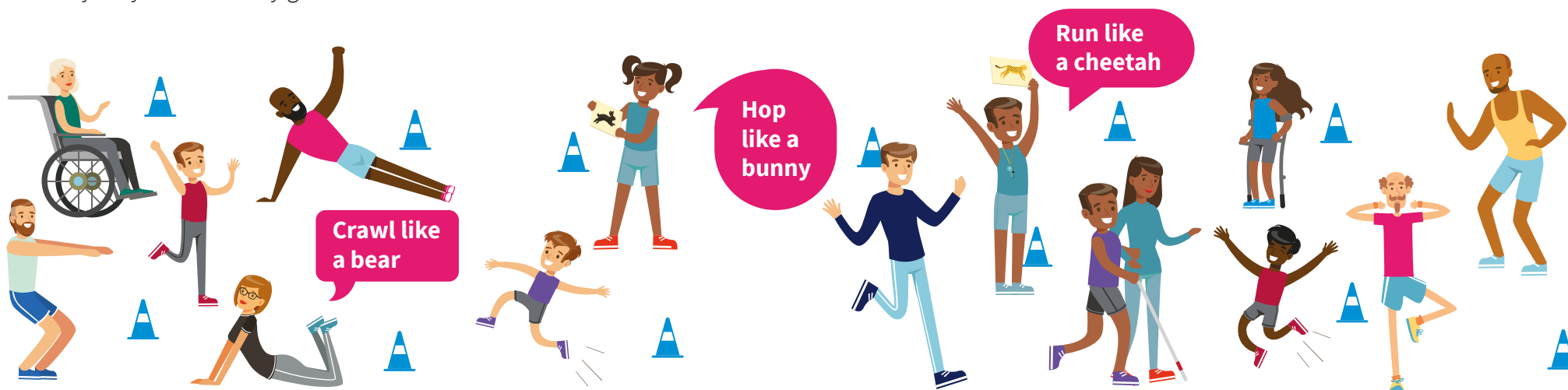# 1 Fundamental skills
Moving animals

How to play

- Divide your group into two smaller groups with eight participants in each area.
- Place a selection of cones or markers in each area for the participants to touch.
- Participants move around the area touching the cones one by one, counting how many they touch as they go.

- Call out the names of animals and participants 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.
- Encourage participants to create new animal movements.

Equipment

- Large playing area
- Cones or markers

Crawl like a bear

Hop like a bunny

Run like a cheetah

Using STEP

	Easier	Harder
Space	• Reduce the distance between cones.	• Increase the distance between cones.
Task	• Use animals with simple movements.	• Use animals with more complicated movements.
Equipment	• Use fewer cones.	• Use more cones.
People	• Limit the number of participants in each area.	• Increase the number of participants in each area.

Run like a cheetah

Impairment specific considerations

Blind and visually impaired participants

• Use high visibility cones or markers.

• Introduce a buddy system.

• Use sound to support visually impaired participants to locate cones.

Participants with a learning disability

• Start the activity with only one or two animal movements.

• Use visual demonstrations to support participants.

• Use picture cards to communicate instructions.

Deaf and hearing-impaired participants

• Demonstrate instructions visually.

• Use picture cards to communicate instructions.

Participants 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.
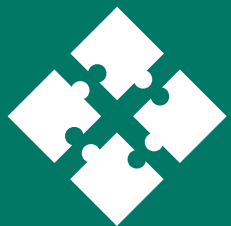
Fundamental skills
Snake slalom

How to play

- Set out a straight line of cones (five or more) leaving approximately two metres between each cone.
- Participants line up at the first cone.

- Participant 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 participant one links arms with participant two in the line and they weave down the course, they return to collect another participant and so on.
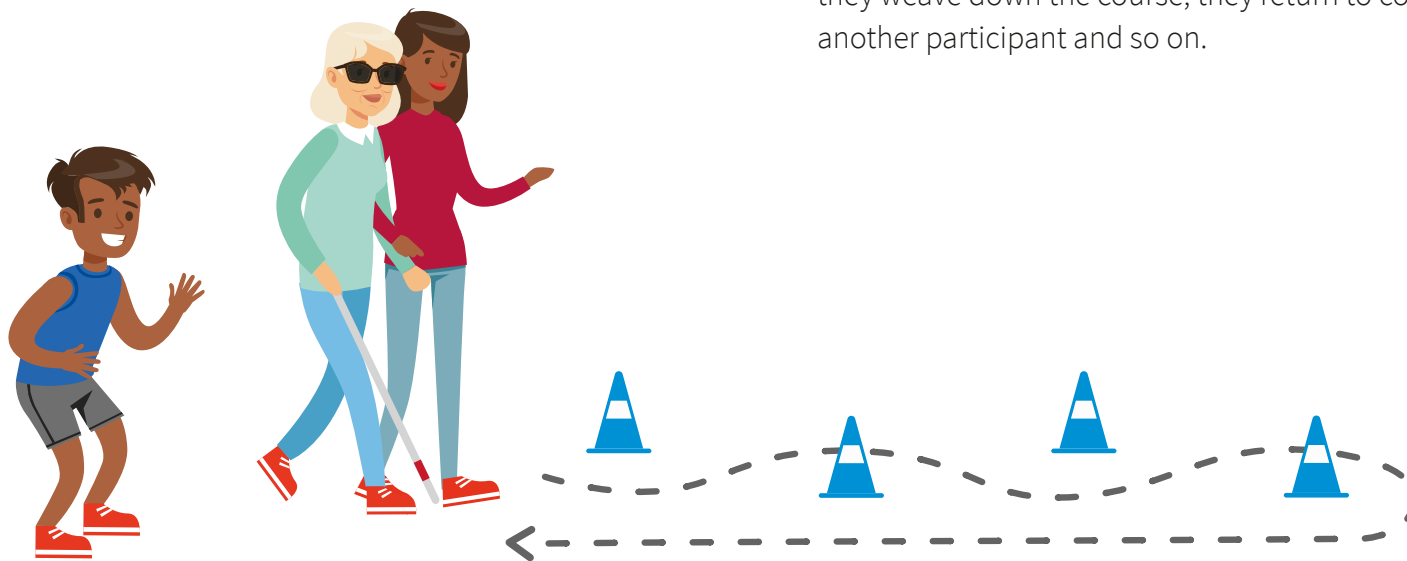
Equipment

▲ Cones or markers

⤭ Large playing area

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	• Increase the distance between the cones.	• Reduce the distance between the cones.
Task	• Participants do not have to link with the participant in front.	• Perform the slalom up and down again.
Equipment	• Use self-righting cones.	• Use wide based cones.
People	• Reduce the number of participants in each team.	• Increase the number of participants in each team.

Impairment specific considerations

Blind and visually impaired participants

- Use high visibility cones or markers.
- Provide a buddy or guide.

Participants with a learning disability

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

Deaf and hearing-impaired participants

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

Participants with a physical impairment

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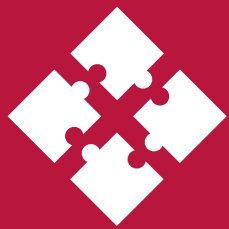
Fundamental skills
Obstacle run

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).

- Participant one picks up one bean bag and moves to the throw line. They then throw the bean bag into the hoop, using continuous attempts until successful.
- Participant one then runs back to their team line and tags participant two to go. This continues until all participants successfully complete the course.
- The team that completes the obstacle course first are the winners.
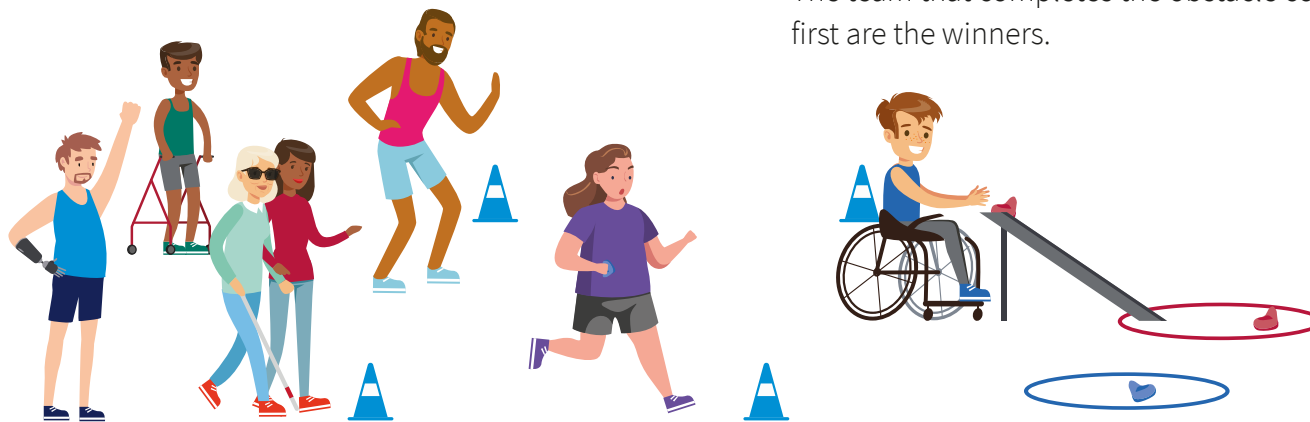
Equipment

- ▲ Cones or markers
- ⬭ Hoops
- ▬ Bean bags
- ⬤ Balls

Challenge yourself - 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	• Reduce the length of the course. • Vary the course length for each team based on ability.	• Increase the length of the course.
Task	• Reduce the number of obstacles.	• Add more obstacles or tasks to the course. • Increase the level of difficulty at each obstacle.
Equipment	• Move the hoop closer to the throw line. • Roll a ball into a wide goal instead of a hoop.	• Replace the bean bag with a ball.
People	• Each team has a volunteer to support them to complete each task on the course.	• Each participant to complete the course twice.

Impairment specific considerations

Blind and visually impaired participants

• Use high visibility equipment.

• Ask someone to assist with guiding participants.

Participants with a learning disability

• Introduce and demonstrate obstacles one at a time.

• Remind participants that each obstacle must be completed before moving on to the next one.
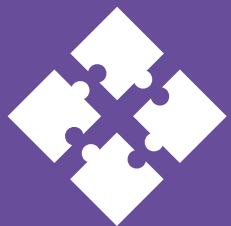
Deaf and hearing-impaired participants

• 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.

Participants 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.

How to play

- Divide your group 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
- Agility or speed ladders
- Range of balls
- Racquets
- Bean bags
- Skipping ropes

Challenge yourself - 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.

Using STEP

	Easier	**Harder**
Space	• Increase the size of the area.	• Reduce the size of the area.
Task	• Simplify the activity in each area.	• Increase the number of movements in each area.
Equipment	• Use larger or lighter objects to catch. • Use racquets with a larger surface area.	• Use smaller objects to catch.
People	• Reduce the number of participants in each group.	• Give each participant an individual target to achieve.
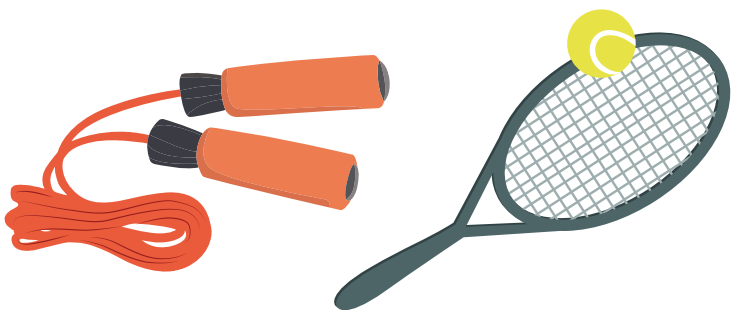
Impairment specific considerations

Blind and visually impaired participants

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

Participants with a learning disability

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

Deaf and hearing-impaired participants

• 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.

Participants 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.

How to play

- Set up an agility course using cones for participants to complete as quickly as possible, performing different agility movements as they go around the course.

- Divide your group into equal teams.

- Participants lie face down on the floor at the start line.

- When the timer starts, the first participant gets up and completes the course, moving from cone to cone as fast as they can.
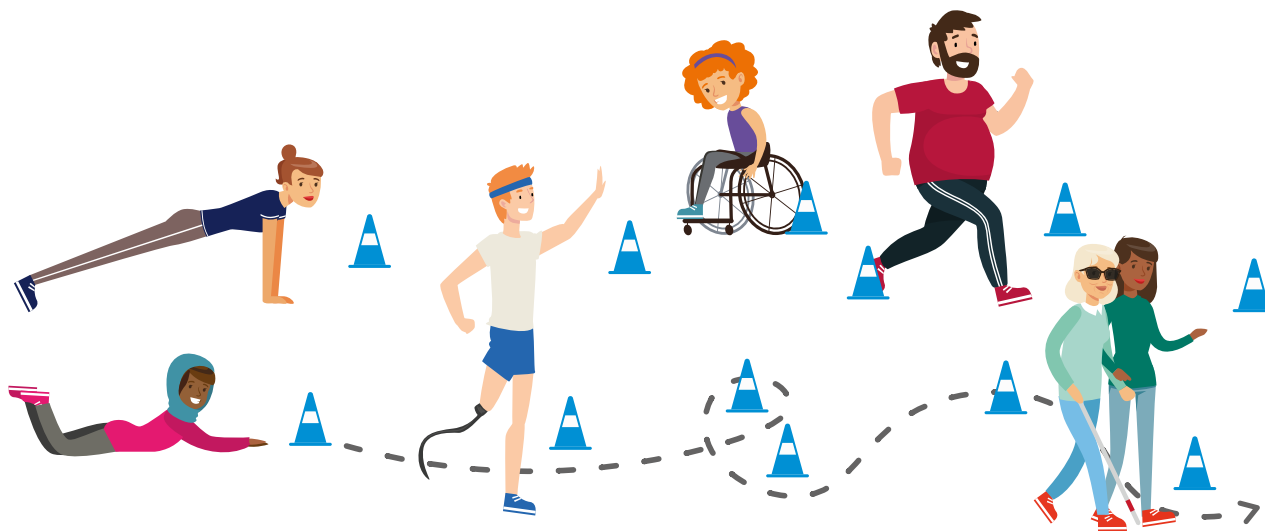
## Equipment

▲ Cones or markers

⏱ A stopwatch

Challenge yourself - Support others by:

1. Offering coaching points to help them to improve.

2. Creating a course with different options so participants can choose their own route.

3. Using different techniques to enable visually impaired participants to take part.

Using STEP

	Easier	Harder
Space	• Reduce the length of the course.	• Increase the length of the course.
Task	• Reduce the number of agility movements / changes of direction.	• Increase the number of agility movements / changes of direction.
Equipment	• Use flat markers to reduce the risk of tripping.	• Introduce sporting equipment for participants to take around the course. E.g. football or basketball.
People	• Adapt movements for participants' individual ability.	• Multiple participants set off at the same time.
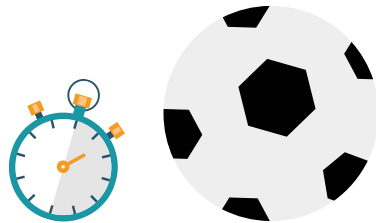
Impairment specific considerations

Blind and visually impaired participants

• Use high visibility cones or markers.
• Enable participants to walk through the course before taking part.
• Provide a buddy or guide.

Participants with a learning disability

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

Deaf and hearing-impaired participants

• 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 participants.

Participants with a physical impairment

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