

INCLUSION 2020

Learning and Discovery Personal Challenge Days **UNRESTRICTED**



YST INCLUSION SCHOOLS

**activity
alliance**
disability
inclusion
sport



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 **YOUTH
SPORT
TRUST**

Inclusion 2020 – Learning and Discovery Personal Challenge Days – unrestricted

EVENT INFORMATION

Background

Children's charity the **Youth Sport Trust** is leading a consortium of organisations commissioned by the **Department for Education** to increase opportunities for young people with special educational needs and disabilities (SEND) to enjoy Physical Education, school sport and physical activity.

Entitled **Inclusion 2020** this project will build upon the 50 Learning and Discovery festivals delivered in 2019-20 by delivering a further 20 **Learning and Discovery Personal Challenge Days** which will focus on inspiring pupils with and without SEND to play and enjoy unified sport together, challenging attitudes and perceptions of disabilities.

Outcomes for the school include:

- **Increasing the number, range and quality** of opportunities for ALL young people to participate and progress in PE, School Sport and the School Games
- Increasing **the skills and confidence** of the school sport workforce to provide high quality provision

Outcomes for young people include:

- **Raising aspirations** of young people with additional support needs and those that support them to realise their potential in and through physical education and sport.
- **inspiration**; providing opportunities to participate in new inclusive activity, encouraging lifelong participation

Evidence demonstrates the positive link between sport, physical activity and the social development of young people; opportunities to participate in sport can provide popular and engaging settings for social interactions.

(*Rochelle et al. (2013). A systematic review of the psychological and social benefits of participation in sport for children and adolescents. International Journal of Behavioural Nutrition and Physical Activity. Available at: <https://ijbnpa.biomedcentral.com/articles/10.1186/1479-5868-10-98>

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PERSONAL CHALLENGE DAY – FORMAT

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

- 4× inclusive sport stations
- 1× 'breakout' station which provides a more informal opportunity for the young people to work on skills, engage in informal play and form new friendships. This station will also provide opportunities for media engagement, if needed.

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



In addition to these guidelines, activities will be supported by activity cards, video clips with further ideas available through the **TopSportsability** online resource.

Note: Through introducing a breaks station, children will be able to get to know one another over a snack/refreshment. Creating some social time can really help with the development of friendships for children with and without SEND.

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PERSONAL CHALLENGE DAY – GUIDANCE AND TOP TIPS

The format of delivery is directed by you but to support you in this delivery, here are some Top Tips based upon learning from schools involved in previous Personal Challenge Days.

Ideally aim to invite approximately 10 young leaders to each Personal Challenge Day.

They can play an important part in:

- supporting the delivery of inclusive sports and breakout stations;
- helping to facilitate self-reflection sessions after each activity to help the young people to realise their potential and encourage lifelong participation.

NOTE: You may wish to use your Active3030 Young Champions and Step into Sport leaders to take on this role.



//

Your young students are a credit to your school, and applied themselves beyond their years with confidence, professionalism and humour as they interacted superbly with our group. I hope that these ventures have been of benefit to all parties with everyone learning and gaining valuable experience in a safe, enjoyable environment."

Teacher

Nottinghamshire Festival
2019

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PERSONAL CHALLENGE DAY TEMPLATE

Below is an example template suggesting ways in which a Learning and Discovery Personal Challenge Day could be delivered.

- Attendees: 60 children (12 per station)
- Young Leaders: 10 – two on every inclusive sport and breakout station
- Staff: 5-10 – supporting activities.

Quick wins

Bring it to life – these are THEIR games.

- Give your groups a country name.
- Print country flags so they identify as a group.
- Enter the Personal Challenge Day to their national anthem/team song.
- Have pictures of Paralympic athletes around the venue with mini biographies.

Suggested roles

- 1 event lead
 - Managing timings, movements, staff/young leader communication
- 2 staff members on registration as schools arrive
- 2 staff members supporting movements of young people and schools
- 1 Safeguarding lead
- 2 Young Leaders on each activity and breakout station to lead the
- delivery and explain each activity
- 1-2 staff on each activity and breakout station to support Young Leaders with:
 - Setting up equipment
 - Managing behaviour, bathroom breaks, communication with other staff/carers
 - Additional support for young people during activities
 - Capturing pictures, social



An amazing opportunity for our students to interact and engage with peers of varying abilities. They are all on a level field with sport as a common goal without the need for adult support. You can't measure the benefits of days like this. The opportunities to improve self-esteem and confidence are outstanding."

Teacher

Plymouth Learning and Discovery Day

NOTE: you may want to utilise teachers who have come from attending schools for CPD opportunities and to learn about each activity so they can deliver back at school post-Personal Challenge Day.

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RECOMMENDED TIMINGS

Including Young Leader training

09:00	Young Leaders arrival
09:30	Morning brief of activities, participants, safeguarding
10:00	Skills that will be developed throughout the day and how to apply these during the Personal Challenge Day and back at school
10:30	Young Leader training on each inclusive sport, breakout station and how best to support the young people participating
12:00	Young Leaders lunch
12:00	Schools arrival/registration
12:30	Personal Challenge Day Opening (this could be Lead Inclusion School contact, Young Person, Athlete Mentor, Head Teacher)
12:40	Inclusive sport stations x 4, breakout station x 1 – each station, 20 minutes long including five minutes for self-reflection
14:20	Thanks and close
14:30	Schools depart
14:30	Young Leaders debrief Top Tip – ask: <ul style="list-style-type: none">– What was their biggest achievement on the day?– Was there a particular young person who stood out to them?– What would they do differently?
15:00	Departure

USING THE ACTIVITY CARDS AND VIDEO CLIPS

How to get the best from the activity cards

The following few tips aim to help you get the most from the activity cards whether you are a teacher, assistant teacher, support worker, young leader or volunteer.

- The cards contain all the information that you need in order to run the challenges – the space required, the rules/task, equipment required and the relationship/interaction between individuals – including your role.
- They also show ways in which the challenges can be modified or adapted to meet the needs of different young people – whether this is to provide support or to test them further.

However:

- See the cards as questions, not answers; they are designed to stimulate the imagination and enable you to take the ideas in new directions rather than be prescriptive or constraining.
- The now familiar STEP adaptation tool is there to suggest options; but specific solutions to ensure that everyone is included will come from you on the ground.

Planning

- The cards are also really useful in helping to guide planning for the event or when using the challenges in other settings; not just in terms of logistics, such as equipment and space, but also where the activities can be linked to cross-curricular and subject-specific activity.

How to get the best from the video clips

The video clips can be utilised in a number of ways.

- To assist in the preparation of the challenges by sharing with staff, young leaders and volunteers.
- As a welcome and introduction to the day (Paralympian Kate Grey).
- To explain to young participants what some of the challenges look like.

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TOP SPORTSABILITY

To support young leaders in the delivery of their Learning and Discovery Personal Challenge Days and to support participating schools after the Personal Challenge Day, the resource YST TOP Sportsability can be used.

TOP Sportsability is a unique inclusive activities resource developed by the Youth Sport Trust in partnership with National Governing Bodies of Sport.

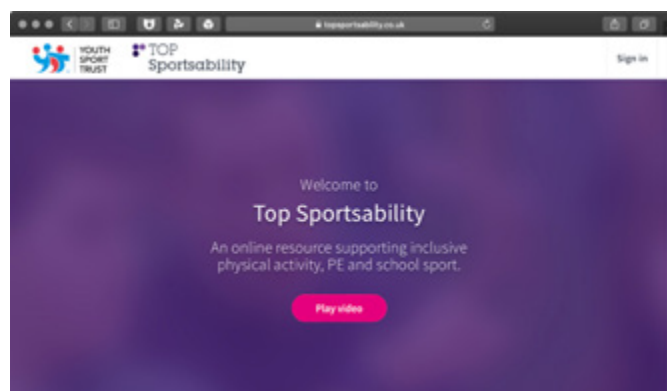
This resource includes the following:

- Specific ideas to support the inclusion of young people with SEND in physical activity and sport
- A basic introduction to a wide range of competitive sports (including three Paralympic sports)
- New activities, video clips and downloadable material to support individual and group learning

NOTE: To gain your free unique access, visit <http://topsportsability.co.uk/members> and register using your county code.

If you experience any difficulties in registering, please contact

roshni.mistry@youthsporttrust.org



APPENDICES

Self-reflection questions

- **Appendix 1**

Resource/activity cards

- **Appendix 2 (Athletics)**
- **Appendix 3 (Badminton)**
- **Appendix 4 (New Age Kurling)**
- **Appendix 5 (Sitting Volleyball)**

SELF-REFLECTION QUESTIONS

After each activity, it is **really important** that the pupils, led by their young leaders, have the opportunity to self-reflect. This is a great opportunity to ask the children questions and find out what they learned from the day and what they will take away as a result of attending.

Some areas of focus may be what they:

- enjoyed most about the day, and why?
- found the most challenging and how they overcame this challenge (relate back to examples of children with additional needs/disabilities);
- know about Special Educational Needs and Disabilities in their school or community;
- thought about inclusive sports and activities; for example, the differences and similarities; and whether they had tried any before;
- liked about trying a new sport; and how could they adapt the activity/sport back at their school – even if they have no equipment;
- know about the Paralympic Games; for example, what can they recall about London 2012 and what they know about the upcoming Tokyo Games in 2021);
- will do differently when they go back to school and how will they include others.

Young leaders will be encouraged to consider the questions they could ask to their group after the activity has finished to ensure they are thinking about how better to include everybody.

For example:

- How did you feel when completing the activity?
- Did you feel everyone in your group was included? How do you think this activity helped more people take part?
- What can we all think about when we go back to school or at home – how can we include everyone better?
- Did you celebrate when others in your group did well?

Young leaders should be encouraged to share the responses to these self-reflective questions with their Inclusion lead. Ensure that young leaders and supporting staff capture the responses so that learning and outcomes can be shared with the Youth Sport Trust, partners, teachers, parents/carers and the students' peers. The comments can also support any reports and media articles that may be completed after the Personal Challenge Day.



We had several Year 6 children who did not see how those with disabilities could access or should even take part in sport. After the event they have completely changed their opinions and have asked to attend another similar event to help others."

Teacher, Primary School

YST Final Report: Dare to Believe
March 2018

ATHLETICS – GUIDE RELAY

The athletics programme includes events specifically for athletes who have vision impairments (VI). This sprint relay involves cooperation, communication and speed!

WHAT YOU NEED TO DO

- Get together in teams of 4 (as in a sprint relay squad)
- Set out a 15 metres long straight course with a start line and marker cone at the opposite end

CHALLENGE FORMAT

- Athletes run in two pairs; one athlete guides and the other wears eyeshades
- The first pair go on the start signal
- At the turning point, one of them must touch the cone
- They return to the start line and the second pair go on a touch handover; the first pair change roles
- They continue until all four have run with eyeshades
- The time taken for all 4 athletes gives the **total team time!**



THINK ABOUT

- It's important to practise running together; in the team of 4, try to match athletes with similar running stride, speed or ability
- Decide the best way to run together; for example, match the stride of the nearest leg, or lead with the same leg
- Think about how the guide and runner stay in contact; for example, they can both hold onto a short cord (or tether), or the guide can use touch and voice

ATHLETICS – GUIDE RELAY

STEP – These are 4 simple parts of any game that can be changed to include everyone. Some examples are suggested below – but invent your own!

SPACE

- Use tape to measure the course – or just pace it out
- Make the distance longer or shorter
- Different athletes in the same team can travel different distances
- Make sure that the runner and guide has enough space to run side-by-side



TASK

- Practise running together before you try a challenge
- If guiding always talk to the runner, especially when near the turning point or changeover



EQUIPMENT

- Some athletes may not use eyeshades straight away – until they have got better at running with a guide
- Running without eyeshades can also develop teamwork and improve changeovers
- A wheelchair user can have the tether attached to wrist or arm in order to focus on pushing



PEOPLE

- Practise running together before you try a challenge
- If guiding always talk to the runner, especially when near the turning point or changeover



More information:
www.paralympics.org.uk

To see other games you can play, visit:
www.topsportsability.co.uk

ATHLETICS – JIGSAW RELAY

This fun relay requires planning, good communication and teamwork – in the fastest time possible!

WHAT YOU NEED TO DO

- Get together in teams of 4 (as in a sprint relay squad)
- Set out a 10 metres long straight course with a start line and marker cone at the opposite end
- Make a jigsaw – at least 12 pieces (see Think About)
- Place the jigsaw pieces by the marker cone

CHALLENGE FORMAT

- Each participant take turns as a runner and a guide
- All athletes wear eyeshades with a guide runner
- At the start signal, each athlete and guide runner goes out to the marker cone, collects a piece of jigsaw and returns to the start line
- On a touch changeover, the next athlete and guide runner goes, and so on until all the jigsaw pieces are collected (each athlete goes 3 times)
- Once you have all the pieces, assemble the jigsaw – time stops on last piece
- The time taken for all 4 athletes gives the **total team time!**



THINK ABOUT

- Preparation – make your jigsaw! Take any large poster and stick onto some firm card. Cut the poster into 12 large pieces. You can choose any image, although a sporting picture would be great
- As an alternative, use 12 marker discs or bean bags and assemble into a shape

ATHLETICS – JIGSAW RELAY

STEP – These are 4 simple parts of any game that can be changed to include everyone. Some examples are suggested below – but invent your own!

SPACE

- Use tape to measure the course – or just pace it out
- Make the distance longer or shorter
- Different athletes in the same team can travel different distances
- Make sure that the runner and guide has enough space to run side-by-side



TASK

- Practise running together before you try a challenge
- If guiding always talk to the runner, especially when near the turning point or changeover
- The runner must collect the jigsaw piece, the guide can help but should not pick up!



EQUIPMENT

- Some athletes may prefer not to use eyeshades until confidence in their guide develops
- Practise without eyeshades to develop teamwork and improve changeovers
- Place some jigsaw pieces on a small table to make collecting easier
- Use marker discs or bean bags instead of jigsaw pieces



PEOPLE

- Guides should try to run in front of the runner
- A vision impaired athlete may not want to guide a partner – another guide can step in
- A helper can be near the turning point to give help if needed



More information:
www.paralympics.org.uk

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ATHLETICS – POINT TO POINT

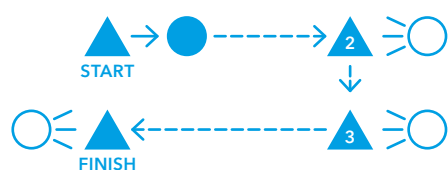
This is the ultimate sprint challenge! Can you move from point to point relying only on sound for guidance?

WHAT YOU NEED TO DO

- Get into teams of 4. Each athlete takes a turn at being the runner and guide
- Mark out a simple course with a start line and three other points marked with a cone or post. A team-mate is positioned at points 2, 3 and the finish
- The runner wears eyeshades
- Have a stopwatch or timer to record the time taken

CHALLENGE FORMAT

- The athlete does not have a guide running with them, but relies on calling, clapping or other sounds from their 3 team-mates
- On the start signal, the first guide (at point 2) claps or calls the athlete towards them
- When the athlete reaches point 2, the guide at point 3 starts to clap or call – and so on until the runner reaches the finish; record the time
- Add the time together for all 4 athletes to get the **total team time!**



THINK ABOUT

- Decide on the sound signals you use; what helps the moving athlete the best?
- You'll need a stopwatch or timer for this challenge; a leader or teacher can time the attempts

ATHLETICS – POINT TO POINT

STEP – These are 4 simple parts of any game that can be changed to include everyone. Some examples are suggested below – but invent your own!

SPACE

- Make sure you leave some clear space around the course; not too close to walls or other obstructions
- Change the distance between points depending on the mobility of the athletes



TASK

- Try walking or moving slowly to begin; as your confidence improves – try moving a bit faster
- As an additional challenge and for fun, use different kinds of sounds at each point on the course



EQUIPMENT

- Use cones, posts or marks on the ground to make the running course
- Make sure that the course is level and free from obstructions



PEOPLE

- Some athletes may need a guide running with them
- Guides need to focus on their athlete and help them reach the target point with lots of encouragement



More information:
www.paralympics.org.uk

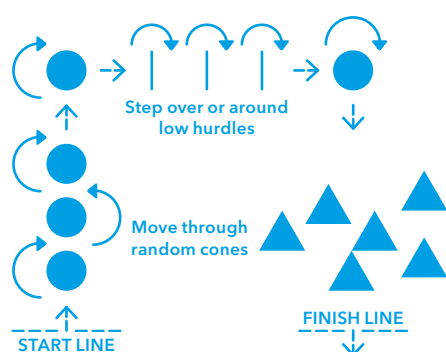
To see other games you can play, visit:
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ATHLETICS – OBSTACLE COURSE

Can you guide your partner around the obstacle course in the fastest time possible? You'll need trust, clear communication, and an eye for detail.

WHAT YOU NEED TO DO

- Get into pairs
- Create your own simple obstacle course using available materials. We've suggested one (see graphic below), but you can invent your own
- You'll need a stopwatch or timer



CHALLENGE FORMAT

- All athletes wear eyeshades with a sighted guide runner
- At the start signal, the sighted partner guides the athlete around the obstacle course using verbal instruction, sounds or any other system you agree
- When the runner reaches the end of the course, stop the timer
- Change roles and go again
- The time taken for both athletes added together gives the **total team time!**



THINK ABOUT

- Plan an interesting and challenging obstacle course together with friends, but make sure that everyone in the group will be able to take part (see STEP for guidance)
- Decide whether to let athletes see the route in advance (they might be able to memorise it) or not (harder)

ATHLETICS – OBSTACLE COURSE

STEP – These are 4 simple parts of any game that can be changed to include everyone. Some examples are suggested below – but invent your own!

SPACE

- Make the distance longer or shorter
- Not everyone needs to do the same route
- Change the space between obstacles – some people may need more room to get through (for example, a wheelchair user)



TASK

- You can make the course harder, with lots of obstacles or you can keep it super simple
- Begin with an easy route and build it up
- Think about other ways of challenging the runner – can that they can go over or under as well as around and through



EQUIPMENT

- Use whatever equipment and materials you have at hands to make up the obstacle course
- Plastic cones, markers, benches, posts or low plastic hurdles would be great



PEOPLE

- Use keywords between the guide and the athlete to guide them: 'Forward, stop', 'Sideways left, stop'
- Have a helper at the tricky points on the course



More information:
www.paralympics.org.uk

To see other games you can play, visit:
www.topsportsability.co.uk

BADMINTON – BALANCE AND BOP

A team relay that helps players to develop simple racket and movement skills.

WHAT YOU NEED TO DO

Before starting the relay challenge, players practise the skills individually:

- Balance a shuttle on the racket without movement
- Try moving the arm holding the racket in different ways; for example, higher, lower, from side to side
- Balance and move – all players move around the playing space whilst balancing the shuttle
- Now try 'bopping' the shuttle in the air; again start from a static position and then gradually introduce movement

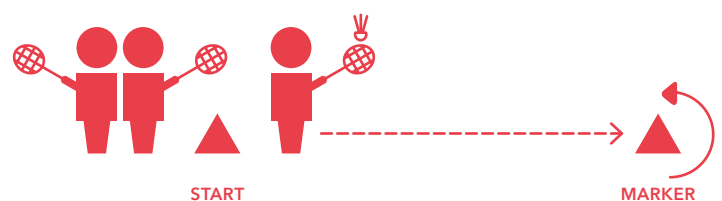
CHALLENGE FORMAT

- Get into teams of 3-4 maximum; smaller teams increase participation
- Create a simple 'out and back' course; mark the start and turning points using throw-down markers or safety cones
- Players travel out and back in turn in relay fashion; pass the shuttle to the next player to continue
- Start by balancing the shuttle on the racket; progress to 'bopping' the shuttle in the air whilst moving
- Two or more teams can race each other
- Teams can time how long it takes to complete the relay; have a short rest then try to beat the time!



THINK ABOUT

- Concentrate on developing control rather than speed
- As skills improve, players will be able to move more quickly



BADMINTON – BALANCE AND BOP

STEP – these are 4 simple parts of any game that can be changed to include everyone. Some examples are suggested below – but invent your own!

SPACE

- Vary the distance from the start to the turning point; players in the same team can travel different distances based on their mobility
- Gradually increase the distance travelled to step up the challenge
- Make sure that each team/player has enough space to move freely
- Some players can complete the challenge without moving by performing a skill e.g. 5 hits in the air during their turn



TASK

- Try to move in different ways; forwards, backwards, weaving – think of different ways of moving
- In the relay, each member of the team can choose to move in a different way
- Try balancing/bopping the shuttle using your non-dominant hand
- Some players can balance the shuttle on the flat of their hand (or any flat surface of their body) before using a racket



EQUIPMENT

- Different-sized rackets can be used:
 - Some players may find they can control a smaller bat (such as table tennis bat) before trying a badminton racket
 - Others may find that a larger racket head (for example, a lightweight short tennis or squash racket) will be easier to use initially
- Before trying to hit a shuttle, some players can begin by using a balloon or balloon ball
- Balancing a bean bag on the racket may be easier when moving; once players can do this, try a shuttle
- Larger shuttles are available



PEOPLE

- Players who have a vision impairment can participate by balancing the shuttle only; a partner can provide verbal or physical guidance
- Different players can use different rackets, shuttles or shuttle substitutes depending on their ability/mobility



More information:

www.paralympics.org.uk

To see other games you can play, visit:

www.topsportsability.co.uk

Inclusion 2020 – Appendix 3 – challenges

BADMINTON – NON-STOP!

A team game to develop racket skills and speed up reaction time.

WHAT YOU NEED TO DO

- Ensure that all players have their choice of racket and shuttle (try to provide options – see STEP for suggestions)
- Begin with individual practise before moving to a team format
- Players, working on their own, practise keeping the shuttle in the air with controlled hits
- Then work with a partner:
 - The first partner gently tosses the shuttle to their partner who strikes in back towards them with their racket;
 - Once skill improves, both players can use rackets

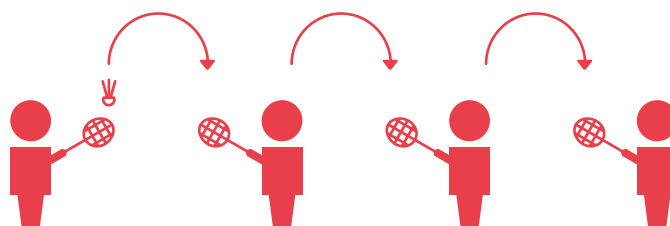
CHALLENGE FORMAT

- In teams of no more than 5, players stand in line leaving a gap between each player based on skill level
- Agree how long the challenge will last (for example, 20 or 30 seconds).
- At the start signal, the first player serves the shuttle to the next player in line
- Participants 'pass' the shuttle from player to player by striking it with underarm shots
- When the shuttle reaches the last player, play it back along the line
- Count the number of successful hits before time is up
- After a short rest – go again and try to beat the previous score!
- As an extra challenge, when the first player strikes the shuttle, they move quickly to the other end of the line; in this way the team moves across the space



THINK ABOUT

- Focus on getting into a stable, balanced position, whether standing or seated, before playing shots



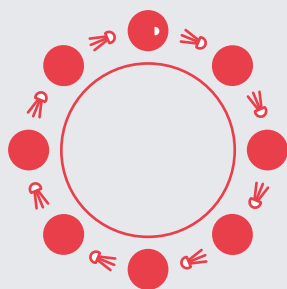
Inclusion 2020 – Appendix 3 – challenges

BADMINTON – NON-STOP!

STEP – These are 4 simple parts of any game that can be changed to include everyone. Some examples are suggested below – but invent your own!

SPACE

- Vary the distance between the players; the space between different players can change according to their ability/mobility
- Form a circle and play the shuttle around from player to player



TASK

- Try playing the shuttle in different ways:
 - Underarm serve
 - Underarm shot (low shuttle)
 - Overarm shot (high shuttle)
 - Forehand/backhand
- Introduce movement:
 - Individually; players hit the shuttle forward in the air and move under it to strike it again;
 - In groups, by changing position after each hit



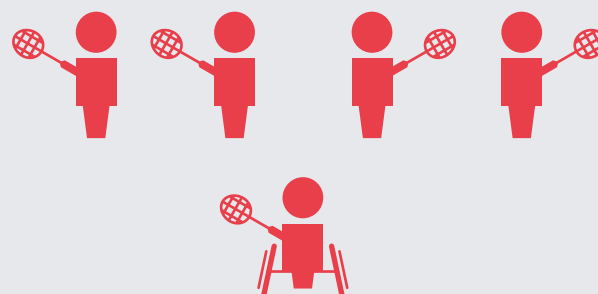
EQUIPMENT

- Players can use different types of racket or shuttle
- Substitute slower-moving balloon balls or balloons to give players more reaction time
- Some players can use a tethered shuttle, ball or balloon suspended from above to practise different kinds of shots



PEOPLE

- Support vision impaired players by providing sound cues; for example, the player who wants to receive the shuttle calls to their vision-impaired team-mate
- A player who has a mobility impairment can be positioned in front of their team-mates; each player plays or tosses the shuttle to the seated players in turn



More information:
www.paralympics.org.uk

To see other games you can play, visit:
www.topsportsability.co.uk

BADMINTON – SMASH IT!

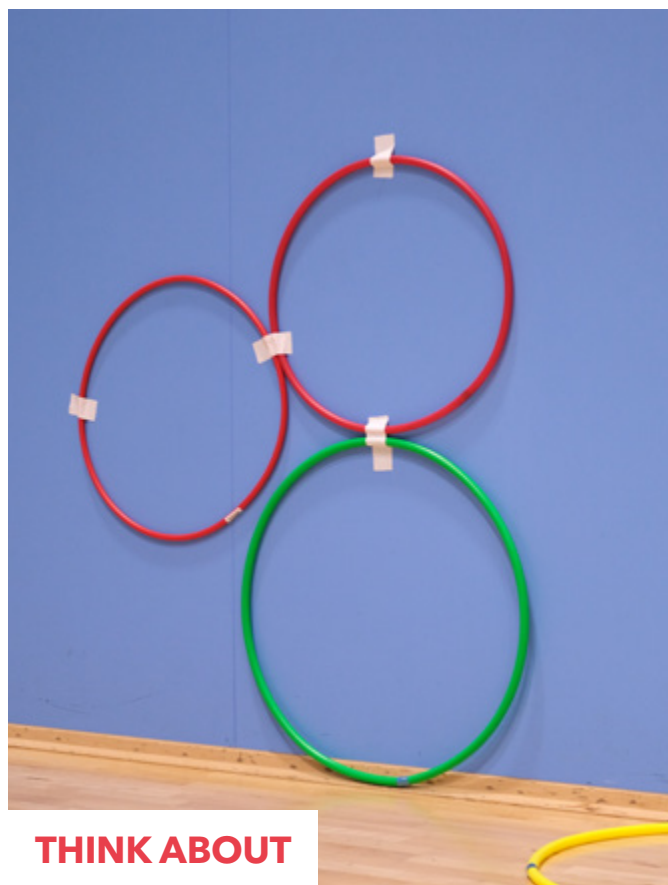
This game encourages players to strike the shuttle with power and accuracy.

WHAT YOU NEED TO DO

- Attach some targets, for example, plastic hoops or coloured sheets or paper, to a wall
- Assign a score to each of the targets; targets closer to the floor have higher values – this is to encourage players to hit the shuttle downwards with force
- Players try to strike the shuttle with power to score in the targets
- Begin with individual practise

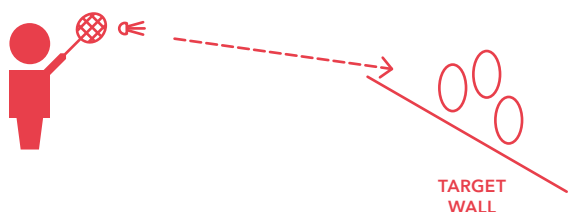
CHALLENGE FORMAT

- In small teams, or individually, players take turns to aim at the target wall
- Players can use a self-feed, or from a served or tossed shuttle sent by a partner
- Keep individual or team total scores; have more goes and try to beat the best result
- To create an extra challenge, place a barrier between the players and the target wall:
 - Line on the floor
 - Bench
 - Low net



THINK ABOUT

- Getting the racket head above the shuttle as it falls and strike downwards towards the target



BADMINTON – SMASH IT!

STEP – These are 4 simple parts of any game that can be changed to include everyone. Some examples are suggested below – but invent your own!

SPACE

- Vary the distance between the players and the target wall
- Place the targets at different heights
- Use different size targets



TASK

- Increase or decrease the number of targets
- Some players can throw or toss the shuttle (or an alternative) initially
- Work in pairs; start close to the wall and gradually move further away



EQUIPMENT

- Targets: tape plastic hoops or sheets of coloured paper or old newspaper to the wall
- Use larger or smaller rackets; some players may find that a smaller racket with a shorter handle is easier to use
- Practise with slower-moving beach balls or balloon balls to develop good technique



PEOPLE

- Players in each team can use different targets based on ability
- Keep control! It's fun to hit the shuttle hard but go for accuracy
- No hitting towards the wall until everyone is out of the way



More information:
www.paralympics.org.uk

To see other games you can play, visit:
www.topsportsability.co.uk

BADMINTON – TARGET GRID

An activity to enable young people to begin to control the weight and direction of serve and shot.

WHAT YOU NEED TO DO

- Create a target grid on the floor using throw-down line markers, tape, plastic hoops or use existing lines on the badminton court
- Give each part of the grid a score (see diagram)
- Players try to strike the shuttle into the grid to score points; agree the number of attempts for each player
- Players can strike the shuttle from a self-serve or from a shuttle tossed by a partner

CHALLENGE FORMAT

- As individuals or in small teams, players can challenge each other to score into the grid
- Begin by playing without a barrier; then introduce a line on the floor, a bench or a low net
- As a final challenge, arrange the grid on the opposite side of a net at regular height
- The team or individual scoring the most points wins!



THINK ABOUT

- Players should focus on hitting the shuttle with control – not power
- This game is a brilliant way to practise serves

1		
3	5	3
1		

BADMINTON – TARGET GRID

STEP – These are 4 simple parts of any game that can be changed to include everyone. Some examples are suggested below – but invent your own!

SPACE

- Increase or decrease the distance to the target grid
- Use different size targets; for example, large, medium and small hoops (for safety, if using hoops, tape these to the floor)
- Adjust the scoring system to create more challenges; the most difficult target is not necessarily the one furthest away



TASK

- Players can try striking the shuttle in different ways; for example:
 - Underarm
 - Overarm
 - Backhand
 - Forehand
- Some players can begin by throwing or tossing the shuttle before progressing to a racket



EQUIPMENT

- Gradually introduce barriers between the players and the target grid to increase the challenge:
 - Use a line on the floor;
 - A bench
 - A low net
 - Regular height net
- As a start point, some players can balance a bean bag on the racket and toss into the target grid



PEOPLE

- Play in ability matched pairs or teams; for example, a standing player and a seated player against similar opponents
- Vision impaired players can be assisted by a partner who can be positioned near the target and give some sound cues (for example, clapping, calling)
- Players who have movement impairments can be positioned inside the scoring grid and enable a shuttle or bean bag to slide off a racket or their hand into the target



More information:
www.paralympics.org.uk

To see other games you can play, visit:
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NEW AGE KURLING – IN THE HOLE!

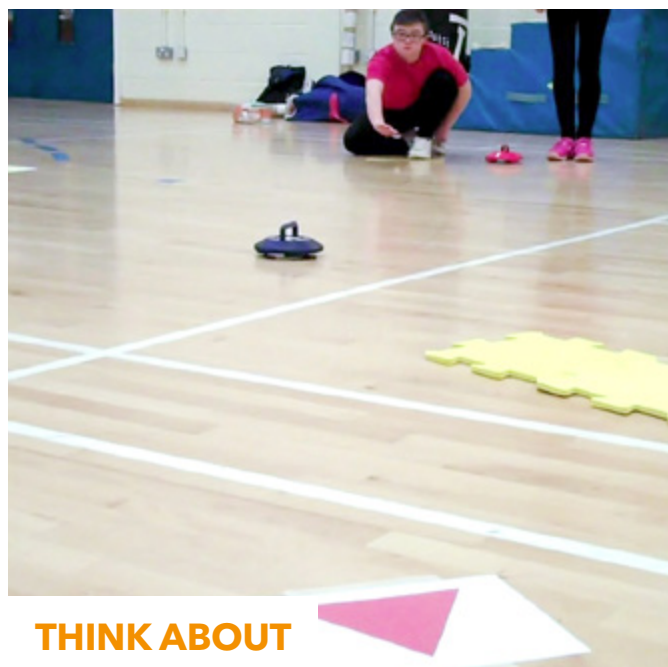
This takes the game of golf as the basis for a New Age Kurling challenge.

WHAT YOU NEED TO DO

- Using thin material or paper targets taped to the floor, create a short 'golf course' by placing them around the playing area (3-4 holes is enough)
- As in golf, obstacles can be placed between the throwing line (or tee) and each target 'hole' to represent bunkers or water hazards
- Playing individually, in pairs or in teams, players propel a New Age Kurling stone from target to target around the course
- Players take their next 'shot' from where their stone comes to rest
- Like golf, players try to record the lowest total number of 'throws'

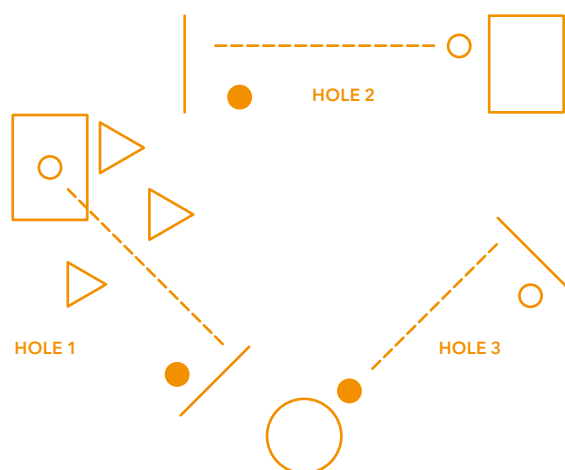
CHALLENGE FORMAT

- In teams of 4, players pair off, according to ability, and play around the golf course
- Each pair can start at a different hole and rotate around the course
- Players keep a note of each other's score. The player with the lowest total score across all the target holes wins!



THINK ABOUT

- The best way to get around the obstacles; for example, it may be best to roll the stone to one side of the target



NEW AGE KURLING – IN THE HOLE!

STEP – These are 4 simple parts of any game that can be changed to include everyone. Some examples are suggested below – but invent your own!

SPACE

- Vary the distances from the start point (tee) to the targets (holes); distances can be different for different players
- Increase or decrease the gap between obstacles; this can be changed for different players



TASK

- As in New Age Kurling, enable players to knock an opponent's stone out of the way; the opponent must take their next shot from the new position
- Players can design their own target holes and then challenge others to play them



EQUIPMENT

- Where required, players can use ramps or pushers to help send their stones
- Use different kinds of targets as 'holes'; for example, plastic skittles or empty plastic water bottles are fun knock over!
- Be creative with the obstacles; for example, thin blue paper can represent a water hazard; yellow paper can be a sand bunker



PEOPLE

- Play as a pair using one stone; the first player sends the stone; their partner takes the next shot from where the stone comes to rest
- Players can help each other by providing verbal guidance from behind each target
- Target holes can be arranged in a circle around players who have mobility impairment



More information:
www.paralympics.org.uk

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NEW AGE KURLING – SLIDE TO SCORE

This game helps players to develop control and accuracy when sending their stones.

WHAT YOU NEED TO DO

- Make a scoring grid (see suggestion) using the New Age Kurling rink as the basis
- Scores are assigned to each part of the grid; the centre box has the highest value as most control is needed to stop the stone in this area
- In teams, pairs or individually, players slide their stones from the throwing line into the scoring grid

CHALLENGE FORMAT

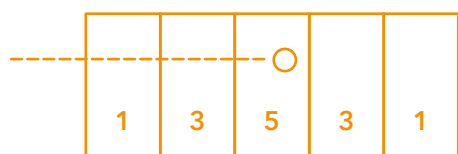
- Form teams of 4 (as in ice curling), pairs or play individually
- Teams try to slide their stones into the scoring grid. Leave stones on the rink until everyone has played
- Teams can decide whether to try and score points – or to knock their opponents' stones out of scoring positions
- After everyone has played, add up the points to get the total team score



THINK ABOUT

- Work out what is the best position – standing, kneeling or sitting – for each player to send the stone with control and power

THROWING LINE



NEW AGE KURLING – SLIDE TO SCORE

STEP – These are 4 simple parts of any game that can be changed to include everyone. Some examples are suggested below – but invent your own!

SPACE

- Change the distance from the throwing line to the scoring grid
- Reduce (or increase) the number of scoring boxes
- Make some scoring boxes smaller and others larger



TASK

- Use the scoring grid to create arithmetical challenges; for example:
 - Set a total score (for example 12); players must score the correct number of points with available stones to reach this total
 - Ask players to multiply or divide target totals by placing stones in appropriate scoring boxes; for example, to reach 15, players need to score 3x5



EQUIPMENT

- Use throw-down line markers, masking tape or use existing lines on the floor to create the scoring grid
- Bean bags can be used instead of curling stones – these can be slid along the floor into the scoring boxes



PEOPLE

- Orientate vision impaired players to the playing area and then give verbal or sound cues to help them reach the scoring boxes
- Decide which players in the team will aim for different boxes; for example, those who can slide the stones with power can go for the furthest boxes; those using a ball-sending ramp might try for the nearest



More information:
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NEW AGE KURLING – TABLE CURLING

A table-top adaptation of this great game that's fun for all abilities – supports players who have higher support needs.

WHAT YOU NEED TO DO

- Use a table tennis table or any large flat table
- Make a small New Age Kurling target (or house) – print out from the template provided – and attach this to one end of the table surface
- Use plastic pucks or jar lids as substitute curling stones; try to have stones of two different colours
- Slide the 'stones' along the table surface to score in the target zone

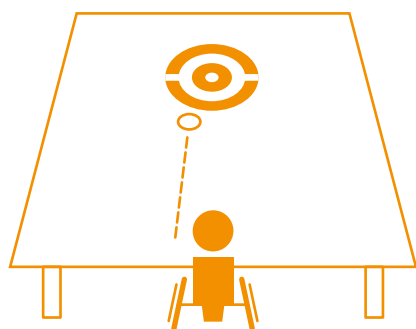


THINK ABOUT

- Sliding the stones with control – too much force and they won't slide properly

CHALLENGE FORMAT

- In small teams (4 maximum), take alternate turns with an opposing team to try and slide 'stones' into the target house
- Each player has 2 stones
- Team members play their stones against their opposing team member; so Player 1 plays against Player 1 of the other team, Player 2 plays Player 2, and so on
- Teams score a point for each of their stones closer to the centre of the target than their opponents



NEW AGE KURLING – TABLE CURLING

STEP – These are 4 simple parts of any game that can be changed to include everyone. Some examples are suggested below – but invent your own!

SPACE

- Move the target closer or further away from the player's end of the table
- Make the target larger (or smaller)



TASK

- Try sliding the 'stones' using your writing hand, non-dominant hand – or even both hands
- Two players can play from each end of the table by placing the target in the centre



EQUIPMENT

- Mini curling stones (small versions of New Age Kurling stones) are available commercially
- Plastic hockey pucks make good alternative curling stones; or plastic jar lids (such as coffee jar lids) can be used
- Bean bags can also be slid along the table surface
- Polybat rebound boards can be used down the sides of the table to keep the stones on the playing surface



PEOPLE

- Play in pairs (2 v 2) or form small teams
- A partner can provide verbal or sound cues for vision impaired players
- Where players have manipulation and control impairments, they can use a polybat or some other kind of flat-edged bat to push the 'stone'



More information:
www.paralympics.org.uk

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NEW AGE KURLING – THE GAME

New Age Kurling is based on the target game of curling played on ice. Using specially designed stones it can be played indoors on any flat, hard surface and is suitable for players of any ability.

WHAT YOU NEED TO DO

- New Age Kurling is a target game. Either individually or in pairs (teams), players try to roll their coloured stones – red or blue – closer to the centre of the target circle (the House) than their opponents
- New Age Kurling equipment consists of:
 - 4 red and 4 blue indoor curling stones
 - Vinyl target (resembling the House in ice curling)
 - Specially-made ramp or pushers (if required)
- A flat, indoor hard surfaced playing area (for example, a badminton court)

CHALLENGE FORMAT

- Players send their stones along the playing surface (by hand or pusher) from one end of the court towards the target at the other end
- Badminton court dimensions can be used; the centre line of the target circle lines up with the badminton service line at the opposite end
- Players from each team take turns at aiming for the target
- Scores are cumulative (added to after each 'end')
- A point is scored for every stone closer to the target centre than the nearest stone of an opponent
- After all the ends have been completed, the player (or team) with the most points win!



THINK ABOUT

- Is it better to try and score points with your stones OR use them to block your opponent?

NEW AGE KURLING – THE GAME

STEP – These are 4 simple parts of any game that can be changed to include everyone. Some examples are suggested below – but invent your own!

SPACE

- In recreational play, the distance to the target circle can be reduced; for example, players can deliver the stone from a position further down the court
- Distances can be different for different players depending on ability



TASK

- Stones can be sent in a variety of ways depending on the ability of the player; for example:
 - With a one-handed 'bowling' action
 - Rolled using a one-handed or two-handed push
 - Pushed (with control) with the foot
 - Rolled down a ramp; this can be a specific NAK ramp or an improvised alternative



EQUIPMENT

- Targets can be improvised; for example:
 - Archery targets
 - Thin material sheets or paper taped on the floor
 - Chalk or masking tape
- If NAK equipment is unavailable, bean bags can be used instead and slid along the floor



PEOPLE

- New Age Kurling can be played as an individual (4 stones per player) or in pairs (2 stones each)
- For players who require assistance, a partner can provide verbal or sound cues (near the target) or to help with positioning the stone when using a ramp



More information:
www.paralympics.org.uk

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SITTING VOLLEYBALL – OVER THE NET

In this challenge, based on the Paralympic sport of sitting volleyball, 2 teams of players must work together to make as many passes over the net as possible using skill and teamwork.

WHAT YOU NEED TO DO

- Get into teams of 6 (like a volleyball team)
- 3 players sit on either side of a low net – height 1.0 metre (sitting volleyball nets are 1.15 metres for men and 1.05 for women)
- You'll need a stopwatch/timer and a volleyball or alternative (see Equipment)

CHALLENGE FORMAT

- At the start signal, the first player plays the ball over the net
- Players make as many successful hits as possible within the time limit
- The ball can be played up to 3 times on either side of the net; but you only score a point when the ball crosses
- No double hits; a different player must touch the ball each time
- When 3 minutes is up, count the number of times the ball has crossed the net – this is the **total team score!**



THINK ABOUT

- Remember that in this game you are not trying to score against the other team, but make it easy for them to get the ball back in play; gentle, accurate passes will succeed
- If the ball goes out of play or touches the floor, start again from the last player who had the ball

SITTING VOLLEYBALL – OVER THE NET

STEP – These are 4 simple parts of any game that can be changed to include everyone. Some examples are suggested below – but invent your own!

SPACE

- A full size sitting volleyball court is 10 metres x 6 metres, but with only 3 on each side it's better to reduce the space



TASK

- You can allow one bounce (or more if needed) to give some players more reaction time
- Use one or both hand to play the ball; but try to get hands/ fingers under the ball and play it upwards



EQUIPMENT

- Begin by playing with slower-moving balloon balls or beach balls
- Progress to a faster soft touch volleyball as skills and teamwork improve
- Practise with an even lower net – or just a line of cones on the floor



PEOPLE

- It may help to work out a passing pattern – give each player a number and pass in order over the net
- Make sure that everyone has the chance to play the ball



More information:
www.paralympics.org.uk

To see other games you can play, visit:
www.topsportsability.co.uk

SITTING VOLLEYBALL – KEEPY UPPY!

To succeed in the Keepy Uppy challenge you need concentration, teamwork, communication and simple volleyball skills. This is a simple challenge to set-up – but hard to beat!

WHAT YOU NEED TO DO

- Get the players into teams of 6
- Players sit in circle formation
- You'll need a stopwatch/timer and a volleyball or alternative ball (see Equipment)

CHALLENGE FORMAT

- On the start signal, the first player knocks the volleyball in the air
- The aim is to keep the ball in the air, without it touching the floor, for as long as possible
- No double hits – a different player must touch the ball each time
- 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
- Stop the timer after 5 minutes – the number of hits is the **total team score!**



THINK ABOUT

- Sit close enough together so that you can cover the movements of the ball; but don't get in each other's way!
- If your team succeeds in reaching the 5 minute time limit, go again but this time try to get more hits!
- Team captains can support by communicating to other team members

SITTING VOLLEYBALL – KEEPY UPPY!

STEP – These are 4 simple parts of any game that can be changed to include everyone. Some examples are suggested below – but invent your own!

SPACE

- The size of the circle can change depending on the agility of the group and speed of the ball
- Players can be further apart if the ball is faster-moving



TASK

- Allow one bounce (or more if needed) to give some players more time
- Practise keeping the ball in the air using one or both hands
- Practise in pairs before trying with the whole team



EQUIPMENT

- Use a soft-touch volleyball – or slower-moving alternatives like balloon balls or beach balls



PEOPLE

- As a team, count the number of successful hits and write this down as a target for next time
- Work in pairs to help players who need some support to take part



More information:
www.paralympics.org.uk

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SITTING VOLLEYBALL – SERVE IT UP!

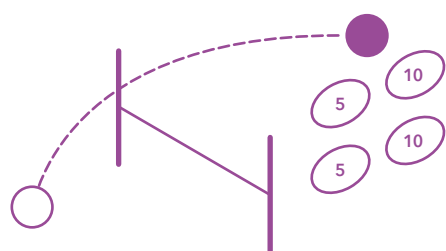
This challenge is based on the Paralympic sport of sitting volleyball. It's a target game aimed at helping players to develop their serve.

WHAT YOU NEED TO DO

- This game can be played as an individual or with a partner
- Players sit on one side of a low net (about 1.0 metre high)
- Arrange some simple targets on the opposite side; for example, plastic hoops on the floor
- You also need a selection of lightweight balls/volleyballs

CHALLENGE FORMAT

- Players have 6 serves
Points score as follows:
 - 1 point for a successful serve over the net
 - 5 points into the nearest targets
 - 10 points into the furthest targets
- Add together the number of successful serves to get the **total score!**



THINK ABOUT

- Practice serving the ball without targets to develop a basic technique
- Find the way of striking the ball that suits you best; use an underhand serving action. Use the palm of the hand – no punching the ball!

SITTING VOLLEYBALL – SERVE IT UP!

STEP – These are 4 simple parts of any game that can be changed to include everyone. Some examples are suggested below – but invent your own!

SPACE

- Start close to the net and targets; as you improve move further away
- Make the target the whole of the opposite side of the net – then add smaller targets as your accuracy improves



TASK

- Use an underhand serve – striking the ball with the palm makes it easier to control
- Start with bouncing the ball in front of you and striking it over the net, or a partner can drop feed or bounce feed the ball



EQUIPMENT

- Some players may prefer to strike the ball off a tall tee or from the top of a cone
- Try using different kinds of ball; a slower-moving beach ball or sponge ball may be better initially



PEOPLE

- A partner can call or clap from the other side of the net to help a vision impaired server locate the targets
- As your serving gets better, get together with others and play a game where you can practise your serves



More information:
www.paralympics.org.uk

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SITTING VOLLEYBALL – SPIKE TO SCORE!

The Paralympic sport of sitting volleyball is played on a smaller court with a lower net but retains the movement, agility and ball skills of the standing version. To be successful in this challenge, you need to work as a team with good communication.

WHAT YOU NEED TO DO:

- Get the players into pairs
- Players sit on one side of the volleyball net (height 1.0 metre minimum); mark out a target grid on the opposite side (see the picture for dimensions)

CHALLENGE FORMAT

- In pairs, the players take turns at setting (or tossing) up the ball for their partner to 'spike' it over the net into the target grid
- The aim is to score as many points as possible in 3 attempts
- After 3 goes, the players change roles
- Add each player's points together to get the total team score!



THINK ABOUT

- The grid can be marked out in chalk, masking tape or cones. The grid represents 50% of a sitting volleyball court – 5 metres by 6 metres, divided into four 2.5 by 5 metres boxes
- To meet this challenge, you have to practise two skills:
 - Setting the ball (pushing it upwards with both hands for your partner to strike over the net)
 - Spiking the ball (striking with one hand to send the ball over the net into the target)
- Players need to be close to the net to spike

SITTING VOLLEYBALL – SPIKE TO SCORE!

STEP – These are 4 simple parts of any game that can be changed to include everyone. Some examples are suggested below – but invent your own!

SPACE

- Change the target court; divide the target area into two equal zones or even four zones
- The setter can change the distance from the scoring player
- Some players may need to be closer to the net



TASK

- Setters can throw or toss the ball to their partner
- The scoring player can use one or both hands to hit the ball



EQUIPMENT

- Players can try without a net initially to improve confidence
- Try using a beach ball or slower ball then progress to a faster, harder volleyball
- A large slow-moving balloon ball can give players more reaction time



PEOPLE

- A supporting player can hold the ball for the setter to strike
- Some players can bounce and hit the ball over the net
- For those needing more support, the setter can stand closer and drop the ball from above



More information:
www.paralympics.org.uk

To see other games you can play, visit:
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