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Fundamental skills

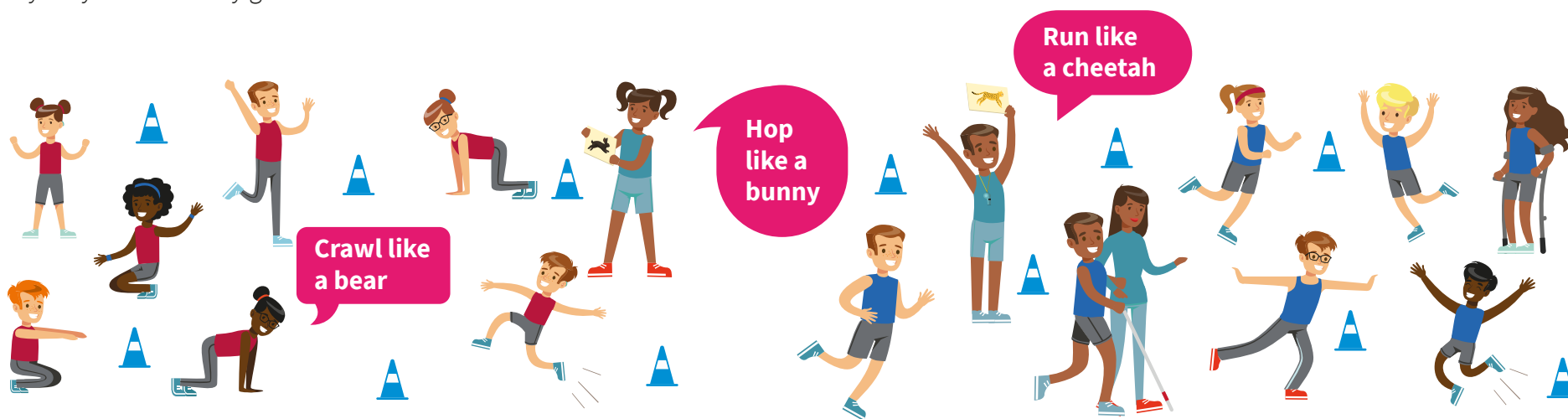
Moving animals

How to play

- Divide your group into two smaller groups with eight players in each area.
- Place a selection of cones or markers in each area for the players to touch.
- Players move around the area touching the cones one by one, counting how many they touch as they go.
- Teacher calls out names of animals and players perform a movement linked to that animal as they move from cone to cone. E.g. cheetah - running, elephant - walking, crab - side steps, rabbit - bunny hops, kangaroo - jumping, flamingo - balancing on one leg, bear - crawling along the ground.
- New animal movements can be created by the group or school staff.

Equipment

-  Large playing area
-  Cones or markers





1. Fundamental skills: Moving animals

Using STEP

	Easier	Harder
Space	<ul style="list-style-type: none"> Reduce the distance between cones. 	<ul style="list-style-type: none"> Increase the distance between cones.
Task	<ul style="list-style-type: none"> Use animals with simple movements. 	<ul style="list-style-type: none"> Use animals with more complicated movements.
Equipment	<ul style="list-style-type: none"> Use fewer cones. 	<ul style="list-style-type: none"> Use more cones.
People	<ul style="list-style-type: none"> Limit number of players in each area. 	<ul style="list-style-type: none"> Increase number of players in each area.



Impairment specific considerations

Blind and visually impaired pupils

- Use high visibility cones or markers.
- Introduce a buddy system.
- Use sound to support visually impaired players to locate cones.

Pupils with a learning disability

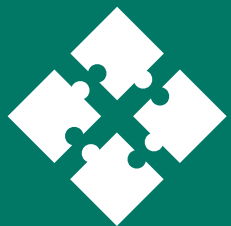
- Start activity with only one or two animal movements.
- Use visuals demonstrations to support players.
- Use picture cards to communicate instructions.

Deaf and hearing-impaired pupils

- Demonstrate instructions visually.
- Use picture cards to communicate instructions.

Pupils with a physical impairment

- Ensure there is enough space to move between cones.
- Use flat cones or markers to reduce potential trip hazards.
- Adapt movements to benefit and develop an individual's ability.
- Raise cones or markers up off the floor.



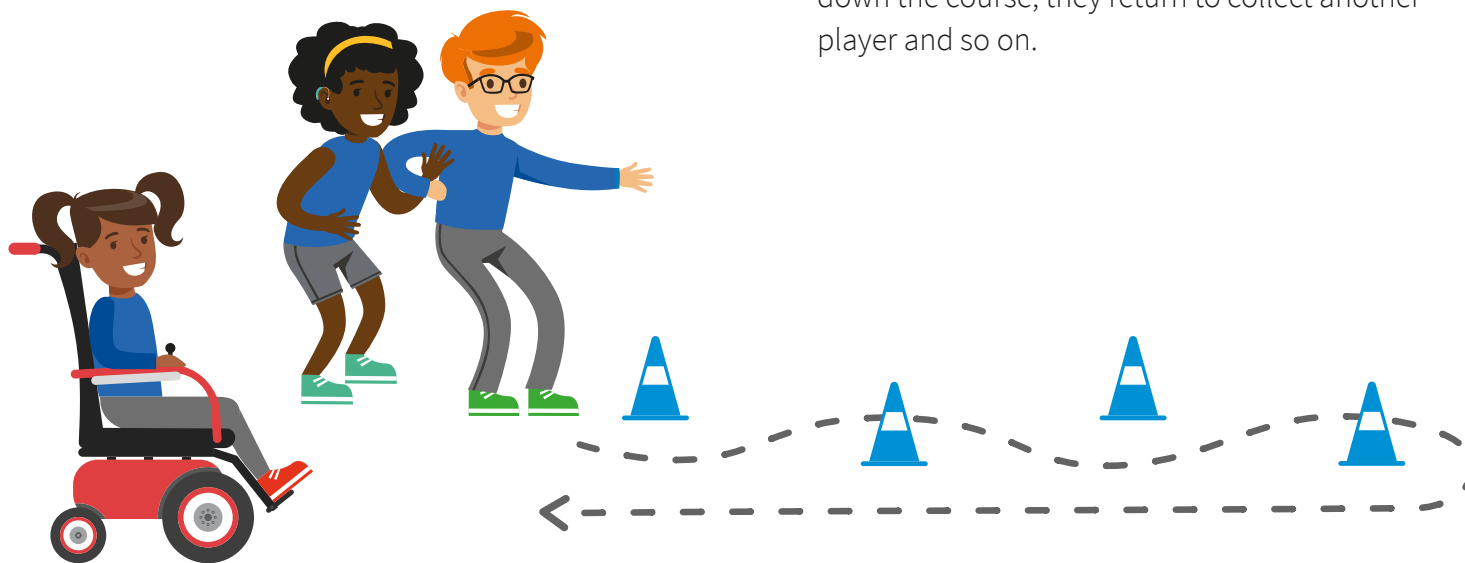
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Fundamental skills

Snake slalom

How to play

- Set out a straight line of cones (five or more) leaving approximately two metres between each cone.
- Players line up at the first cone.
- Player one weaves slowly through the cones. Once they reach the end, they return to the starting point by walking or running alongside the cones.
- Once back at the starting point player one links arms with player two in the line and they weave down the course, they return to collect another player and so on.



Equipment



Cones or markers



Large playing area

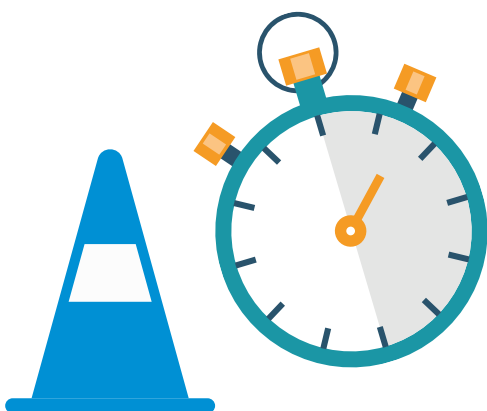
Pupil corner - Challenge yourself:

1. Try different ways of letting the team know which way to go.
2. Time yourselves to see how long it takes to complete the course and see if you can beat it.



Using STEP

	Easier	Harder
Space	<ul style="list-style-type: none"> Increase the distance between the cones. 	<ul style="list-style-type: none"> Reduce the distance between the cones.
Task	<ul style="list-style-type: none"> Players do not have to link the player in front. 	<ul style="list-style-type: none"> Perform the slalom up and down again.
Equipment	<ul style="list-style-type: none"> Use self-righting cones. 	<ul style="list-style-type: none"> Use wide based cones.
People	<ul style="list-style-type: none"> Reduce the number of players in each team. 	<ul style="list-style-type: none"> Increase the number of players in each team.



Impairment specific considerations

Blind and visually impaired pupils

- Use high visibility cones or markers.
- Provide a buddy or guide for visually impaired pupils.

Pupils with a learning disability

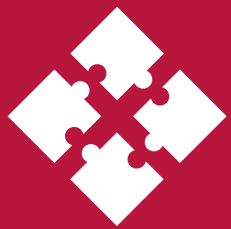
- Encourage players to move slowly like a snake, rather than moving quickly.
- Give prompts and reminders during the activity.

Deaf and hearing-impaired pupils

- Use visual signals or cues like waving a flag or bib to start and finish the activity.

Pupils with a physical impairment

- Ensure adequate spacing between cones or markers.
- Empower pupils with physical impairments to control the pace of the activity by going first and leading the snake.



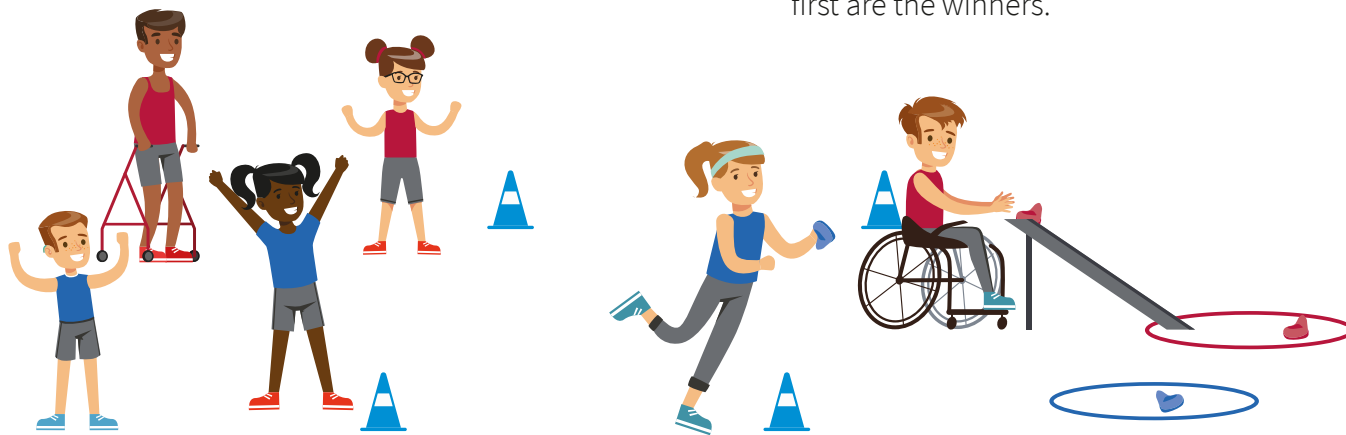
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Fundamental skills





Obstacle run

How to play

- Mark out a playing area with a start line, a throw line, and a hoop on the floor a set distance from the throw line.
- Divide your group into equal teams and line them up at the start line.
- Give each team a set of bean bags (one bean bag per person).
- Player one picks up one bean bag and runs to the throw line. They then throw the bean bag into the hoop, continuous attempts until successful.
- Player one then runs back to their team line and tags player two to go. This continues until all players successfully complete the course.
- The team that completes the obstacle course first are the winners.



Equipment

-  Cones or markers
-  Hoops
-  Bean bags
-  Balls

Pupil corner - Can you:

1. Think of different tasks that challenge and include everyone?
2. Create an obstacle course where the team needs to work together to complete it?
3. Beat your team's best time?



Using STEP

	Easier	Harder
Space	<ul style="list-style-type: none"> Reduce the length of the course. Vary course length for each team based on ability. 	<ul style="list-style-type: none"> Increase the length of the course.
Task	<ul style="list-style-type: none"> Reduce the number of obstacles. 	<ul style="list-style-type: none"> Add more obstacles or tasks to the course. Increase the level of difficulty at each obstacle.
Equipment	<ul style="list-style-type: none"> Move the hoop closer to the throw line. Roll a ball into a wide goal instead of a hoop. 	<ul style="list-style-type: none"> Replace the bean bag with a ball.
People	<ul style="list-style-type: none"> Each team has a volunteer to support them to complete each task on the course. 	<ul style="list-style-type: none"> Each player to complete the course twice.

Impairment specific considerations

Blind and visually impaired pupils

- Use high visibility equipment.
- Ask someone to assist with guiding players.

Pupils with a learning disability

- Introduce and demonstrate obstacles one at a time.
- Remind players that each obstacle must be completed before moving on to the next one.

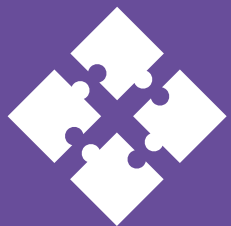
Deaf and hearing-impaired pupils

- Give a practical demonstration before the activity begins and when instructions change.
- Use a flag or bib as a visual signal to start and finish the activity.

Pupils with a physical impairment

- Ensure there is enough space between teams and on the course.
- Raise equipment off the ground.
- Provide a ramp or chute if required.





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Fundamental skills

Multi-station movement grid

How to play

- Divide your groups into four smaller groups.
- Use a range of equipment to set up four different agility and coordination activities. E.g. agility ladder, skipping, keepie-up using hand, foot, or racquet, dribbling between cones.
- Assign each group a different activity to complete in their area.
- Rotate groups so everyone completes all four activities.



Equipment

-  Cones or markers
-  Racquets
-  Agility or speed ladders
-  Bean bags
-  Range of balls
-  Skipping ropes

Pupil corner - Have a go at:

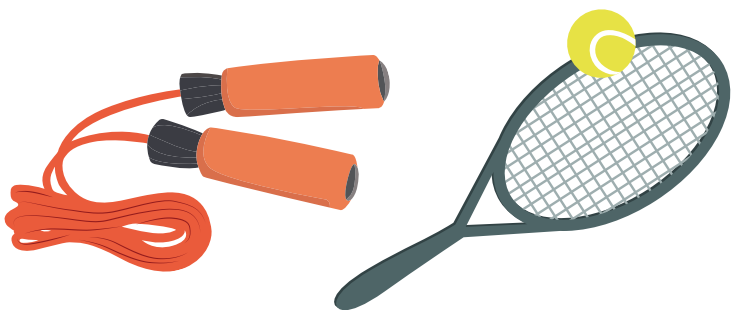
1. Creating a new activity and demonstrating it to the group.
2. Leading your group and offering coaching points.
3. Creating a sport specific grid and practise a different skill used in that sport in each area.



4. Fundamental skills: Multi-station movement grid

Using STEP

	Easier	Harder
Space	<ul style="list-style-type: none"> Increase size of the area. 	<ul style="list-style-type: none"> Reduce size of the area.
Task	<ul style="list-style-type: none"> Simplify the activity in each area. 	<ul style="list-style-type: none"> Increase the number of movements in each area.
Equipment	<ul style="list-style-type: none"> Use larger or lighter objects to catch. Use racquets with a larger surface area. 	<ul style="list-style-type: none"> Use smaller objects to catch.
People	<ul style="list-style-type: none"> Reduce the number of people in each group. 	<ul style="list-style-type: none"> Give each pupil an individual target to achieve.



Impairment specific considerations

Blind and visually impaired pupils

- Use high visibility equipment.
- Clearly describe each movement and skill.
- Introduce a buddy system, players can pair up to support each other.

Pupils with a learning disability

- Break down each activity into step-by-step instructions.

Deaf and hearing-impaired pupils

- Give a practical demonstration of each activity.
- Place picture cards of the activity in each area.
- Use visual signals or cues like waving a flag or bib to start and finish the activity.

Pupils with a physical impairment

- Ensure there is enough space between cones during agility activities.
- If some agility movements. E.g. jumping are not suitable, choose an alternative movement for an individual to do in the same area.



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Fundamental skills



Agility course

How to play

- Set up an agility course using cones for players to complete as quickly as possible, performing different agility movements as they go around the course.
- Divide your group into equal teams.
- Players lie face down on the floor at the start line.
- When the timer starts, the first player gets up and completes the course, moving from cone to cone as fast as they can.



Equipment

-  Cones or markers
-  A stopwatch

Pupil corner - Support your classmates by:

1. Offering coaching points to help them to improve.
2. Creating a course with different options so pupils can choose their own route.
3. Using different techniques to enable visually impaired pupils to take part.



Using STEP

	Easier	Harder
Space	<ul style="list-style-type: none"> Reduce the length of the course. 	<ul style="list-style-type: none"> Increase the length of the course.
Task	<ul style="list-style-type: none"> Reduce the number of agility movements / changes of direction. 	<ul style="list-style-type: none"> Increase the number of agility movements / changes of direction.
Equipment	<ul style="list-style-type: none"> Use flat markers to reduce risk of tripping. 	<ul style="list-style-type: none"> Introduce sporting equipment for players to take around the course. E.g. football or basketball.
People	<ul style="list-style-type: none"> Adapt movements for people's individual ability. 	<ul style="list-style-type: none"> Multiple players set off at the same time.



Impairment specific considerations

Blind and visually impaired pupils

- Use high visibility cones or markers.
- Enable pupils to walk through the course before taking part.
- Provide a buddy or guide for visually impaired pupils.

Pupils with a learning disability

- Use arrows to direct pupils around the course.
- Enable pupils to practise several times before being timed or competing against others.

Deaf and hearing-impaired pupils

- Do a practical run through of the course.
- Use a visual cue or wave a flag / bib to start the activity.
- Place arrows around the course to direct pupils.

Pupils with a physical impairment

- Pupils can start from a seated position, or turned away from the start line.
- Ensure adequate space between cones for wheelchair users and pupils using mobility aids.