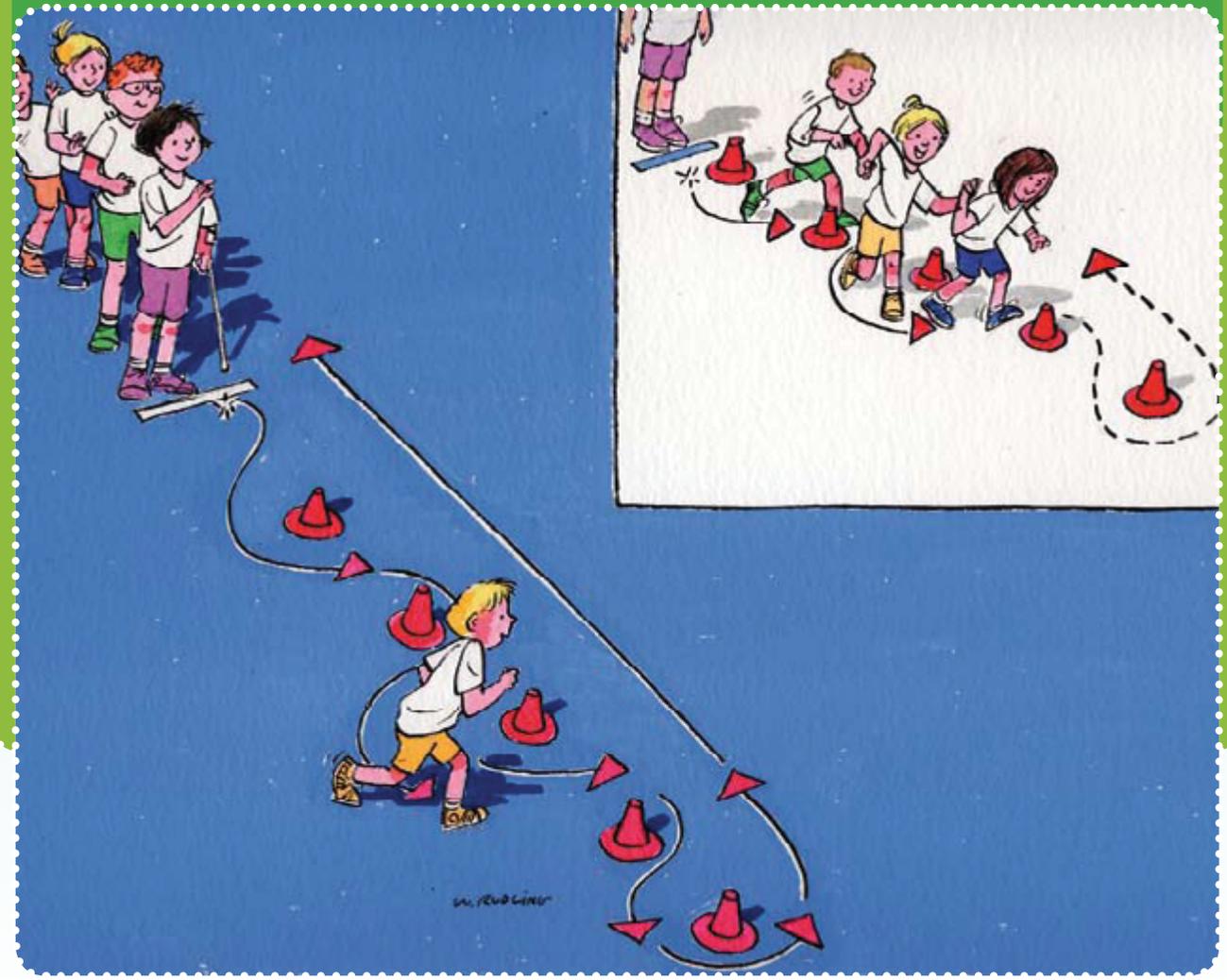


Fundamental skills

Snake Slalom



How to play

- » Place at least five cones or markers in a straight line leaving approximately 2m between each one.
- » Players line up one behind the other at the first cone.
- » The first player in line weaves his/her way slowly through the cones. Once he/she has reached the last cone the player returns to the starting point by going back along the outside of the cones.
- » When back at the starting point player number 1 links arms with player number 2 who both complete the course before returning to link arms with players number 3 and so on.

Equipment needed

- » Five or more cones/markers
- » Large playing area



STEPS

Snake Slalom

	Easier	Harder
S	» Increase the distance between the cones	» Reduce the distance between the cones
T	» Players do not have to hold on to players in front	» Perform slalom up and down again
E	» Use 'self righting cones'	» Use 'wide based cones'
P	» Increase the number of teams	» Increase the number of players in each team
S	» Continue to perform at a walking pace	» Complete the course as quickly and as safely as possible

Tip: Encourage teams to make the 'best sounding' and 'best shaped' snake as opposed to moving quickly

Impairment specific considerations:

Blind and partially sighted:

- » Not positioned to be the first in line

Deaf and hard of hearing:

- » Use visual cues i.e. bibs / flags to signal start/finish of the activity

Physical Disability:

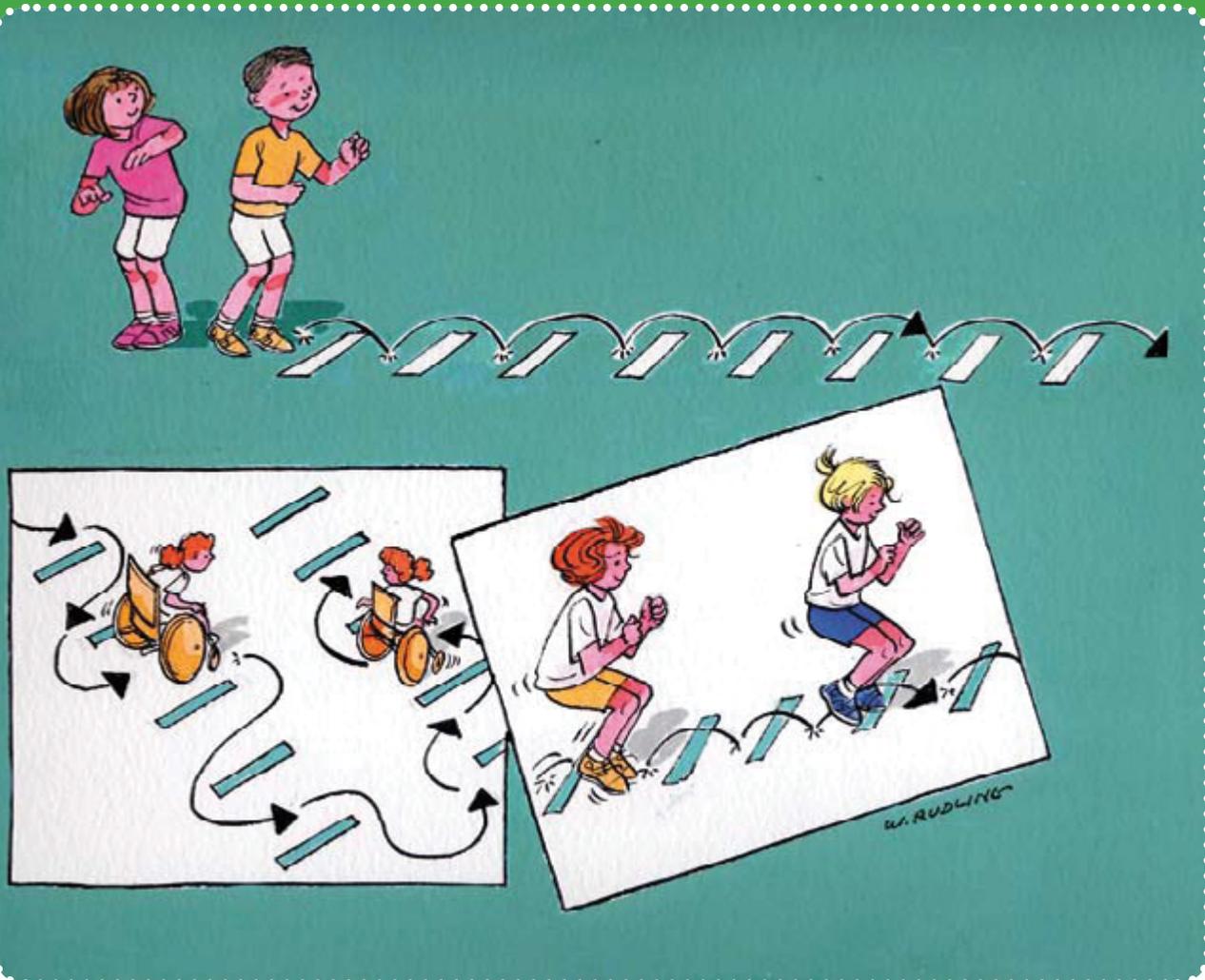
- » Ensure adequate space between the cones
- » Position at the front of the line so that they are controlling the pace of their team

Learning Disability:

- » Remind players to be 'snake-like' as opposed to moving fast
- » Provide straightforward reminders throughout the activity

Fundamental skills

Speed Ladder



How to play

- » Using a speed agility ladder or similar layout instruct the players to perform the following skills:
- » Move along the ladder placing one foot into each space.
- » Move along the ladder placing both feet into each space.
- » Move along the ladder doing a two footed jump into each space.
- » Move along the ladder sideways doing a crossover step, one foot in each space.

Equipment needed

- » Rope ladder or poles/ropes markers to represent a ladder



STEPS

Speed Ladder

	Easier	Harder
S	» Increase the space between the markers/rungs	» Move markers/rungs closer together
T	» Activity already at easiest level	» Include different foot combinations
E	» Use tactile markers	» Raise markers to encourage high knee lift
P	» Player completes the ladder before the next in line starts	» Have players complete the ladder in a continuous line
S	» Encourage players to concentrate on technique rather than speed	» Encourage the players to beat their 'personal best' time » Encourage the team to beat their 'personal best' time

Impairment specific considerations:

Blind and partially sighted:

- » Use brightly coloured tactile markers
- » Orientate players to ladder before the start of the activity

Deaf and hard of hearing:

- » Give demonstration with each change of technique/instruction

Physical Disability:

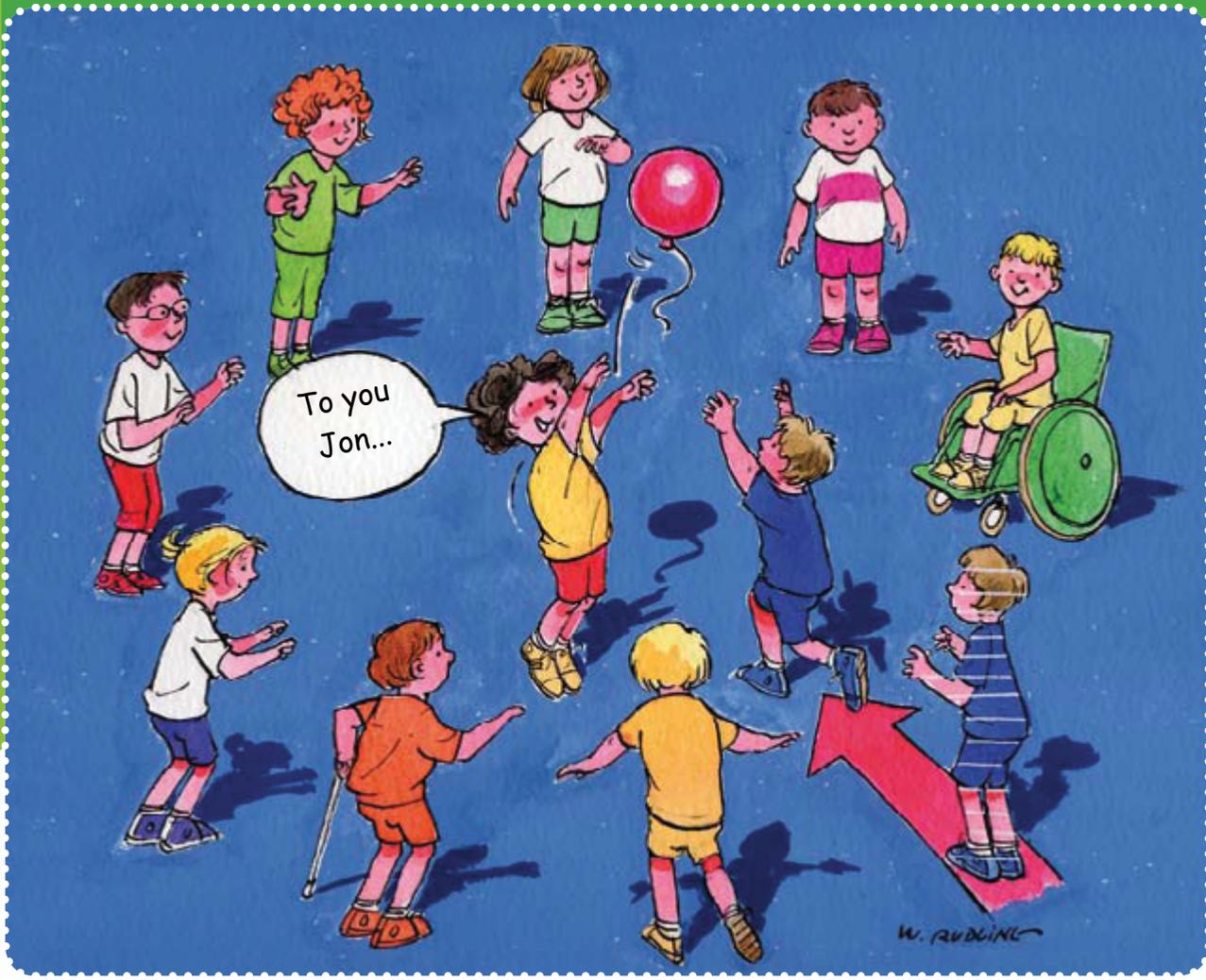
- » Use tactile markers
- » Ensure suitable spacing of markers (see insert on the front of the card)

Learning Disability:

- » Give demonstration with each change of technique/instruction

Fundamental skills

Call Ball



How to play

- » Arrange players into a large circle.
- » Select one player to stand in the middle with a balloon.
- » The player in the middle throws the balloon into the air, at the same time calling out the name of someone standing in the circle.
- » The person whose name is called out must run into the middle and catch the balloon before it hits the ground.
- » The new player with the balloon then becomes the middle person and repeats the process.

Equipment needed

- » Large playing area
- » Balloons



STEPS

Call Ball

	Easier	Harder
S	» Position players in a smaller circle	» Position players in a larger circle
T	» Throw the balloon towards the player whose name has been called	» If using a ball, allow ball to bounce before catching
E	» Use large, funfair style balloon	» Use beach ball or football
P	» Split players into smaller groups	» Increase the number of players
S	» Decrease the distance the 'called' player has to travel	» Increase the distance the 'called' player has to travel

Tip: Players may need name tags

Impairment specific considerations:

Blind and partially sighted:

- » Use rice in a 'covered' balloon

Deaf and hard of hearing:

- » Ensure that the player calling the name is facing the player being called

Physical Disability:

- » Ensure adequate space is available for players with a physical disability to enter into the circle/retreat back to their starting position

Learning Disability:

- » Give clear & concise explanations

STEPS

Toe Tap

	Easier	Harder
S	» Increase the size of the playing area	» Reduce the size of the playing area
T	» Remove the 'stop the ball' instruction from the activity	» On the sound of the whistle, players must pass the ball to the nearest other player
E	» Use large or easy to control balls	» Reduce the size of the ball
P	» Reduce the number of players in the playing area	» Increase the number of players in the playing area
S	» Focus on technique rather than speed	» Players to perform all skills in a given time frame

Impairment specific considerations:

Blind and partially sighted:

- » Use a hi-visibility ball and/or jingle ball
- » All players use hi-visibility bibs

Deaf and hard of hearing:

- » Use specific skill cards in place of verbal instruction

Physical Disability:

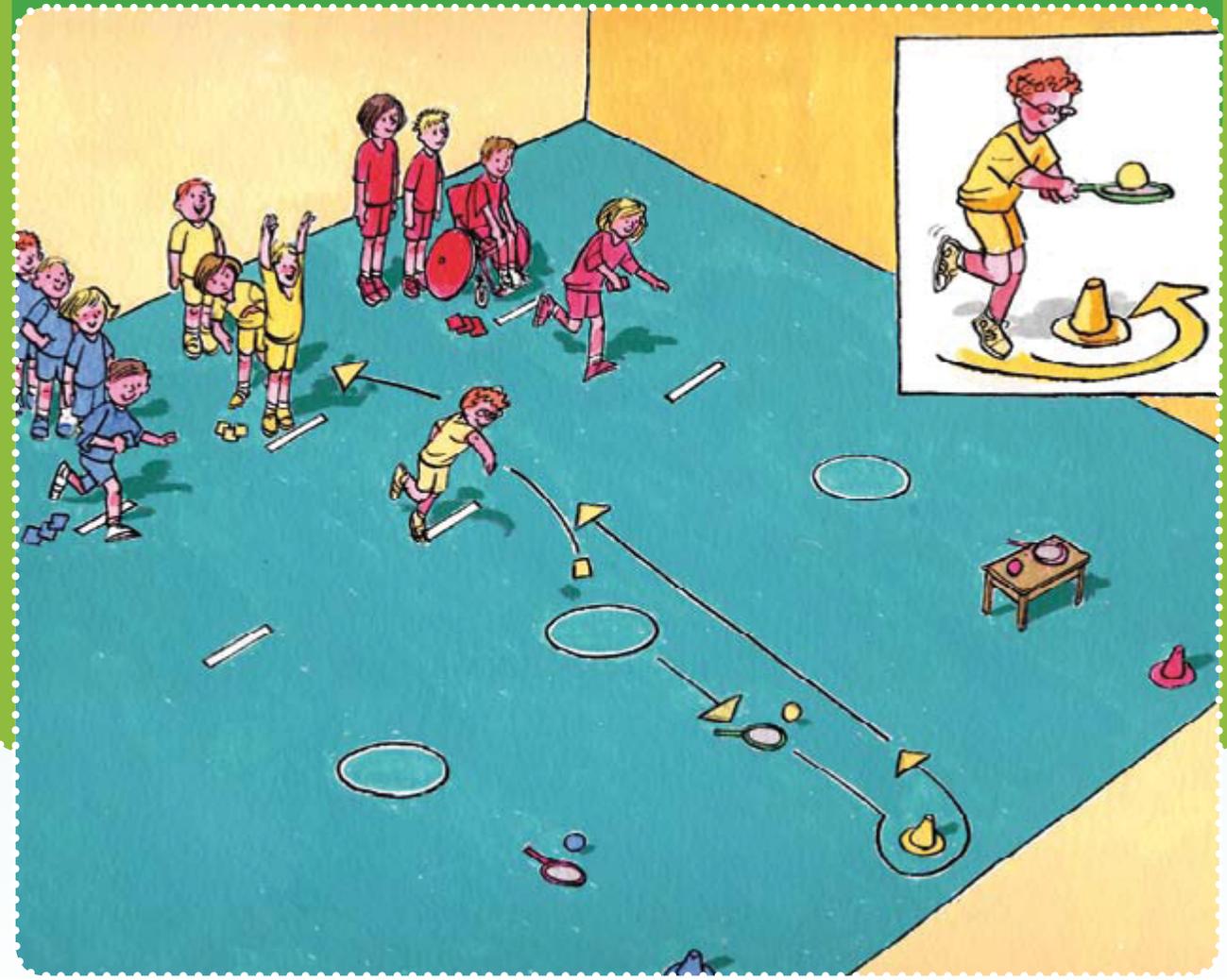
- » For wheelchair users, use hands to simulate foot movements
- » For those with reduced mobility, use ball with string attachment for ease of retrieval

Learning Disability:

- » Use specific skill cards along with verbal instruction
- » Use brightly coloured cones to define playing space

Fundamental skills

Obstacle Relay



How to play

- » Split the group into equal teams, players stand one behind the other at the start line.
- » Place one beanbag per person at the start line.
- » On the leader's signal the first player in each team takes a beanbag and runs to the throw line where the beanbag must be successfully thrown into the hoop.
- » Players return to their team with a sprint finish, where they tag the next team member before moving to the back of the line.
- » The team that completes the course first are the winners.

Equipment needed

- » Beanbags
- » Hoops
- » Racquets
- » Balls
- » Cones



STEP

Obstacle Relay

	Easier	Harder
S	» Reduce the length of the overall course	» Increase the length of the overall course
T	» Reduce the number of obstacles » Leader to emphasise participation aspect of activity	» Add in further obstacles » Add in more complicated tasks at each obstacle » Teams compete against their personal best time
E	» Replace the ball with a beanbag	» Replace the beanbag with a ball
P	» Each team has a volunteer to assist in the completion of tasks	» Each player to complete the course twice

Impairment specific considerations:

Blind and partially sighted:

- » Use hi-visibility equipment
- » Someone to assist with guiding players

Deaf and hard of hearing:

- » Use flags/bibs to signal race start
- » Demonstration before start and for each change of instruction

Physical Disability:

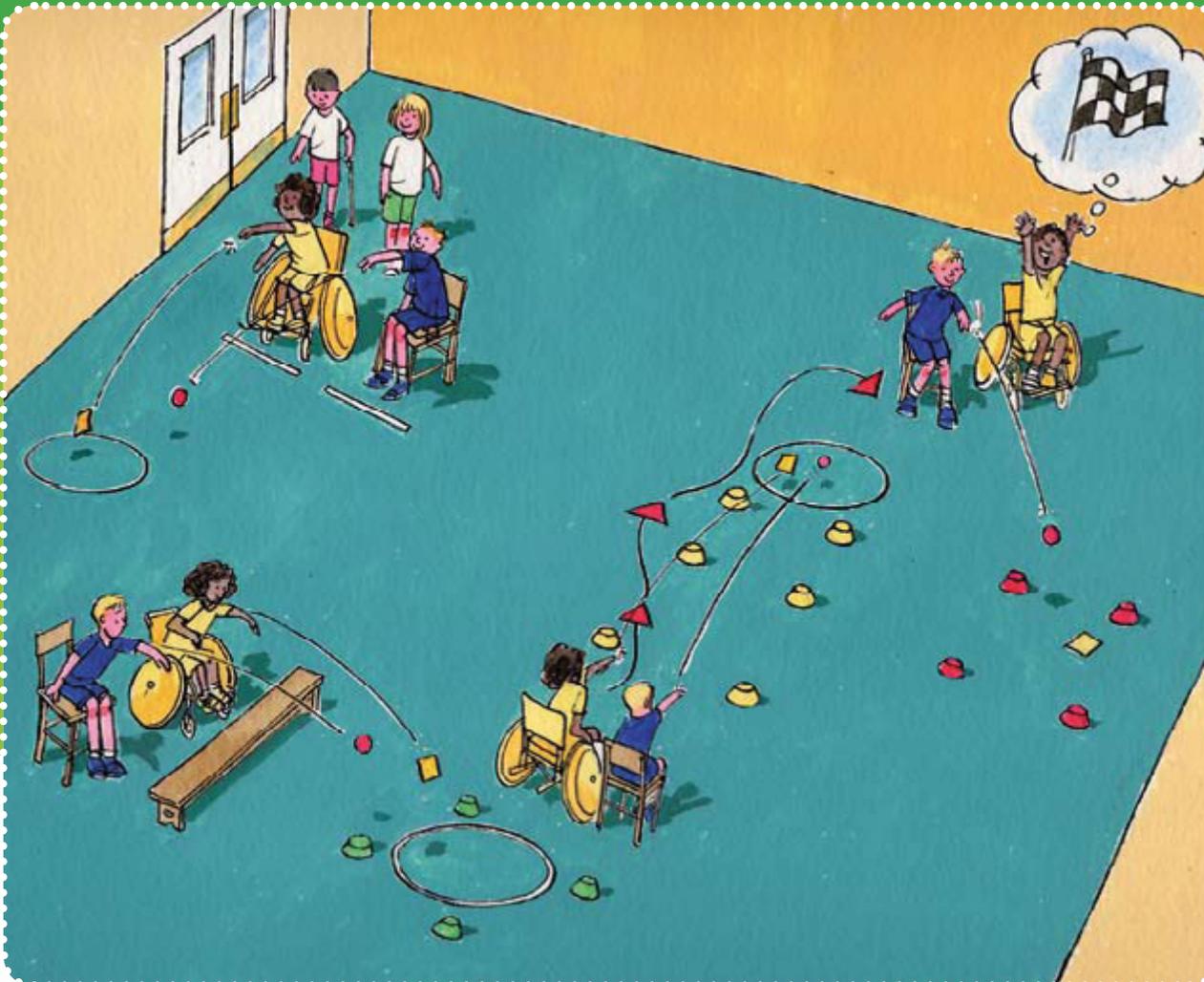
- » Raise equipment off the ground
- » Provide a chute/ramp if required

Learning Disability:

- » Reinforce that each obstacle must be completed before moving on
- » Introduce obstacles progressively, one at a time

Fundamental skills

Target Golf



How to play

- » Split the group into 3 or 4 small teams.
- » Using a range of equipment set up a number of target games around the playing area. Each target will represent a hole.
- » All teams start at a different hole. Once they have successfully completed the hole by getting the ball/beanbag on target they move onto the next hole.
- » All holes are completed from a seated position.

Equipment needed

- » Hoops
- » Small balls
- » Beanbags
- » Cones
- » Chairs



STEPS

Target Golf

	Easier	Harder
S	» Reduce the distance to each hole	» Increase the distance to each hole
T	» Reduce the number of holes	» Increase the number of holes » Introduce bunker/rough areas
E	» Only use 1 piece of equipment per hole	» Use a wider range of equipment » Introduce obstacles to each hole
P	» As a team, they have to complete each hole	» Each team member must complete each hole
S	» No timescale to complete the course	» Each team is timed as to how long it takes them to complete the course

Impairment specific considerations:

Blind and partially sighted:

- » Use hi-visibility equipment
- » Use audible sound device

Deaf and hard of hearing:

- » Give demonstration for each hole

Physical Disability:

- » Use balls instead of beanbags, chute/ramp can then be used

Learning Disability:

- » Give demonstration at each hole
- » Ensure holes are challenging but not unobtainable