

ACTIVITY: Slalom

INCLUSION 2024

Winter Sports in the Inclusive Sports Programme

BACKGROUND

- The alpine skiing programme in the Olympics and Paralympics includes a number of slalom events, for example: slalom, Giant Slalom, Super-G.
- These events can inspire activities in the physical education programme.
- Participants move along the slalom courses as quickly as possible from the start point to the finish.

WHAT YOU NEED

- Marker cones, marker discs or improvised alternatives in order to create the slalom 'gates'.
- Sports-specific equipment (for example: basketballs, footballs).

HOW TO PLAY

Slalom

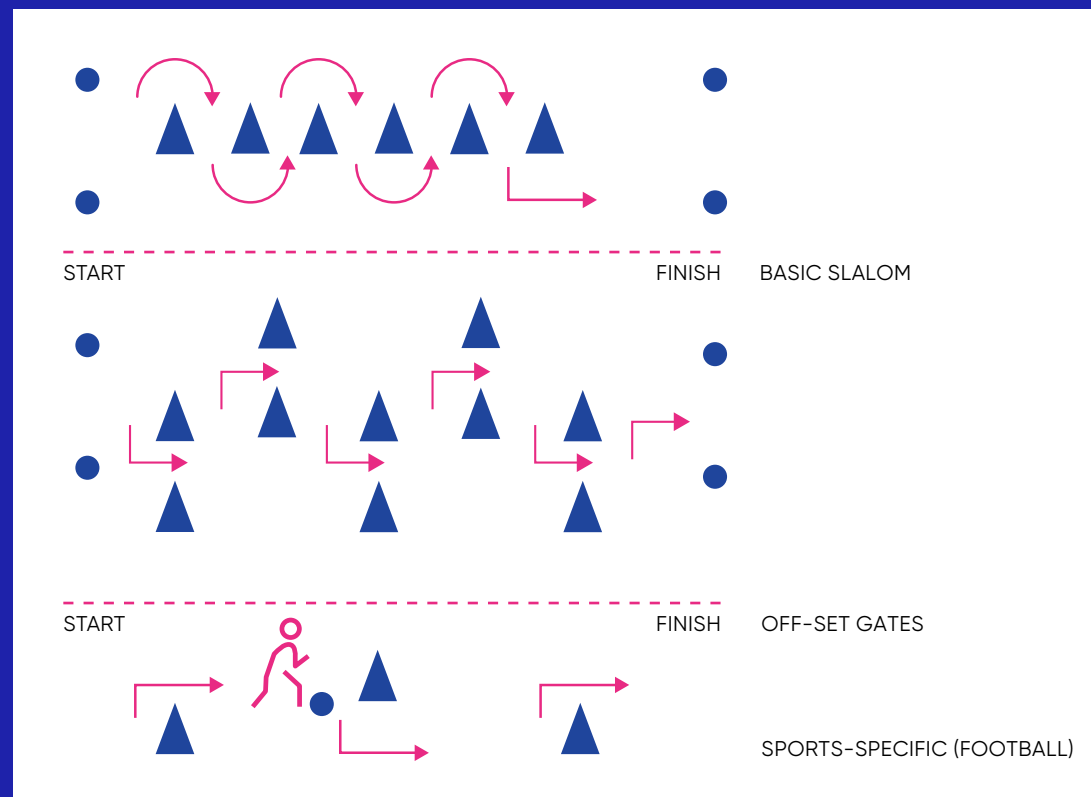
- Arrange single marker cones in various ways to challenge the participants (see examples opposite).
- Increase the difficulty/complexity of the slalom courses (see STEP for some ideas).

Giant slalom

- In this activity, create gates through which the participants travel.
- The distance to be covered in giant slalom can be increased (dependent on the ability or mobility of each individual).

Sport-specific

- See the STEP adaptation tool and Sports-specific Activities on the reverse of this card.



THINK ABOUT

Ways in which you can improve your time through the slalom course; can you get closer to the marker cone (without touching it)?

Use the **STEP** adaptation tool to ensure that players of all abilities can participate

SPACE

- Increase or decrease the distance to be covered depending on ability/mobility. Note that different participants can cover different distances.
- Change the width of the gates; for example, wide gates initially, then narrower as mobility improves.
- Use the environment to create different challenges; for example, gradients and changes in surface.

TASK

- Participants can travel in different ways; for example, forwards, sideways, backwards, different speeds.
- The slalom course can become more complex as skills improve; for example:
 - 360° circle around certain cones;
 - Control boxes through which participants must pass in different ways; for example, in forwards, turn and out backwards.

EQUIPMENT

- Alternative markers can be used; for example:
 - Markings on the floor using tape, chalk or throw-down markers can help with orientation around the course.
 - Empty plastic water bottles; slightly weighted with water or small stones.
- Use a variety of sports-specific equipment; for example, hockey sticks/ball, footballs, basketballs.

PEOPLE

- The slalom course can be organised in different ways; for example:
 - Each person goes individually against the clock; participants try to beat their best time.
 - Participants get into teams and race in relay fashion along two parallel slalom courses.
- In small groups, participants devise their own slalom courses and then challenge others to try them.



SPORTS-SPECIFIC ACTIVITIES

FOOTBALL

Through the gates

- Players have a football each and try to dribble the ball through as many 'gates' as possible; as skills improve, decrease the amount of time available.

Pairs version

- The leader player dribbles the ball through a gate and then passes the ball back through it to their partner; the partner now takes the lead and dribbles to the next gate, and so on.
- Try basketball or hockey versions of this game.

BASKETBALL

- In teams, dribble the ball in a relay through the slalom course.
- Use one hand to dribble the ball, return using the other hand.
- At the end of the course, shoot the ball at a target then dribble the ball back for the next player.

HOCKEY

- Dribble a ball through the slalom course; or use a puck, like ice hockey!