

# 1 PRIME activity: Balance & movement

These activities enable learners to develop controlled balance within movement.

## What do you need?

- Thin mats or soft floor-coverings.
- Throw-down markers (e.g., rubber spots) or plastic marker discs (note a slip risk with these).

## How do you play?

- These activities challenge each learner's balance and control.

## Compass points

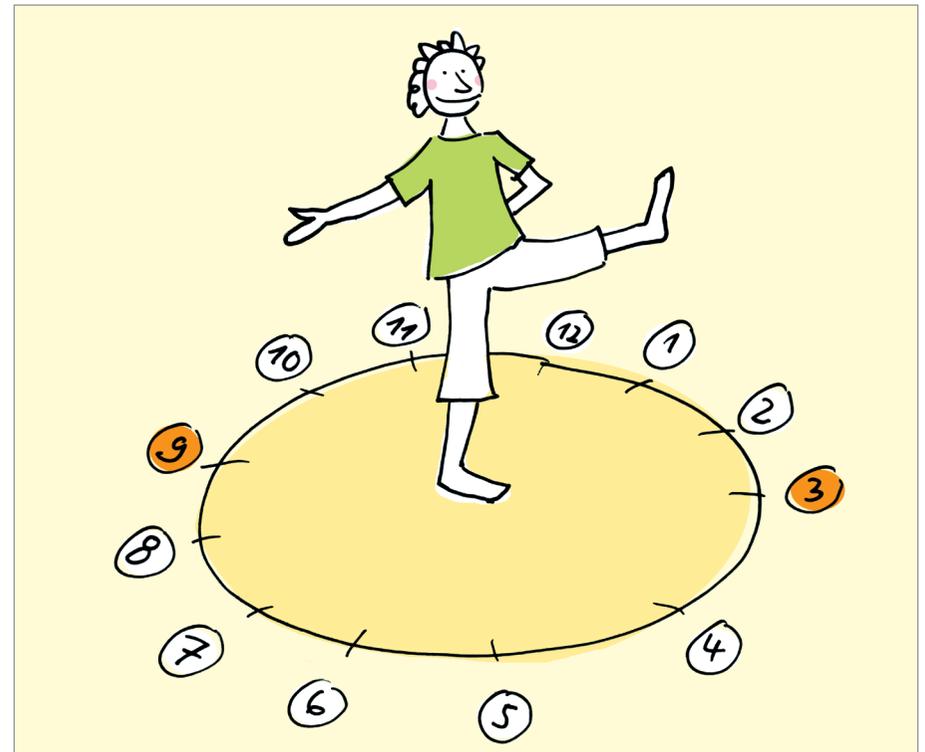
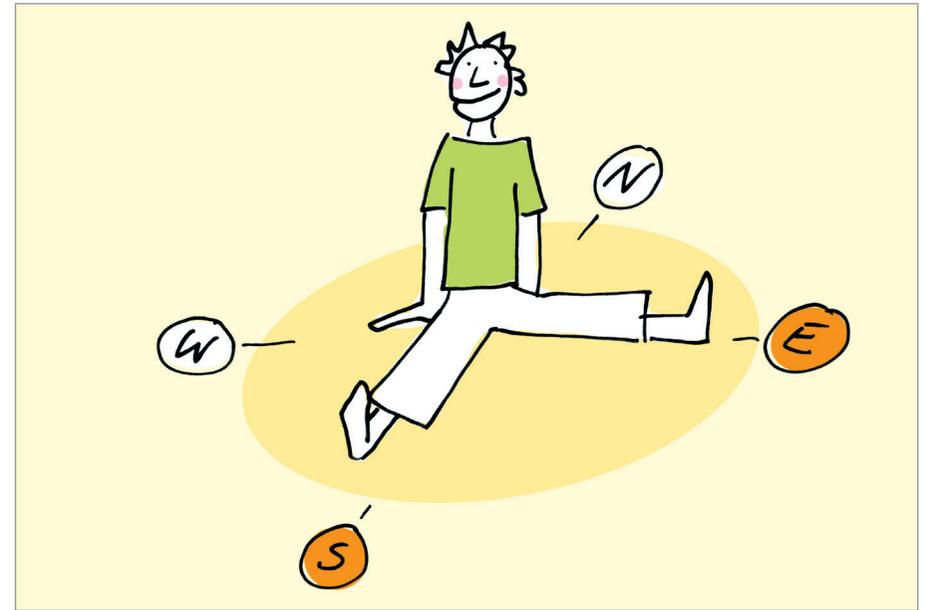
- Arrange four discs or spots in a circle around each individual, representing points of the compass (or colours, or place names).
- Positioned at the centre of the compass, learners stretch/lunge to touch each point of the compass as directed by the coach or a partner.
- Vary the challenge by asking learners to keep one foot at the centre of the circle and stretch to the appropriate point with the other foot.

## Clock face

- Arrange markers/spots in a circle representing a clock face.
- Learners stand, sit or kneel on a mat inside the circle.
- As directed by the coach or a partner, learners reach with hand or foot towards the appropriate disc.
- Try a sequence of numbers; learners stretch to each in turn; or use different parts of the body to indicate two or three numbers at once.

## Who will benefit from balance & movement activities?

- All learners will establish a stable, balanced position from which movement can be generated.



# 1

## Balance & movement

Use the **STEP** adaptation tool to adapt these activities – four parts of any activity that can be modified in order to include a wider range of abilities – **S**pace, **T**ask, **E**quipment, **P**eople

STEP	Examples
<b>Space</b> S	<ul style="list-style-type: none"> <li>Begin with smaller spaces where the learners can easily reach the target markers; then increase to encourage more weight transfer.</li> </ul>
<b>Task</b> T	<ul style="list-style-type: none"> <li>Try finding a stable base position in different positions (e.g., kneeling, one knee, sitting, sitting with support, standing).</li> <li>Progress to moving from each of these stable positions (e.g., from kneeling, lean forward, sideways or back).</li> </ul>
<b>Equipment</b> E	<ul style="list-style-type: none"> <li>Use skittles or tall cones which can be reached more easily by seated learners or wheelchair users.</li> <li>Incorporate target objects at different heights above the learners (e.g., attached to a wall or suspended on string from a kendo shinai held aloft by two partners).</li> </ul>
<b>People</b> P	<ul style="list-style-type: none"> <li>Wheelchair users can turn their chairs to face the appropriate disc as directed.</li> <li>For visually impaired learners, the coach can issue instructions from behind the target disc/spot.</li> </ul>

### Extension activity: Balance challenges

These activities are designed to encourage learners to develop balance and counterbalance against an opponent.

#### Stepping stones

- Arrange throw-down spots or strips of masking tape on the floor to create a short trail.
- Learners walk, crawl on all fours or follow the trail in their wheelchair.
- For learners using walking frames, allow more space between each spot or mark out larger 'stones' using paper and tape.
- Change the positioning of the stepping stones to create different challenges (e.g., further apart, closer together, diagonals).

#### Pull & push

- In pairs, two learners hold a belt or a ball between them – no direct contact; each learner tries to push or pull the ball/belt in order to force their opponent off-balance.
- This can be done in a standing or seated position, or between a standing and seated learner.
- Impose a restriction; e.g., both learners must stand on the same line or in a small circular space; they try to force their opponent off the line or out of the space by pulling or pushing on the ball/belt.

## 2 PRIME activity: Balance & stability

These activities help learners to focus on the specific fundamental skill of balance – in its widest interpretation

### What do you need?

- Most of these activities can be performed without equipment. However, the following may be useful:
  - mats, soft floor covering;
  - bean bags, small paper balls (see Extension activity).

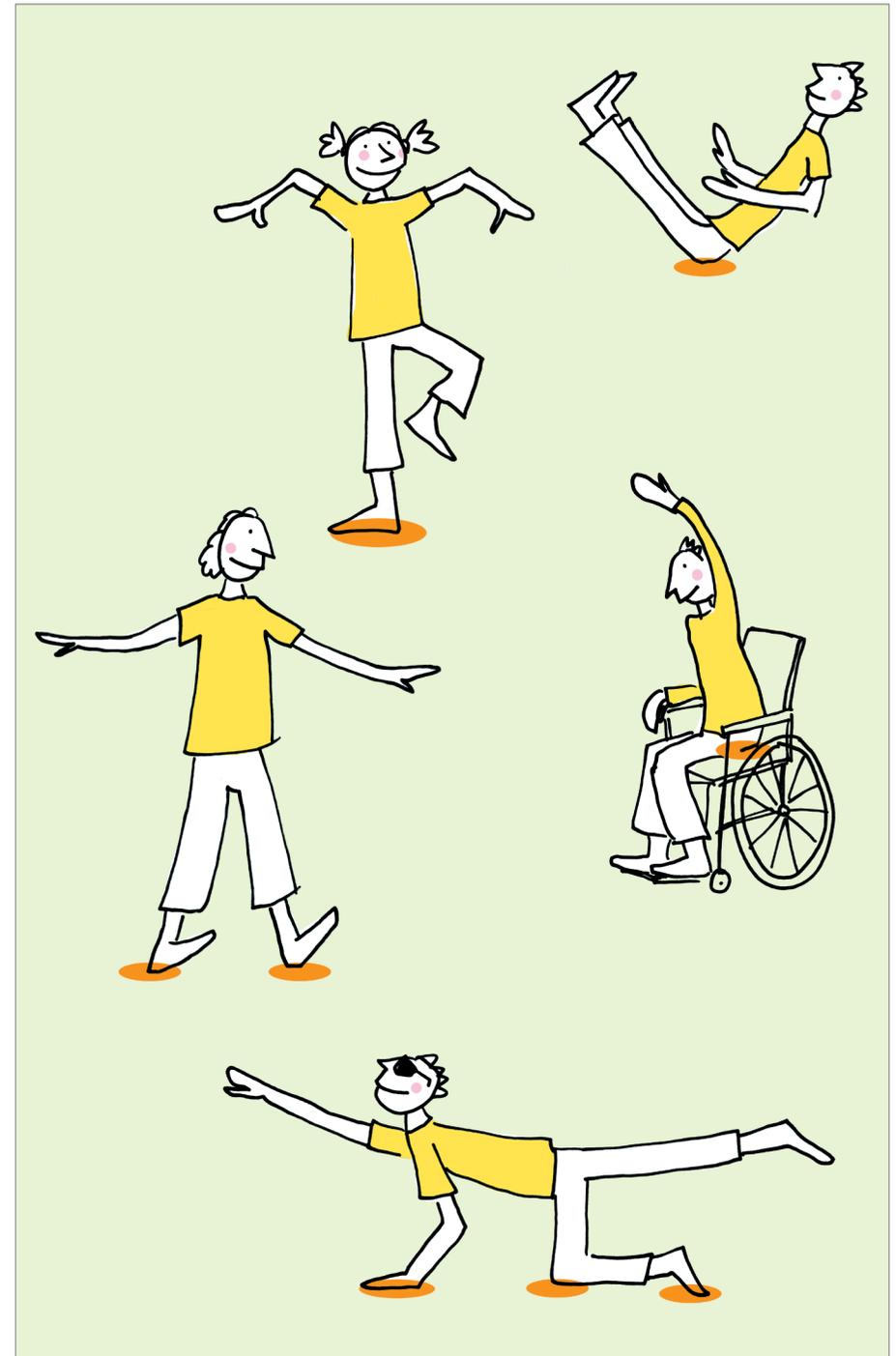
### How do you play?

#### Creating a stable base (see STEP for variations)

- Ask learners to find a space and then show all the different ways that they can balance:
  - standing on both feet; then both feet together; then on tiptoes (note: what can they do with their arms to assist?);
  - progress to a one-leg balance: lifting one foot slightly; raised bent knee; raise knee then turn it to the side;
  - from a stable position, learners try to bend from the waist forward, backward and to either side; how far can they go before compromising balance?
- Wheelchair user or seated learner can find their most stable trunk position
  - then explore how far they can bend forward, backward or to either side.

#### Floor-based stability

- On a thin mat or on the floor, learners explore different ways of achieving a balanced position: e. g., different number of points of contact:
  - three point balance (e. g., both hands and one knee);
  - four point balance (e. g., fingers of both hands, toes of both feet);
  - two point balance (e. g., one elbow, one knee).



# 2

## Balance & stability

Use the **STEP** adaptation tool to adapt these activities – four parts of any activity that can be modified in order to include a wider range of abilities – **S**pace, **T**ask, **E**quipment, **P**eople

STEP	Examples
<b>Space</b> S	<ul style="list-style-type: none"><li>• Ensure that there is sufficient space for each individual to explore different ways of achieving balance.</li><li>• Space can be explored by the individual (e.g., wide or narrow balances).</li></ul>
<b>Task</b> T	<ul style="list-style-type: none"><li>• Ensure that balance is achieved based upon the functional ability of each individual.</li><li>• Challenge learners to find new and different ways to perform the same balance (e.g., two point balance can be both feet or one hand and one foot).</li></ul>
<b>Equipment</b> E	<ul style="list-style-type: none"><li>• Where support is required, available equipment or items in the surrounding environment can be used:<ul style="list-style-type: none"><li>– a chair can provide support;</li><li>– lean against a wall with one or two hands in order to perform a one-leg balance.</li></ul></li></ul>
<b>People</b> P	<ul style="list-style-type: none"><li>• Learners can pair up and provide each other with support:<ul style="list-style-type: none"><li>– one learner can find a stable position to enable the partner to achieve a supported balance;</li><li>– both partners can achieve a mutual balance (e.g., each other, supported on both hands, palm to palm).</li></ul></li></ul>

### Extension activity: Balancing an object

Where people are participating from a seated position, they can explore balance by balancing an object, e.g.:

- Balancing a bean bag/ball on as many parts of the body as possible, such as:
  - on outstretched hand;
  - back of hand;
  - head;
  - knee;
  - foot.
- Introduce movement; e.g.:
  - whilst balancing the object on a part of the body, turn in different directions or lean forward or back;
  - try moving around the space in different directions.

### 3 PRIME activity: Coordinated movement

Movement control is fundamental to the acquisition of any sports or physical skill; these activities look at movement involving the whole body.

#### What do you need?

- Space, appropriate to the size of the group, enabling individuals to move in any direction.
- Throw-down markers, small cones or marker discs to create courses and movement trails.

#### How do you play?

- Begin with an unstructured warm up by asking learners to show in how many ways they can move around the activity space.

#### Traffic Lights warm up

- Learners spread out around the activity area.
- The coach holds up coloured marker discs (or similar) to indicate specific ways of moving:
  - **Green** = move in any way, in any direction
  - **Red** = stop (like a statue)
  - **Pink** = stretch one of your extremities in any direction
- Begin with these two options, then gradually add more colours/directions; take suggestions from the group:
  - **Blue** = change direction
  - **Yellow** = move backwards/in reverse
  - **Orange** = move in a curve or arc.
- Other instructions can introduce different ways of moving; e.g., high position (on tip toe, head high) or low position (crouching, head low); or large strides (pushes if in wheelchair), small, short steps (pushes).
- Introduce martial arts specific movements; e.g., punches, kicks, stable balance.



# 3

## Coordinated movement

Use the **STEP** adaptation tool to adapt these activities – four parts of any activity that can be modified in order to include a wider range of abilities – **S**pace, **T**ask, **E**quipment, **P**eople

STEP	Examples
<b>Space</b> <span style="font-size: 2em; color: #f9e79f; opacity: 0.5;">S</span>	<ul style="list-style-type: none"> <li>• Change the space to challenge the learners in different ways (e.g., a larger playing area encourages movement; a smaller space creates more interaction between the learners).</li> <li>• Invent movement courses/trails that the learners can follow:               <ul style="list-style-type: none"> <li>– a series of cones spaced out; learners move between each cone in a different way – walking/slow moving, running/fast moving, jumping/big pushes and so on;</li> <li>– an ‘obstacle’ course, including small low barriers or lines on the floor which must be stepped, jumped or moved over/around; or suspend a rope or a sheet under which learners move, crawl.</li> </ul> </li> </ul>
<b>Task</b> <span style="font-size: 2em; color: #f4a460; opacity: 0.5;">T</span>	<ul style="list-style-type: none"> <li>• Challenge the learners to move in lots of different ways; straight lines, curves, zig zags, turning 180° and continuing in the same style.</li> <li>• Speed play: whether whole body movement or specific limbs, the coach asks the learners to try moving at different speeds; fast, steady, slow, very slow (slow-motion).</li> </ul>
<b>Equipment</b> <span style="font-size: 2em; color: #e07a5e; opacity: 0.5;">E</span>	<ul style="list-style-type: none"> <li>• If marker discs or throw down spots are unavailable, use empty plastic water bottles, paper cups or pieces of masking tape to define the space or courses.</li> </ul>
<b>People</b> <span style="font-size: 2em; color: #c05942; opacity: 0.5;">P</span>	<ul style="list-style-type: none"> <li>• Support vision impaired learners in movement games or mirroring by providing them with a sighted guide or buddy; they can be in physical contact or the guide can provide verbal cues.</li> </ul>

### Extension activity: Coordination with others – mirroring

- In pairs, ask learners to mirror each other’s movements.
- Facing each other, one learner takes the lead, moving a single limb in a slow and predictable way; the partner follows the movements by mirroring (not the same limb, but the limb opposite their partner, as if looking in a mirror).
- The movements can gradually become more complex and involve more limbs and the whole body.
- Change roles frequently; the follower becomes the leader.
- Move towards sports-specific movements; e.g., punches, blocks, kicks.
- The group size can be increased with each learner in turn leading for a few minutes.

## 4 PRIME activity: **Coordination and control**

Moving with control is a vital aspect of sports-specific skill acquisition; these activities can provide a starting point.

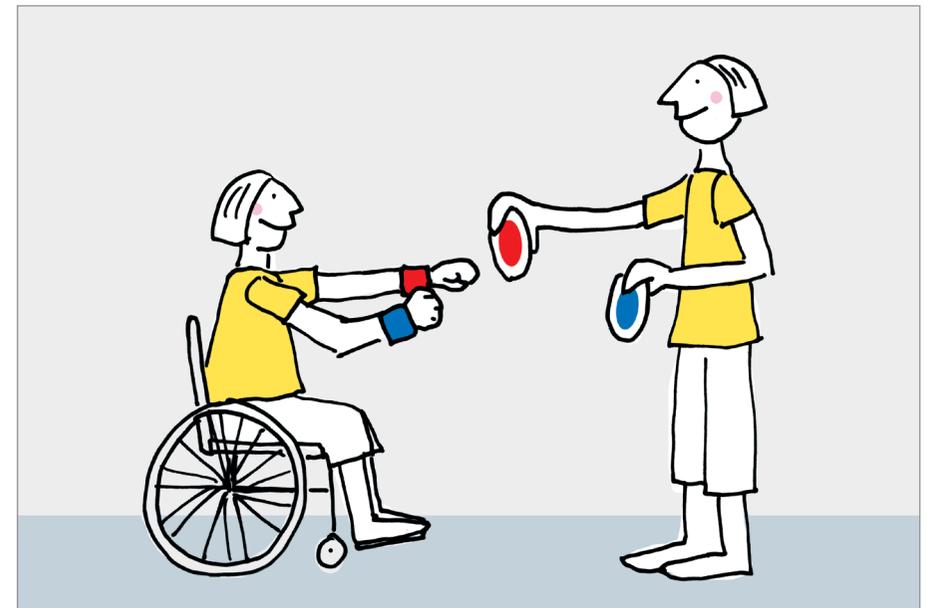
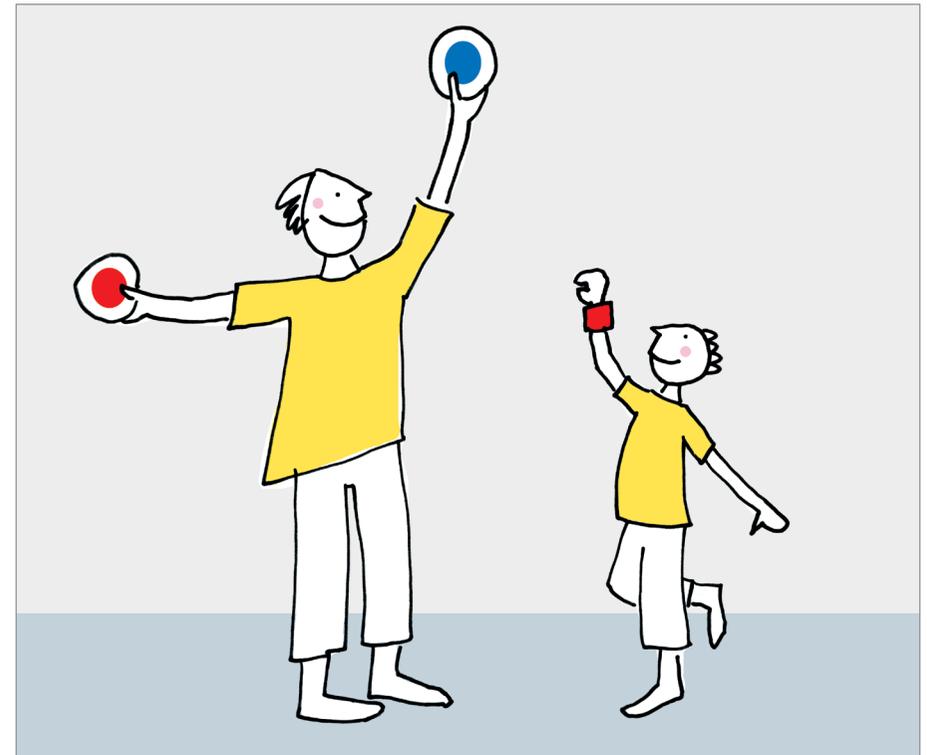
### **What do you need?**

- Coloured wrist/sweat bands;
- Coloured cards/paper;
- String, cord;
- Balloons, balloon balls, beach balls;
- Marker discs, rubber throw-down spots or similar.

### **How do you play?**

#### **Colour play**

- Learners wear wrist bands – a different colour on each wrist: e.g., red on right arm, blue on left.
- Use two similar coloured marker discs or coloured cards.
- A partner holds the coloured discs at the learner's shoulder level, just out of reach when their arms are fully extended.
- The red disc should be opposite the learner's 'red' arm; blue opposite the 'blue' arm.
- Initial movements should be very simple; e.g.: 'Red strikes towards red'; 'Blue strikes blue'. As the learner's coordination and rhythm improves, the instructions can be varied, e.g.: 'Red strikes blue' (crossing the centre line) and vice versa.
- Instructions can increase in complexity to further challenge the learner: 'Blue to red then blue; red to blue then red'.
- Progress by holding the target discs at different levels: high, shoulder level, low, one disc high, one low; keep mixing it up.



# 4

## Coordination and control

Use the **STEP** adaptation tool to adapt these activities – four parts of any activity that can be modified in order to include a wider range of abilities – **S**pace, **T**ask, **E**quipment, **P**eople

STEP	Examples
<b>Space</b> S	<ul style="list-style-type: none"><li>Learners should have enough room to perform striking movements without endangering themselves or others. (NOTE: wall targets should be beyond the reach of the learner's position; they strike <i>towards</i> the target).</li></ul>
<b>Task</b> T	<ul style="list-style-type: none"><li>Activity progression should be from simple to complex (e.g., a single option, then two, then more complicated sequences progressing only when the learner has reached a degree of competency at the previous stage).</li></ul>
<b>Equipment</b> E	<ul style="list-style-type: none"><li>Coloured balloons, balloon balls (balloon inside a material cover) or beach balls can provide motivation and safe targets.</li></ul>
<b>People</b> P	<ul style="list-style-type: none"><li>Visually impaired learners can be assisted by using sound cues (e.g., partially fill balloons with rice or seeds and shake the target balloon to provide a cue for the learner).</li></ul>

### Extension activity:

#### Balloon Bash

- Suspend coloured balloons (or beach balls) from a fixed position above the learners; for seated learners two helpers can hold a kendo shinai to which the balloons are attached above the learner.
- Beginning with just two coloured balloons, perhaps corresponding to the same wrist band colours, learners try to punch or touch the target balloon – following the coach's instructions.
- More coloured balloons can be added, and the learner strikes colours on command, or short sequences of colours using specific limbs.

#### Target wall

- Coloured discs or paper targets can be attached to a wall.
- Initially, use two colours to correspond to wrist bands.
- Targets can be arranged two high (red and blue), two at shoulder level (appropriate for standing or seated learners) and two low.
- Learners can strike towards the targets (NOTE: NO contact with the wall!)
- Simple sequence (one red, one blue) can be increased in complexity to include high and shoulder level punches and low kicks if appropriate to the individual.

## 5 PRIME activity: Floor-based movement

These activities present some starting points when introducing martial arts to people who have more severe and complex impairments.

### What do you need?

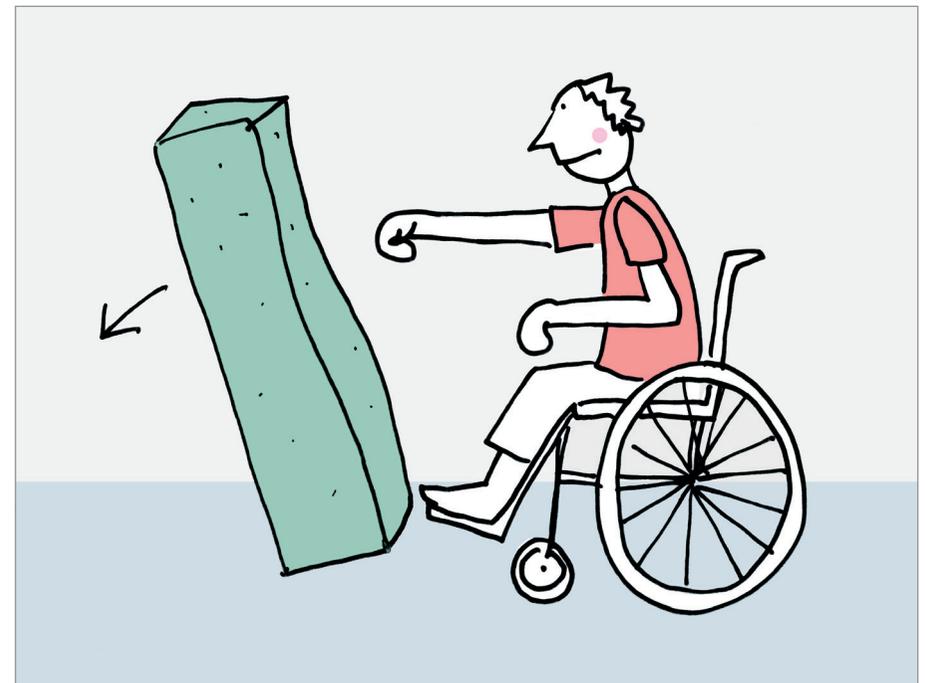
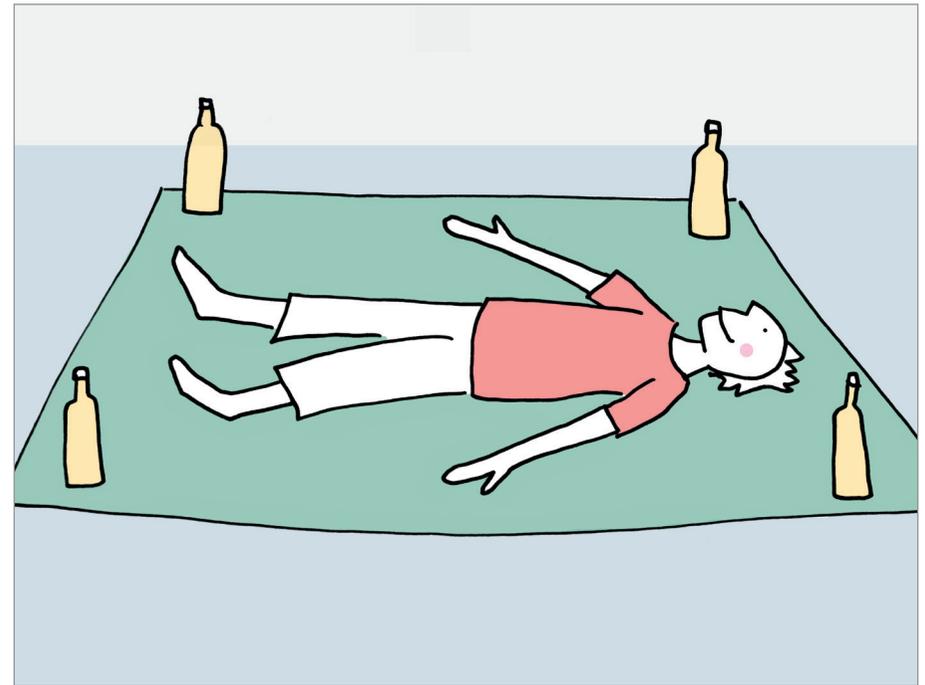
- Mat or floor covering;
- Space for an individual to lie in a lying position – and for an instructor/assistant to move freely around them;
- Simple props – such as large empty plastic water bottles, foam/plastic skittles, balloons or beach balls, string or cord and large, lightweight balls.

### How do you play?

- With or without support, enable the learner to lie safely in a comfortable supine or prone position on the mat.
- Encourage the learner to move limbs in all directions – all together and then specific limbs – to identify the individual's movement capabilities.
- Place some lightweight skittles (or plastic bottles) around the learners on the mat; encourage them to use their limbs to knock over the skittles; initially this can be random or uncoordinated movement.
- Progress to targeting specific limbs or movements:
  - place some skittles close to the body; can the learner roll their body towards them to knock them over?
  - position targets just within reach, e.g., behind the head; learners have to stretch one or two arms upwards to reach the skittles.

### Who will benefit from floor-based martial arts activities?

- Young people who have multiple, severe and complex impairments.



# 5

## Floor-based movement

Use the **STEP** adaptation tool to adapt these activities – four parts of any activity that can be modified in order to include a wider range of abilities – **S**pace, **T**ask, **E**quipment, **P**eople

STEP	Examples
<b>Space</b> <span style="font-size: 2em; color: #f0e68c; opacity: 0.5;">S</span>	<ul style="list-style-type: none"> <li>• Vary the distance between the learner and the target skittles/bottles (note that the distance can change dependent upon which limb the learner is using).</li> <li>• Try different density target balloon/beach balls in the striking game and in the kicking/pushing games; this can help to develop arm and leg strength.</li> </ul>
<b>Task</b> <span style="font-size: 2em; color: #f0a08c; opacity: 0.5;">T</span>	<ul style="list-style-type: none"> <li>• Challenge the learner by changing the angle at which the target is placed encouraging them to stretch in different ways/directions.</li> <li>• Encourage coordination and endurance by re-setting the skittles each time the learner knocks them down; in this way the activity becomes continuous.</li> </ul>
<b>Equipment</b> <span style="font-size: 2em; color: #e08c8c; opacity: 0.5;">E</span>	<ul style="list-style-type: none"> <li>• For targets use foam skittles, empty plastic water bottles, plastic or paper cups, cardboard tubes (from kitchen rolls).</li> <li>• Lightweight balls, such as exercise (Swiss) balls or large beach balls can be used for kicking; balloons or beach balls for arm/hand striking.</li> </ul>
<b>People</b> <span style="font-size: 2em; color: #a08c8c; opacity: 0.5;">P</span>	<ul style="list-style-type: none"> <li>• Some people may require additional physical support in order to attain their optimum position from where they move at least one limb freely. This can be human support or through the use of pillows, cushions, pads or soft play equipment.</li> </ul>

### Extension activity: seated or supported sitting activity

- From a supported sitting position or chair, learners can practise simple punching and striking movements:
  - the coach can assist the range of movement in upper limb or limbs by holding a pad (or a cushion) at different angles and distances and ask the learner to reach and touch it;
  - with another assistant, tether a few balloons or beach balls to a stick and encourage the learners to strike them; for variation and progression:
    - how many targets can they hit in a certain number of seconds?
    - check the quality of the movement at a given distance from the target balloon; then change the distance and assess the new movement;
- From a seated or supported sitting position, using a large Swiss ball or similar lightweight ball, encourage learners to kick it, or push with the sole of the foot, towards a target; e.g., skittles arranged like tenpins.

## 6 PRIME activity: Evading and attacking

Knee Tap – a simple but active dodge and movement game to develop both evading and attacking skills.

### What do you need?

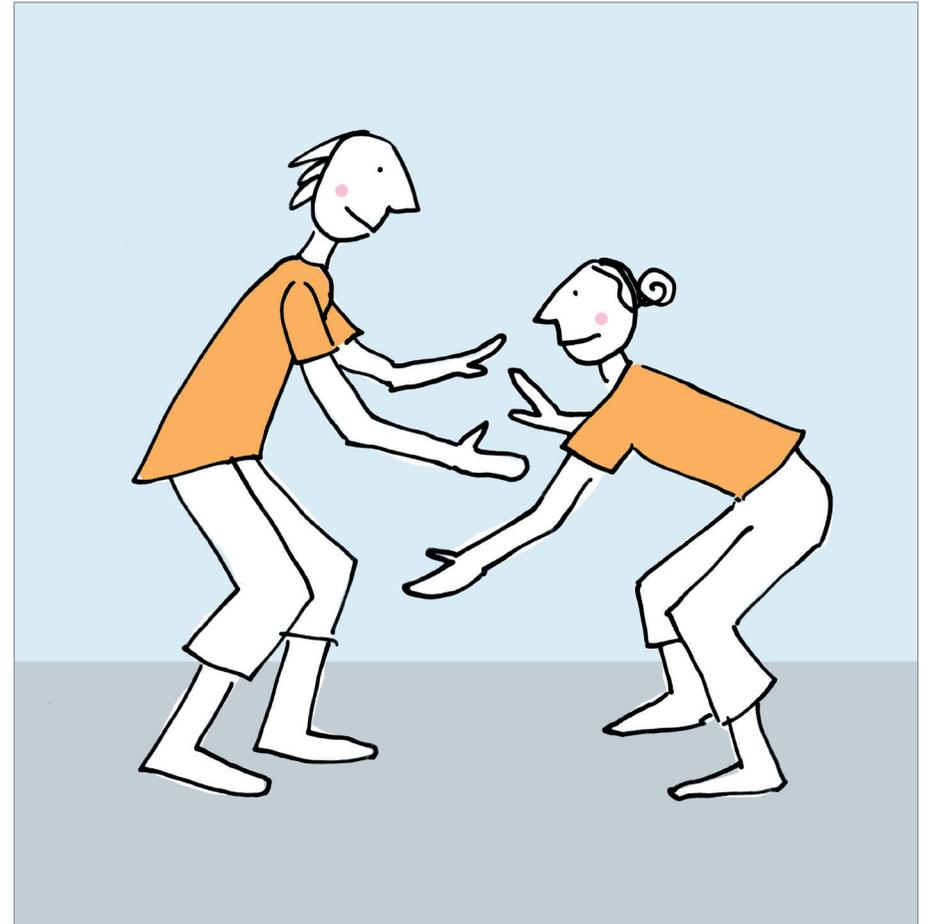
- No equipment is needed.

### How do you play?

- Arrange the learners into pairs.
- Each pair stands 1–2 metres apart; learners try to tap their opponent on either knee to score a point.
- They must avoid being touched themselves but without using their arms/hands to defend; they can only dodge.
  - If one learner is dominating, ask the group how the activity could be changed, in order to make it more balanced and competitive;
  - change the points system (e.g. some learners score double points for a knee touch);
  - use tags (e.g., masking or lightweight tape attached to the knees or other);
  - the dominant learner must keep one foot on the floor and not dodge out of reach (pivot step);
  - (See STEP for more ideas).

### Who will benefit from the Activity?

- The activity can be adapted to find ways of challenging a wide range of abilities.



# 6

## Evading and attacking

Use the **STEP** adaptation tool to adapt these activities – four parts of any activity that can be modified in order to include a wider range of abilities – **S**pace, **T**ask, **E**quipment, **P**eople

STEP	Examples
<b>S</b>	<ul style="list-style-type: none"> <li>• Both learners must compete in a confined space; this increases interaction.</li> <li>• To increase mobility and movement, increase the size of the playing space for each pair.</li> <li>• To develop specific movement patterns, play in different shape spaces:               <ul style="list-style-type: none"> <li>– circular space to encourage circling;</li> <li>– narrow rectangular space (broad) to encourage sideways stepping/moving.</li> </ul> </li> </ul>
<b>T</b>	<ul style="list-style-type: none"> <li>• A dominant learner plays using only one hand; or the dominant learner can only score by tapping a specific knee, the other learner scores on both knees.</li> <li>• Learners can choose to participate from a seated position, reducing exercise stress. Note: where two learners are seated, they can change the target area to the elbows or wrists.</li> <li>• The target area can be increased (e. g., the whole leg).</li> </ul>
<b>E</b>	<ul style="list-style-type: none"> <li>• Use tags; e. g., masking or lightweight tape attached to the knees or other parts of the body; opponents try to pull these off.</li> <li>• To extend the reach of some learners, they can use a rolled up newspaper or magazine.</li> <li>• To provide a clearer target, each learner holds a ball under one arm; this can support young people who have reduced flexibility/mobility or who have a vision impairment.</li> </ul>
<b>P</b>	<ul style="list-style-type: none"> <li>• Match learners by ability; e. g., active, mobile learners paired together.</li> <li>• A visually impaired learner can participate with a sighted learner by remaining in physical contact; partners hold one hand and use the other one to try and score.</li> <li>• A mobility impaired learner (e. g., a wheelchair user) can play against an ambulant (standing) opponent by creating a specific target, such as one wheel. Their tactic is to keep this wheel away from their opponent by turning.</li> </ul>

### Extension activity: developing martial arts related movement

- Learners can be restricted to specific ways of reaching and tapping their opponent’s target areas.
- Target areas can be varied; e. g., hips, elbows, wrists, back.

**Note:** For safety, the target areas should be below the shoulders only.

## 7 PRIME activity: Cooperation

Twin Sticks – a cooperative fun warm-up game assisting learners to develop fundamental movement and martial arts-specific skills.

### What do you need?

- Two long poles, such as broomstick handles, hockey sticks, belts, or martial arts sticks for each pair of learners.

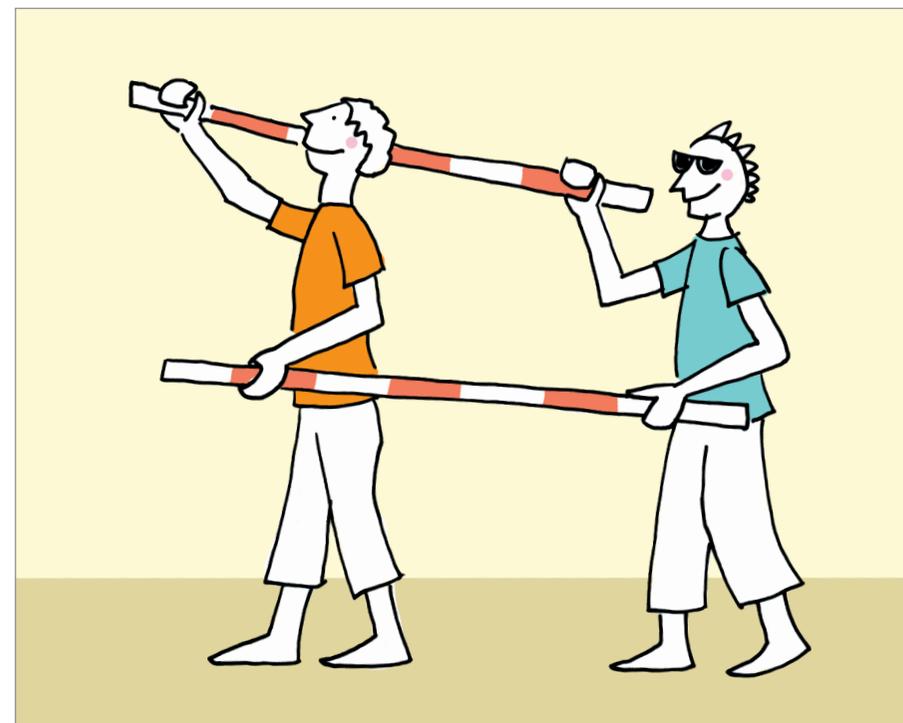
### How do you play?

- With or without music, the partners work together holding either end of the sticks (see photos).
- They can face each other, or both face the same way.
- Begin with static movements in unison arms swinging upwards, outwards, pushing up above the shoulders.
- Movement can be introduced gradually (e.g., marching on the spot; walking forwards (partners face the same way) and backwards swinging the arms in joint rhythm).
- Introduce rhythmic music with an even tempo (e.g. 8 beats to the bar) to stimulate and motivate.

### Who is Twin Sticks for?

The activity can be adapted for a wide range of disabled and non-disabled people, but may be particularly effective:

- for a visually impaired person working with a sighted partner – or with another visually impaired person;
- with autistic young people who are additionally have issues with direct contact, either with another young person or with a supporting partner;
- for people who have coordination or control impairments; practise with a non-disabled partner may help movement skills develop;
- as part of an active ageing programme.



## Cooperation

Use the **STEP** adaptation tool to adapt these activities – four parts of any activity that can be modified in order to include a wider range of abilities – **S**pace, **T**ask, **E**quipment, **P**eople

STEP	Examples
<b>Space</b> <span style="font-size: 2em; color: #f0e68c; opacity: 0.5;">S</span>	<ul style="list-style-type: none"> <li>Progress from static to moving; however, ensure there is space for pairs to explore forward and backward marching in safety; work in straight lines with pairs moving in the same direction.</li> <li>Make sure that pairs have enough space between them to swing arms outwards without clashing.</li> </ul>
<b>Task</b> <span style="font-size: 2em; color: #f0a08c; opacity: 0.5;">T</span>	<ul style="list-style-type: none"> <li>Basic movements – pushing the sticks vertically up and down, out to the side and back, or forward and back (alternately and symmetrically) can progress towards combination movements or where either side of the body is doing something different.</li> <li>Enable learners to develop their own movements.</li> </ul>
<b>Equipment</b> <span style="font-size: 2em; color: #e08c8c; opacity: 0.5;">E</span>	<ul style="list-style-type: none"> <li>Alternatively sticks can be used – whatever is available and safe (e. g., Nordic poles, walking sticks or elbow crutches).</li> <li>Belts can be used if folded or twisted, but using these requires good coordination between the partners.</li> </ul>
<b>People</b> <span style="font-size: 2em; color: #a08c8c; opacity: 0.5;">P</span>	<ul style="list-style-type: none"> <li>Try pairing someone who is confident with a good vocabulary of movement with a partner who is still developing these skills.</li> <li>Counting a steady beat together (movements in 8 s) can help some young people learn individual movements.</li> </ul>

### Extension activity: incorporating martial arts movements

- Learners can explore simultaneous hand and arm movements, gripping the sticks; one can lead and the other follows (then change).
- For example, punches can be simulated by holding the sticks at a higher (e. g. chest) level, then ‘punching’, on one side then the other, alternating turns between the partners.
- Blocking movements can be simulated by bringing the arm across the body shielding the head – again alternating between partners.
- Music can provide rhythm and motivation.
- Use the sticks to mirror other form-specific arm and body movements.

This activity is based upon ‘Twin Sticks’, developed by Niina Makela, when a PhD student at Satakunta University of Applied Sciences, Finland.

## 8 PRIME activity: Changing direction

Evasion tag games that introduce changes in direction, tactical awareness and cooperation.

### What do you need?

- No specific props or equipment needed.

### How do you play?

- The basic activity involves three learners; two play cooperatively as a team and the third in an attacking role.
- The pair decides which one will be the guard and which one the 'VIP' (Very Important Person); the guard stays between the VIP and the attacker at all times.
- The attacker tries to touch the VIP by manoeuvring around the guard.

### Variations

- The VIP can be in physical contact with the guard, e.g. staying behind by holding, for example, the shoulder or hip; or the guard occupies the space between the VIP and the attacker but there is no contact.
- The guard can block access to the VIP, but there is no contact with the attacker; or the guard can stop the attacker by touching her/him on a specified target area; e.g., the back.

### Who will benefit from playing VIP shadow?

- People who have a wide range of abilities can participate;
- People who have a visually impairment playing the VIP role can stay in contact with the guard; if the attacker is a wheelchair user, the VIP must walk only.



## 8

## Changing direction

Use the **STEP** adaptation tool to adapt these activities – four parts of any activity that can be modified in order to include a wider range of abilities – **S**pace, **T**ask, **E**quipment, **P**eople

STEP	Examples
<b>Space</b> <span style="font-size: 2em; color: #f0e68c; opacity: 0.5;">S</span>	<ul style="list-style-type: none"> <li>The space can be varied to:               <ul style="list-style-type: none"> <li>– increase movement and mobility (bigger space);</li> <li>– create more interaction and directional change (smaller space).</li> </ul> </li> <li>Play in a circular space; all learners must keep at least one foot (or wheel or part of walking frame) inside the circle; leaving the circle is a point to the opponent.</li> </ul>
<b>Task</b> <span style="font-size: 2em; color: #f0e68c; opacity: 0.5;">T</span>	<ul style="list-style-type: none"> <li>In pairs, where there is sufficient natural or artificial light to create a shadow, learners try to 'stamp' on each other's shadow.</li> <li>Challenge learners by imposing restrictions (e.g., touch only counts if the attacker's left hand touches the VIP's right arm).</li> </ul>
<b>Equipment</b> <span style="font-size: 2em; color: #f0e68c; opacity: 0.5;">E</span>	<ul style="list-style-type: none"> <li>To extend an attacker's reach, one can hold a rolled-up newspaper or magazine.</li> <li>The VIP wears a 'tail' (a strip of cloth or a belt tucked into their waistband); the attacker tries to pull the tail off.</li> </ul>
<b>People</b> <span style="font-size: 2em; color: #f0e68c; opacity: 0.5;">P</span>	<ul style="list-style-type: none"> <li>Change the dynamic of the game by introducing two attackers, or two guards.</li> <li>A visually impaired attacker can be guided by a buddy, or the VIP must shake a rattle ball, or a plastic bottle filled with rice or seeds, to provide a sound cue.</li> </ul>

**Extension activity: Tails and clothes pegs** (great warm-up games, or a way to increase all-round awareness).

### Tails:

- Every learner has a 'tail' – a strip of material, or a belt, tucked loosely into the waistband at the back.
- When the game starts, learners try to grab the tails of others but avoid having their own tail snatched.
- If a learner loses the tail, s/he can go to the coach/teacher to have it re-attached.
- A team version; when learners lose a tail s/he is 'captured' by the opponents and must join their team; when a team has only one learner left the game ends.

### Clothes pegs:

- Use wooden or plastic clothes pegs; all learners have a number of pegs attached loosely to their clothing.
- Learners try to steal clothes pegs from other learners and attach them to their own clothes.
- When the game ends, the learner with the most clothes pegs attached wins!

## 9 PRIME activity: Agility – dynamic movement

These activities encourage learners to move at different speeds, in different directions, and in different ways.

### What do you need?

- Hoops, tape to mark out small spaces, marker discs, cones or throw-down spots.
- Variety of balls, bean bags.

### How do you play? – Moving games

#### 'Follow my leader'

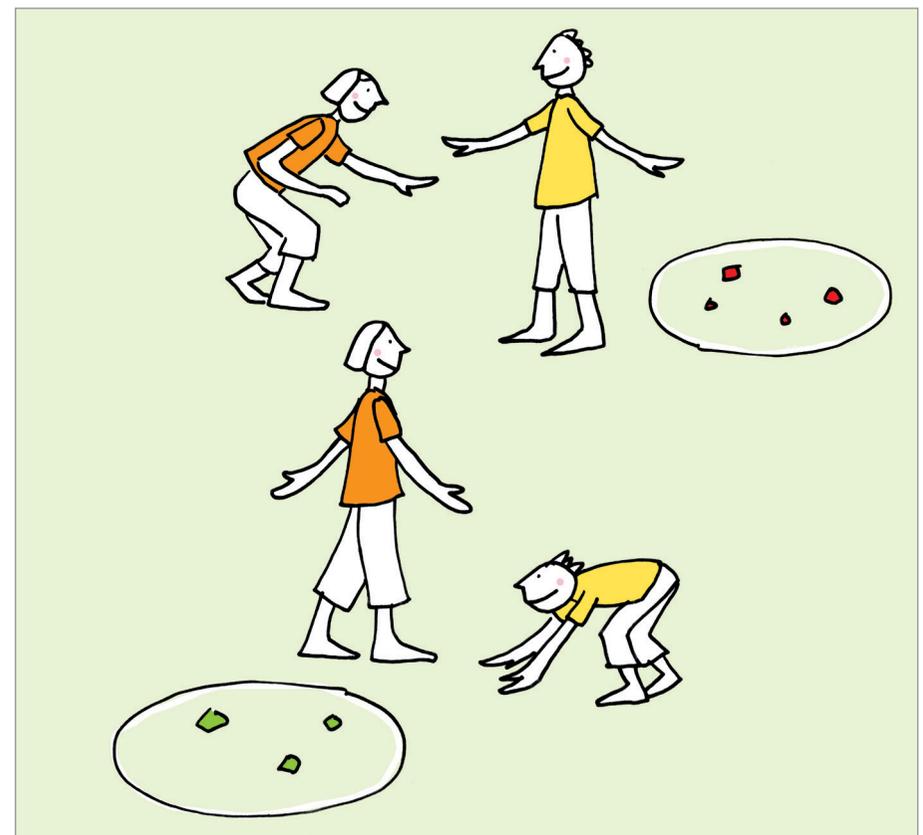
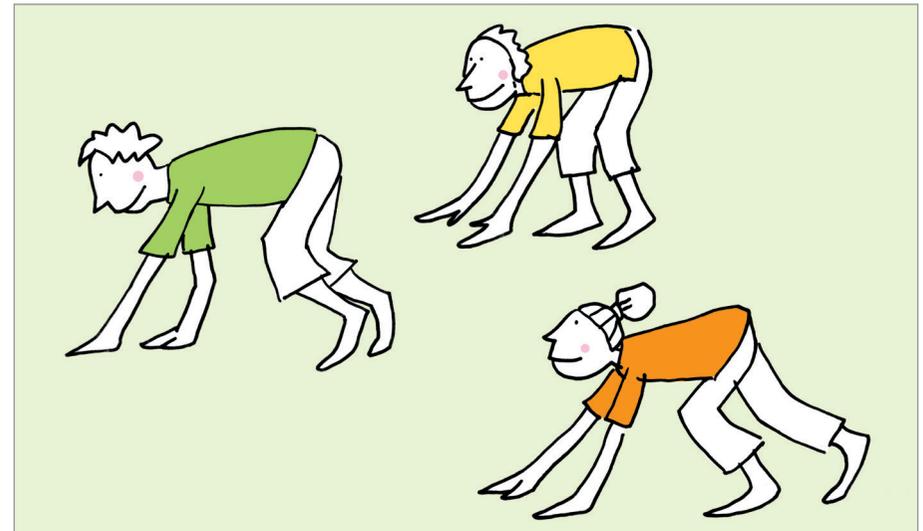
- one learner leads the group by moving in different ways (e.g., forwards, backwards, sideways) and at different speeds;
- the others try to follow the actions or movements;
- each takes a turn leading.

#### 'Dodge the Dragon'

- mark two lines about 10–15 metres apart on the floor, with learners behind one line;
- one learner (or two, depending on group size) stands between the lines – the Dragon!
- on the start signal, the learners try to dodge the Dragon and reach the other line without being tagged;
- learners reaching the other side unscathed score a point.

#### 'Guard the Treasure'

- use tape or hoops to make a number of large circles; place bean bags or other small objects inside (The Treasure);
- divide the group into small teams; each team has a Treasure to protect;
- learners try to protect their own Treasure and steal from others; no physical contact!



## Agility – dynamic movement

Use the **STEP** adaptation tool to adapt these activities – four parts of any activity that can be modified in order to include a wider range of abilities – **S**pace, **T**ask, **E**quipment, **P**eople

STEP	Examples
<b>Space</b> <span style="font-size: 2em; color: #f0e68c; display: block; text-align: center;">S</span>	<ul style="list-style-type: none"> <li>The distance to be travelled can be increased or decreased according to an individual's ability; not all learners need to cover the same distance.</li> <li>Vary the shape or orientation of the space to encourage changes in direction or movement (e.g., star-shaped course, curves or gradients).</li> </ul>
<b>Task</b> <span style="font-size: 2em; color: #f4a460; display: block; text-align: center;">T</span>	<ul style="list-style-type: none"> <li>Activities can be done in different ways and at different speeds; e.g., moving in slow motion, or as if underwater.</li> <li>Combine movement with other skills (e.g., bouncing a ball, tossing and catching a bean bag).</li> </ul>
<b>Equipment</b> <span style="font-size: 2em; color: #e07a58; display: block; text-align: center;">E</span>	<ul style="list-style-type: none"> <li>Use whatever materials are available as substitutes for regular equipment – or to provide a new activity (e.g., if plastic water bottles are used to define an obstacle course, fill them with different amounts of water for different stabilities).</li> </ul>
<b>People</b> <span style="font-size: 2em; color: #a0522d; display: block; text-align: center;">P</span>	<ul style="list-style-type: none"> <li>Learners can work with partners for support, or can perform different parts of an activity based on their ability (e.g., in a collecting/gathering game, faster, more agile learners can retrieve objects placed further away, while those who have restricted movement go for the nearer ones).</li> </ul>

### Extension activity: Obstacle course

These activities are designed to encourage learners to develop balance and counterbalance against an opponent.

#### Stepping stones

- Create 'obstacle courses' that challenge young people to move in different ways and with variation in intensity, directionality and complexity:
  - weaving in and out of cones;
  - stepping/moving over low barriers – or just lines marked on the floor/ground;
  - ducking under a lightweight bar, net or rope (identify the rope clearly with ribbon or even small bells for safety);
  - moving forwards, backwards, or from side to side (zig-zag).
- Link the course to martial arts movements:
  - some balloons or beach balls suspended from a bar or rope; learners perform 4–10 punches/strikes when they reach this obstacle;
  - large, soft skittles or large empty plastic water bottles can be kicked over as the learners pass.

## 10 PRIME activity: Agility – movement exploration

These activities suggest ways in which learners can explore their movement potential.

### What do you need?

- Marker discs, throw-down lines/spots or cones;
- Bean bags, paper balls;
- Plastic hoops, tape;
- Thin mats or soft floor covering, where required.

### How do you play?

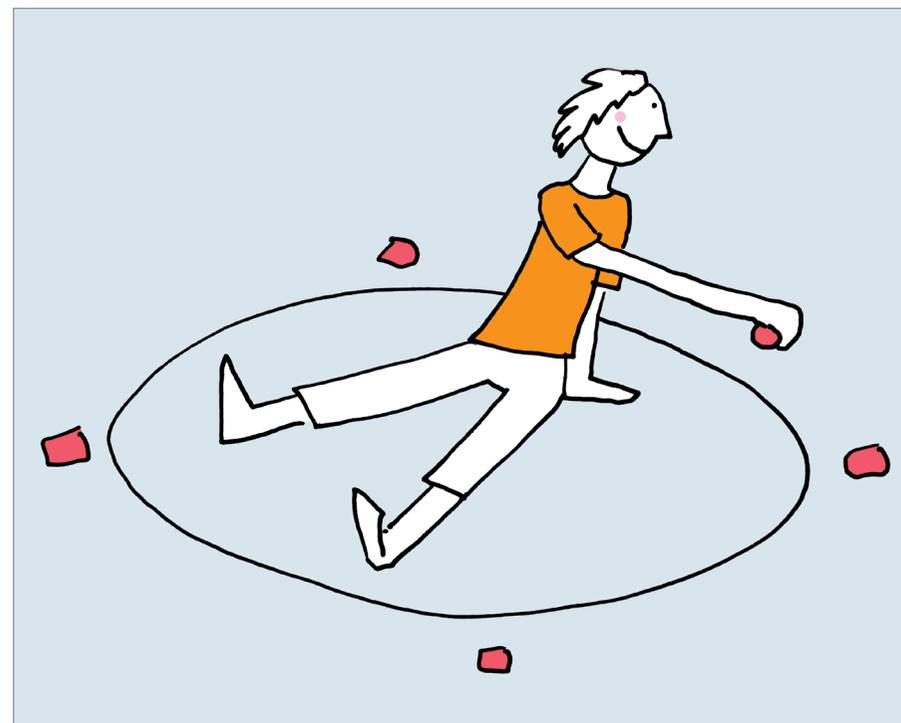
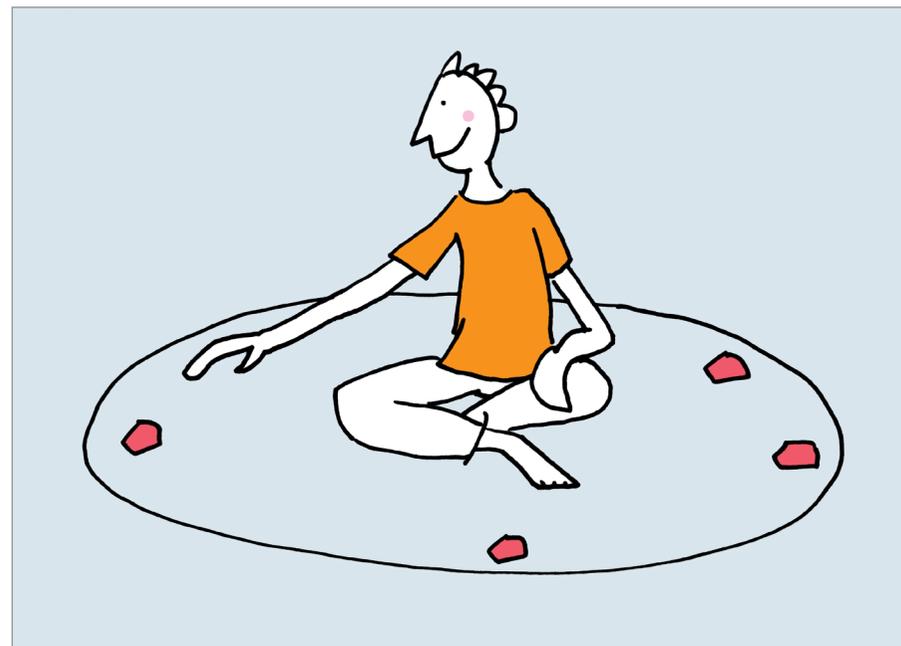
#### Twist and turn

- Mark a circle on the floor using discs, cones, tape or similar; sitting at the centre, learners should just be able to touch their own circle in every direction.
- Place bean bags or paper balls, like a clock face, just inside the circle.
- From a seated position (use a thin mat if required to avoid abrasions), learners twist their bodies to reach and collect each of the bean bags/balls in turn.
- Once they have collected all the bags/balls, learners place these outside the circle in different directions around them; no throwing – stretch, reach and place.
- For those who are able, try the same activity from a standing position; extend the width of the circle to encourage simple lunging movements in every direction.
- For an additional challenge, try this against the clock!

#### Agility with control

- Using cones, discs or spots, learners try to place their bean bags/balls on the cones/spots with precision.

**Note:** in all versions, use both dominant and non-dominant sides.



## Agility – movement exploration

Use the **STEP** adaptation tool to adapt these activities – four parts of any activity that can be modified in order to include a wider range of abilities – **S**pace, **T**ask, **E**quipment, **P**eople

STEP	Examples
<b>Space</b> <span style="font-size: 2em; color: #f9e79f; opacity: 0.5;">S</span>	<ul style="list-style-type: none"> <li>• Increase or decrease the width of the circle to support or challenge individuals.</li> <li>• Vary the distance that the bean bags/balls are positioned (e.g., those behind or in front of the learner a bit closer, those to either side further away).</li> <li>• Standing learners must keep one foot at the centre of the circle to encourage lunging/stretching with the other leg.</li> </ul>
<b>Task</b> <span style="font-size: 2em; color: #f4a460; opacity: 0.5;">T</span>	<ul style="list-style-type: none"> <li>• Use left hand to pick up objects on the left side of the body and right hand for those on the right (and either hand directly in front or behind).</li> <li>• Cross the midline: reach across the body with the opposite hand to pick up objects.</li> <li>• Where fine manipulation is a challenge, touching the target object can be initially sufficient.</li> </ul>
<b>Equipment</b> <span style="font-size: 2em; color: #e07a69; opacity: 0.5;">E</span>	<ul style="list-style-type: none"> <li>• Some learners may prefer different kinds of objects (e.g., soft, hard, hand-sized or where they can use both hands).</li> <li>• Cones and other space-marking equipment can be improvised using empty plastic water bottles.</li> </ul>
<b>People</b> <span style="font-size: 2em; color: #a65d5d; opacity: 0.5;">P</span>	<ul style="list-style-type: none"> <li>• Sound cues can be provided by a partner to assist learners who have a vision impairment.</li> <li>• Target objects can be raised higher (e.g., on top of other equipment, tables, soft play equipment or similar, for those for whom sitting on the ground is inappropriate).</li> </ul>

### Extension activity: Twist and pass

- In this game, divide the group into teams of 6–8; learners sit in a straight line facing forwards (single file).
- Place two small boxes (or buckets) at front and back of the line. Fill one box with 8–10 small balls or bean bags or objects of different sizes.
- On the start signal, the person at the front takes a ball and passes it to the person behind by twisting to one side.
- The receiving learner twists to the other side to pass the ball back – and so on until the learner at the back of the line takes the ball and turns/twists to place it in the box/bucket behind the group.
- Once the ball is in the box/bucket, the learner at the front can take the next one and pass it back.
- The first team to get all their balls/bean bags in the bucket or box wins!

### Variation

- Learners pass the ball back using different methods; e.g., non-dominant hand, ball between feet and roll backwards, thumb and forefinger, spin whole body around and pass.