

INCLUSION 2020

Learning and Discovery Personal Challenge Days **AT HOME**



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Inclusion 2020 – Learning and Discovery Personal Challenge Days – at home

AT HOME

If you're stuck at home for whatever reason (for example, school closed, family self-isolation or your school's lockdown) it's still possible to participate in the Learning & Discovery Personal Challenge Days.

With a few simple preparations (get help from others in your household if you can) you will be able to take part in activities that parallel the Personal Challenge Day challenges.

Each event will be made up of **five stations**:

- 4× inclusive sport stations
- 1× 'breakout' station

Each of the inclusive sport stations will be based upon **adapted versions** of **Paralympic sports**. These will be:

- Athletics
- Badminton
- New Age Kurling
- Seated Volleyball



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Inclusive sport stations

- Challenges based on these sports can be adapted and played as an individual (or with other members of your household) using simple materials and spaces that you can find in and around your own home. (See the **At Home Challenges**)
- You will probably not have the space or bits and pieces to set out all the activities at the same time, but you can choose to try these challenges in different ways:
 - select one of the 4 inclusive sports, get all the items that you need together, and then try them one after the other;
 - choose one of the activities from each of the four sports; again, try your hand at these in turn;
 - try one or two activities every day for four days.
- Don't forget to record your scores!
 - your scores can be sent into school via mobile or from a laptop;
 - the school may be able to create a template so that everyone participating at home can post their scores in the same way.

The breakout station

In the school Personal Challenge Day this station is designed to let you think about the activities and discuss them with others.

This can still be done even if you are participating on your own at home.

- You can have a chat with a friend (or friends using a group chat of some kind) to see how they got on with the game challenges; for example:
 - find out which challenges they liked the most;
 - exchange ideas on how you adapted the challenges using the space and materials that you had available;
 - talk to others in your household about the games;
 - ask a family member/carer to video you participating; you can post this on social media or send to the school.
- The school can provide a list of the breakout and self-reflection questions; you can complete these after you've tried the challenges at home and send your comments back to school. A teacher can follow-up with you afterwards to have a quick chat (online) about how you got on.

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Using the At Home Challenges cards

You can use the cards in two main ways:

- to help you to organise the challenges; the cards provide all the information that you need- and ways of changing the activities using the STEP adaptation tool so that they work for everyone;
- or as a spring-off point for you to develop your own challenges; use the ideas as a start point and invent new games – perhaps based upon the space and materials available.

Use your imagination!

So – even if you have to stay at home for a while, you can still be part of the **Learning and Discovery Personal Challenge Days** experience!



ATHLETICS – GUIDED WALK

WHAT YOU NEED TO DO

- Eyeshades/eye coverings
- Empty plastic water bottles
- Stopwatch/timer (eg on mobile phone)

CHALLENGE

- Place two large empty water/drinks bottles about 5-10 metres apart as course markers – this can be indoors or outdoors depending on available space.
- Wearing an eye-covering, the aim is to cover as many laps as possible between the markers (bottles) in the allotted time (this can be varied, for example, 1 minute).
- A family member/carer acts as a guide.
- Make a note of how many laps are completed in the time; have a rest and then go again.
- Only count completed laps.



SPACE

- Increase or decrease the distance between the markers.
- Use the available space; for example, up and down a hallway, or across the garden.

TASK

- If there is no guide available go without eye-covering; start and stop your own timer.

EQUIPMENT

- Use a scarf or a long, clean strip of material as an eyeshade.

PEOPLE

- The guide provides support by:
 - allowing the athlete to hold their arm and both complete the challenge;
 - staying apart from the runner and providing verbal guidance.

ATHLETICS – OBSTACLE COURSE

WHAT YOU NEED

- Eyeshades/eye coverings
- Empty plastic water/drinks bottles, paper cups, plastic picnic beakers, cushions, newspapers/magazines.
- Stopwatch/timer (eg on mobile phone)

CHALLENGE

- Using the space available, create an obstacle course between a start and finish point.
- Use materials that you can find around the home (see Equipment).
- Arrange the obstacles (eg plastic bottles) between the start and finish markers making sure that there is space to move between them.
- A family member/carer acts as a guide and timer.
- The athlete wears an eye-covering.
- At the start signal, the runner moves through the obstacles responding to their guide's verbal instructions.
- Stop the timer when the runner crosses the finish line.
- Add 1 second for every obstacle touched or knocked over.
- Have a rest then go again and try to beat your time.



SPACE

- Increase or decrease the distance between the start and finish line.
- Use the space available, indoors or outdoors.

TASK

- If there is no guide available go without eye-covering; start and stop your own timer.
- Challenge further by reducing the gaps between obstacles.

EQUIPMENT

- Use a scarf or a long, clean strip of material as an eyeshade.
- Use plastic drinks bottles, paper cups, newspaper taped to the floor, cushions scattered – whatever you have – to make the course.
- Avoid using larger items, such as chairs or coffee tables, which could cause a fall or collision.

PEOPLE

- The guide provides support by standing behind the finish line and giving instructions to the runner - decide on a system before the start (eg left - stop, right - stop, forward - stop etc.

BADMINTON – BALANCE IT

WHAT YOU NEED

- Empty plastic water/drinks bottles.
- Shuttlecock alternatives; for example, old newspaper/ paper, pair of socks.
- Stopwatch/timer (eg on mobile phone)
- Tennis racket, table tennis bat or similar if available.

CHALLENGE

- In the space available, create a simple out and back course using plastic drinks/water bottles as markers.
- The aim is to travel out and back along the course whilst performing a racket skill.
- Try to balance a paper ball or rolled up socks on a racket – or on your flat hand (palm upwards) if you don't have a bat.
- Ask a family member/carers to time you – or time yourself if no-one is available.
- Have a rest then go again and try to beat your time.
- Alternatively, see how many laps you can do in a specific time (for example, 1 minute).



SPACE

- Depending on the space available, either indoors or outdoors, increase or decrease the length of the course.

TASK

- Start by balancing the ball/sock without moving initially.
- Try performing the skill using the hand that you don't normally use; for example, use your right hand on the outward run and your left hand coming back.

EQUIPMENT

- As an alternative to a racket or your hand, try balancing the ball/sock on a paper plate, on a place mat or even a small, lightweight frying pan

PEOPLE

- If moving along even a short course is not an option for you, then try moving the balancing arm in different ways; for example, higher, lower, from side to side.

BADMINTON – TARGET GRID

WHAT YOU NEED

- Old newspapers, blankets, bedsheets, towels, tea towels as targets.
- Tape.
- Racket or bat if available (see Equipment for alternatives).

CHALLENGE

- In an indoor or outdoor space, make a target on the floor/ground using sheets or newspaper, blankets, bedsheets, towels or tea towels.
- Make a target grid using the materials – or simply start with one large sheet on the ground and gradually reduce the size by using smaller items.
- Different parts of the target can have different point values.
- Decide a distance from the target grid and mark with a strip of material or tape.
- From this line, try to 'serve' a paper ball or rolled up sock onto the target using a racket or the flat of your hand.
- Give yourself a set number of goes (for example, 5) and add up your total score.
- See if you can beat this total next time.



SPACE

- Adjust the distance between the line and the target grid.
- Change the size of the target.

TASK

- Try different kinds of shots; for example, the serve, or throw the ball upwards and strike it above your head.

EQUIPMENT

- Different colour material can represent different scores.

PEOPLE

- For those who have a vision impairment, a family member/carers can support by clapping or calling from just behind the target.

NEW AGE KURLING – SLIDE TO SCORE

WHAT YOU NEED

- Clean used jar lids
- Flat, smooth space; for example, table-top or a tiled or vinyl floor.
- Paper / marker pens
- Tape.

CHALLENGE

- Make some simple targets by using blank A4 paper or tear up old newspapers.
- Number the paper targets – 1,3 and 5.
- Stick these at the far end of a smooth table or on a vinyl floor using masking tape or similar.
- Use clean, used jar lids (for example, from coffee jars) to represent curling stones.
- From the opposite end of the table, try to score by sliding a jar lid along the table surface and onto the paper targets.
- After 3 attempts, add up your score.
- Go again and try to beat your best total.

SPACE

- Space permitting, increase or decrease the distance to the targets.
- If space is limited, maintain the same distance but make the target sheets smaller.

TASK

- If you can, and as an extra challenge, slide the 'stones' with the hand you don't normally use.
- Slide the stones at the targets in a specific order; for example, 1, then 3 and finally 5.

EQUIPMENT

- If you have them, bean bags can be used instead of jar lids; slide these along the table or floor.

PEOPLE

- A family member/carers can assist those who have vision or spatial impairments by giving a verbal or sound cue from behind the target.
- As an alternative to sliding the stones (lids) with the hand, use a ruler or small book to push them along the table.

NEW AGE KURLING – GOLF CURLING

WHAT YOU NEED

- Clean used jar lids
- Flat, smooth space; for example, table-top or a tiled or vinyl floor.
- Materials around the home..

CHALLENGE

- Using thin material or paper targets taped to the floor, create a short 'golf course' by placing them around the whatever space is available (3-4 target 'holes' is enough).
- Alternatively, use one area (like a table-top) and change the targets each time.
- As in golf, obstacles can be placed between the throwing line (or tee) and each target 'hole' to represent bunkers or water hazards; for example, use blue or yellow coloured material or paper.
- From the start point for each hole (tee), slide the 'stone' towards the target 'hole'. If it falls short, take your next go from where it stops.
- Like golf, add up the number of goes (shots) it takes you to get the stone onto the target.
- Keep a note of your score across all the targets and add them together for your final total.
- Challenge yourself by getting your total score as low as possible – just like golf.

SPACE

- Change the distance from the tee to the target 'hole'.
- Reduce or increase the gaps between the obstacles.

TASK

- Think about the best route to the target hole through the obstacles; sometimes it may be better to go a longer way round.

EQUIPMENT

- Bean bags can be used as an alternative to jar lids; slide these along the table or floor.

PEOPLE

- For those who have vision or spatial impairments a family member/carers can provide a verbal or sound cue from behind the target hole.
- If easier, use a ruler or the back of the hand to push the stone (lid) along the table/floor.

SITTING VOLLEYBALL – KEEPY UPPY

WHAT YOU NEED

- An indoor or outdoor space.
- Beach ball, balloons, plastic ball.

CHALLENGE

- Aim to keep the ball in the air, without it touching the floor, for as long as possible.
- Count the number of successful hits as you go; if the ball hits the ground record that score and try to beat it next time.
- You can set a maximum amount of time for the challenge (for example, 5 minutes) but you can have as many attempts as you like.



SPACE

- Make sure that you have a clear space away from walls/furniture where you can hit the ball/balloon into the air.
- To create more headspace, sit on the floor.

TASK

- Strike the ball in different ways; for example, one hand, both hands, above or below your eyeline.
- Try to keep your palms under the ball; playing the ball above your head have fingers up; low ball fingers down.

EQUIPMENT

- A balloon is a good place to start giving you more reaction time.
- If you don't have any kind of ball, make a large paper ball with a couple of sheets of newspaper secured with tape.
- As your skill/confidence improves, move to faster moving balls, like a beach ball or light plastic ball.

PEOPLE

- Focus on keeping the ball in the air using any part of the hand or arm.
- Progress towards developing better technique.

SITTING VOLLEYBALL – HIT THE CIRCLE

WHAT YOU NEED

- Safe indoor or outdoor space.
- Beach ball, balloons, light plastic ball.
- Plastic hoop, newspaper, blanket.
- Tape, chalk.

CHALLENGE

- This challenge is about practising and being accurate using three different ways of propelling the volleyball:
 - Serving
 - Volleying
 - Digging
- In the space available, place a plastic hoop, tape or chalk circle, or a blanket or large towel on the floor/ground.
- The aim is to be able to hit the target successfully using different ways of propelling the ball.
- Practise until you can hit the target 3 times in succession for each skill.

SPACE

- Move closer to, or further from, the target circle; closer if you miss the target, further away if you're successful.

TASK

- Get into a stable, balanced position before playing each shot – whether standing or seated.
- Focus on developing the correct technique for each skill before thinking about the target.

EQUIPMENT

- A beach ball or light plastic ball is ideal; but a large paper ball is a good alternative.
- Playing the ball upwards over head height e.g. over a chair if sitting or washing line if standing.

PEOPLE

- A family member/carer can provide support by setting or holding the ball.
- A helper can also assist with aiming by calling or clapping from behind the target circle.

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