

INCLUSION 2020

Learning and Discovery Personal Challenge Days **SCHOOL-BASED**



YST INCLUSION SCHOOLS

**activity
alliance**
disability
inclusion
sport



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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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SCHOOL-BASED FORMAT

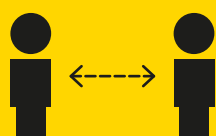
Each event will be made up of **five stations**:

- 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

Current social distancing guidelines must be applied throughout the Personal Challenge Day. Detailed strategies are suggested throughout.



ATHLETICS



SEATED VOLLEYBALL

**BREAK
INCLUSIVE PLAY**

Refreshments/jigsaws/
getting to know one another
through teamwork activities

NEW AGE KURLING



BADMINTON



Activities will be supported by activity cards and can be supported further through the **TopSportsability** online resource.

BREAKOUT STATION: At this station, children will be able to get to know one another over a snack/refreshment. Even within restrictive social distancing guidelines, some social time to 'play' and get to know one another can be devised and really help with the development of friendships for children with and without SEND.

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GAMES

These games, ideally led by young leaders, can be used in the Break station or as warm up or getting to know you activities.

Game 1 – Remember me!

- The activity can be led by 2-3 young leaders who are positioned around the group observing safe distance guidelines.
- Sitting in their own space in a circle, students introduce themselves one at a time. As they do so, they add a movement, mime, hand signal or noise to accompany their name.
- Each student introduces themselves and adds their own gesture or sound.
- Students then try to recall everyone's name – and add the correct sound, gesture or mime!

Game 2 – Jigsaw

- Before the students have gathered in the Breaks Station space, the young leaders leave two or more large paper jigsaw pieces in each space or under each chair.
- Remaining in the circle formation at the required distance, each student finds their jigsaw pieces.
- The jigsaw guide picture can be a poster, projection or can be positioned where everyone can see it. Or just build up the jigsaw without a guide picture (harder).
- One at a time, the students move to the middle of the space and place one of their jigsaw pieces on the floor. They should avoid touching other pieces.
- Students can decide as a group which pieces should be placed first; for example, pieces that describe the edge of the picture or the 4 corner pieces.
- As each piece is placed, students can get involved in advising their peers.
- When the last piece is successfully placed the students can have a short conversation about the picture.

NOTE: the paper pieces should be put into re-cycling and NOT re-used by other students. (Therefore a number of jigsaw sets will be needed).

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GAMES

Game 3 – Things in a Bag

- One of the young leaders or a teacher prepares a bag which contains a random selection of objects; for example, a small cuddly toy, a book, a DVD, an orange, a small article of clothing, a clothes peg etc
- The students are in a circle formation – observing safe distancing.
- The leader positions themselves where everyone can see them, perhaps in the centre of the circle if this is safe to do.
- The leader takes one of the objects from the bag and asks the group to make a connection between themselves and the object; for example: “I read a book last week”; and then describe the book and what they liked about it to the group.
- The leader might also ask the group to try and link the objects to sport; for example, when athletes stand on the podium to receive their medal they also receive flowers – and often a small cuddly toy (the Games Mascot)!
- To focus on a specific theme, like Paralympic sport, put relevant objects in the bag to stimulate discussion/comment; for example, a bell ball, a boccia ball, an eyeshade, a tether (for guided running), a shuttlecock or theme-based photos (a sports wheelchair, sports prosthetic).

AND/OR

- The young leaders can lead a discussion using the questions suggested in **Appendix 1**.

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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 festivals.

Ideally aim for approximately 10 young leaders be invited 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 – completely dependent on available space acknowledging the need for increased social distancing
- Young Leaders: 10 – two at each inclusive sport station and the breakout station.
- Staff: 5-10 – supporting activities.

Logistics

Every school will be in a unique position regarding facilities and available space. In addition, many schools have already developed systems and practices to ensure safety for students and staff in the COVID landscape. However, the following ideas may be useful:

- Instigate a one-way system from arrival at the school and around the various spaces to be used.
- Locate a central space, or spaces, where assembly or break out stations can be situated. Adherence to social distancing measures will restrict the numbers who can gather in any specific area.
- In order to reduce numbers at each activity station at any one time, it may help to have more than one playing space, again dependent on available space.
- Where available space is severely compromised, it may be necessary to select just one or at most two of the game challenges in each inclusive sport. If the Personal Challenge Day is repeated, the other challenges can be used.
- Access to hand-washing facilities should be available and incorporated into the movement management system. Use of hand sanitiser gels and wipes can be used as per the school COVID policy.
- Equipment used in the activities will need to be sanitised between use.
- Due to COVID restrictions and/or space limitations in school transport, visiting school groups may not be feasible; however, participation of schools within walking distance may be possible where safe practice, hygiene and social distancing can be arranged to everyone's satisfaction.

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PERSONAL CHALLENGE DAY TEMPLATE

The IT/social media approach

- Simultaneous Personal Challenge Days held in partner schools can occur – and perhaps be linked via the internet or through social media platforms (firewalls allowing).
- Participating students 'buddy up' with a partner in another school. Both record their scores at the sports stations and share via social media. They can:
 - compete against each other; or
 - compete as a team and compare their scores to other pairs.
- Small teams (of 3 perhaps) can move around the stations (maintaining social distance, of course), log their combined cumulative scores and compare to other teams in their school and in other participating schools.
- To avoid unnecessary movement around the school, young leaders can record scores of individuals/teams and message these via mobile phone to a central 'scoreboard' (interactive white board, for example) where everyone's progress can be posted.
- Movement management system. Use of hand sanitiser gels and wipes can be used as per the school COVID policy.
- Equipment used in the activities will need to be sanitised between use.
- Due to COVID restrictions and/or space limitations in school transport, visiting school groups may not be feasible; however, participation of schools within walking distance may be possible where safe practice, hygiene and social distancing can be arranged to everyone's satisfaction.

Quick wins:

Bring it to life – This is THEIR games

- Give your groups a country name
 - There is no reason why students can belong to a specific team even though interaction with team-mates will be restricted.
- Print country flags so they identify as a group
 - Students can wear a simple paper flag – prepared in advance by organisers
- Enter the Personal Challenge Day to their national anthem / team song
 - Parades may not be an option although young people can progress to music between stations
- Have pictures of Paralympic athletes around the venue with mini biographies

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PERSONAL CHALLENGE DAY TEMPLATE

Suggested roles

- 1 event lead
 - Managing timings, movements, staff/young leader communication
- 2 staff members on registration as schools arrive (COVID regulations may prevent any visits from another school).
- 2 staff members supporting movements of young people and schools (for example, maintaining the one-way thoroughfare system).
- 1 Safeguarding lead (access to toilets and hand-washing may constitute part of this role).
- 2 Young Leaders on each activity and breakout station to lead the delivery and explain each activity; the young leaders must model safe social distancing and behaviour.
- 1-2 staff on each activity and breakout station to support Young Leaders with;
 - Setting up equipment
 - Manage behaviour, bathroom breaks, communication with other staff/carers
 - Additional support for young people during activities
 - Capture pictures, social media, case studies, quotes

NOTE: in the event where teachers from attending schools are present (for CPD opportunities and to learn about each activity) – utilise them in order that they can use these ideas in their own school settings.

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RECOMMENDED TIMINGS

Including Young Leader training

09:00	Young Leaders arrival In a safe space where they can gather to receive instructions, job allocations
09:30	Morning brief of activities, participants, safeguarding In an area with sufficient space to support social distancing.
10:00	Skills that will be developed throughout the day and how to apply these during the Personal Challenge Day (and in other schools where it has been possible for students and staff to attend)
10:30	Young Leader training on each inclusive sport and breakout station and how best to support the young people participating A suitable space will be needed if young leaders are to be trained as a group; it may be necessary to reduce the number of young leaders or run the briefings in smaller groups if availability of safe space is an issue.
12:00	Young Leaders lunch as per school COVID policy (young people bring their own lunch and take containers and rubbish away with them afterwards).
12:00	Schools arrival/registration an internal registration may not be required; however, individual, pair or small teams can be organised at this stage
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; another few minutes may be required for clean-up between each group; this could reduce playing time at each station. Participating students should begin at a specific station; at a given signal (for example, music) the participants rotate to the next station, preferably in a one-way system.
14:20	Thanks and close
14:30	Departure of any visitors
14:30	Young Leaders Debrief TOP TIP – ask, 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.

Inclusion 2020 – Learning and Discovery Personal Challenge Days – school-based

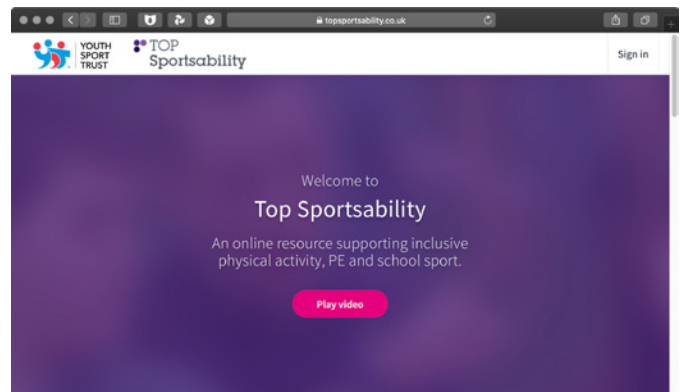
TOP SPORTSABILITY

To support young leaders in the delivery of their Learning and Discovery Personal Challenge Days and to support participating schools after the 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 .

If you experience any difficulties in registering please contact Roshni Mistry
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 students have the opportunity to self-reflect. This is a great opportunity to ask young people 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:

- What did you enjoy most about the day, and why?
- What activity did you find the most challenging? How did you overcome this challenge?
- Before attending today, what did you know about Special Educational Needs and Disabilities?
- Have you tried these inclusive sports before? What was different?
- Do you know about the Paralympic Games? What do you know about them?
- What will you do differently in PE and School Sport to make sure everyone is included?

Encourage the young people to consider after the activity how they could better include everybody.

For example:

- How did you feel when completing the activity?
- Did you feel everyone 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 did well?

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

- Form into teams of 4 (as in a sprint relay squad); note, however, that athletes will run individually.
- Set out a 15 metres long straight course with a start line and turning point at the opposite end.
- Athletes wear eyeshades but **retain their own eye coverings throughout and never share.**

CHALLENGE FORMAT

- Athletes run individually but work with a partner; one athlete guides and the other wears eyeshades.

Safe guiding

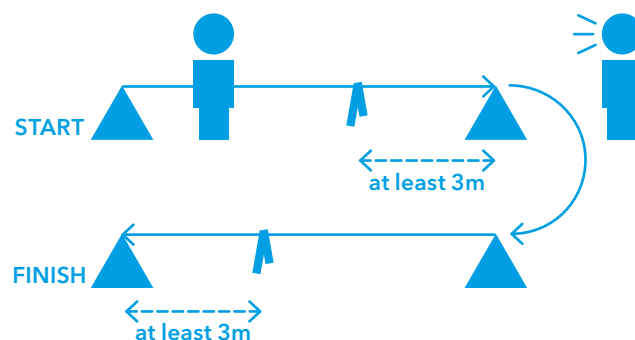
- Athletes travel from the start line to a turning point (a line on the floor); their partner can:
 - move alongside them at a safe distance and provide verbal guidance (calling, clapping)
 - be positioned at the turning point and call or clap and as the athlete approaches they move to the side; when the athlete turns another team-mate provides verbal guidance from near the finish line (see diagram).
- **Guide rope** – a thin guide rope or string can be suspended between two posts at waist level; runners follow this by lightly grasping it in one hand as they move
 - wrap and tape some plastic bags around the rope at least 3 metres from either post; the athlete stops (to turn or finish) when they feel the change in texture.
- The time taken for all 4 athletes gives the **total team time!**



THINK ABOUT

- Listening to the sounds of the guide; focus on direction rather than speed.

Please note that images are from 2019 Learning and Discovery festivals and we recommend that young people respect government guidelines regarding social distancing.



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

- The distance can be reduced or increased to support athletes with different ability levels.
- Note: different athletes in the same team can travel different distances.
- Ensure that the runner and guide have sufficient space:
 - to run/travel side-by-side;
 - or at either end of the course.



TASK

- If guiding, keep communication going - important when the athlete reaches the turning point and changeover.
- Some athletes may prefer not to use eyeshades until their confidence develops.



EQUIPMENT

- If eyeshades are not available, each athlete can bring a scarf or strip of cloth to be used only by them.
- Throw-down line markers or just lines on the floor can be used to define the course.
- If a guide rope is used, there must be a warning system (for example, plastic bags or marker discs taped to the rope) for the last 3 metres at either end.



PEOPLE

- It may not be an option for most vision impaired athletes to guide a partner; in this case a substitute guide can step in.
- Guides using voice or sounds can be positioned at both ends of the course **at a safe distance** from the runner.



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

- 4 athletes per team – going individually one-at-a-time.
- A jigsaw of at least 4 pieces for each athlete; for example, a large photo or drawing stuck onto card and then cut into jigsaw pieces.
- A simple out-and-back course of 10-15 metres.

CHALLENGE FORMAT

- All athletes wear eyeshades with a guide calling from beyond the pick-up/turning point.
- At the start signal, each athlete goes out to the turning point, collects a piece of jigsaw and returns to the start line; another team-mate can call from the finish end.

Note: verbal support will help the runner locate the pieces.

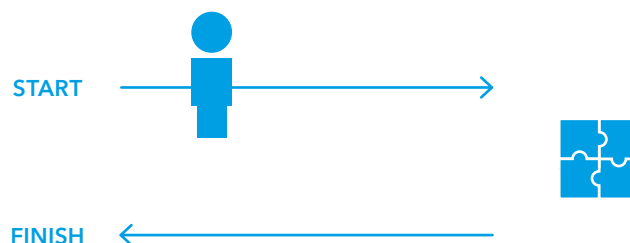
- Athletes continue until they have collected all their pieces; they find a **safe space** where they can assemble it.
- The next athlete goes as soon as the incoming runner has all their pieces – there can be a short delay while the watch is stopped.
- As each athlete finishes they assemble their jigsaw.
- The time taken for all 4 athletes gives the **total team time!**
- Plus a point each for a correctly assembled puzzle.



THINK ABOUT

- Listen closely to the guide's instructions – ask them to repeat if you are not sure!

Please note that images are from 2019 Learning and Discovery festivals and we recommend that young people respect government guidelines regarding social distancing.



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

- The distance can be reduced or increased to support athletes with different ability levels.
Note: different athletes in the same team can travel different distances.
- Each athlete should have a safe space where they can assemble their jigsaws.



TASK

- If guiding, keep communication going – important when reaching turning point and changeover.
- The runner must collect the jigsaw piece – so verbal support from the guide is key.
- Try fast walking initially until confidence increases.
- The number of pieces to be collected can be increased or reduced depending on ability.



EQUIPMENT

- Some athletes may prefer not to use eyeshades until confidence in their guide develops.
- Place some jigsaw pieces on a higher surface, like a small table, to make collecting easier for some athletes.
- Use marker discs or bean bags instead jigsaw pieces; these can be arranged into a specified shape.



PEOPLE

- It may not be an option for most vision impaired athletes to guide a partner; in this case a substitute guide can step in.
- A team-mate can guide at the turning point to give verbal assistance if necessary; for example, to locate each jigsaw piece.



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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 or a 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 – but note that these **must be retained by the athlete throughout and not shared**.

CHALLENGE FORMAT

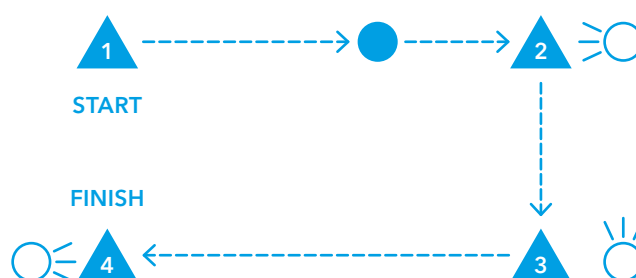
- In this Challenge, the athlete does not have a guide running with them, but relies on calling, clapping or other sounds from their 3 team-mates.
- On the start signal, the first guide (at point 2) claps or calls the VI athlete towards them.
- When the athlete reaches point 2, the guide at point 3 starts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

Note: guides position themselves behind, but at a **safe distance** from, each point on the course.



THINK ABOUT

- Working out a system before you start – what kinds of calls/sounds will suit each person.



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

- Leave some clear space around the points on the course; not too close to walls or other obstructions.
- Change the distance between points on the course depending on the ability/mobility of the athletes.



TASK

- Athletes should walk or move slowly to begin; as your confidence improves, they can try moving a bit faster.
- As an additional challenge, and for fun, have 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.
- **String trail** – As an alternative, attach string or thin rope from point to point; athletes follow the string trail around the course. Attach a marker disc or a plastic bag wrapped around the string to warn athletes as they approach a turning point.



PEOPLE

- Hearing impaired athletes can use a string/rope trail.
- Guides need to focus on their athlete and help them reach the target point with lots of encouragement.



More information:
www.paralympics.org.uk

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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) but you can invent your own.
- The course can be designed through group discussion; think of ways to make sure that everyone can be included.

CHALLENGE FORMAT

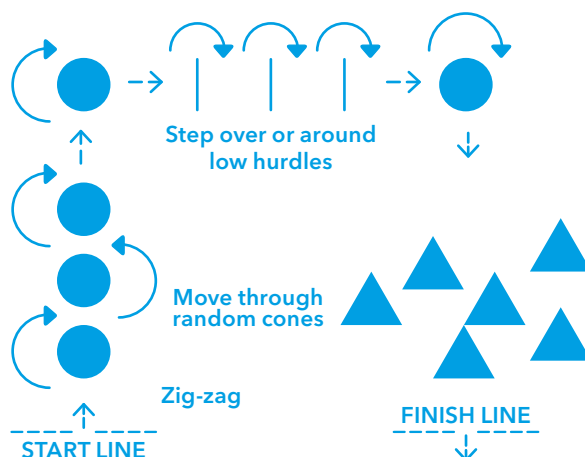
- All athletes wear eyeshades with a sighted guide runner.
Note: athletes **retain their own eyeshades or eye covering** throughout.
- At the start signal, the sighted partner guides the 'VI' athlete around the obstacle course using verbal instruction, sounds or any other system agreed between them.
- The guide maintains a **safe distance** outside the obstacle course.
- 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

- Responding to the guide's instructions as closely as possible. Don't rush!

Please note that images are from 2019 Learning and Discovery festivals and we recommend that young people respect government guidelines regarding social distancing.



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:
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BADMINTON – BALANCE AND BOP

A pairs 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 **in their own space**:
 - 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.

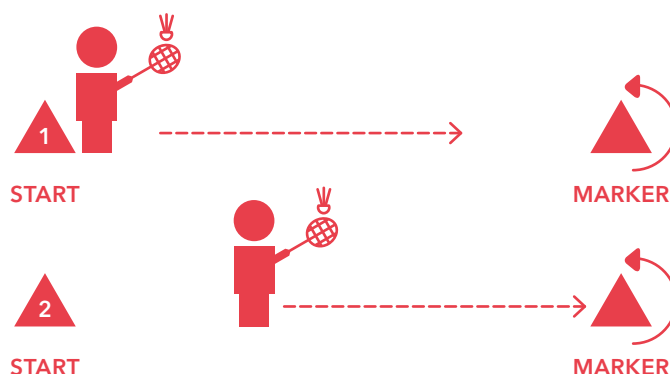
CHALLENGE FORMAT

- Get into pairs; match abilities across the group.
- Create a simple 'out and back' challenge **using two parallel courses a safe distance apart** (see diagram); mark the start and turning points using throw-down markers or safety cones.
- Players travel out and back in turn in relay fashion; Player 1 travels to their cone and back; when they reach the start point player 2 goes.
 - start by balancing the shuttle on the racket;
 - progress to 'bopping' the shuttle in the air whilst moving.
- Two or more pairs can race each other, space allowing.
- Or teams can time how long it takes to complete the relay; have a short rest then go again!



THINK ABOUT

- Concentrate on developing control rather than speed – as skills improve players will be able to move more quickly.
- Players have their own racket and shuttle.



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 pair can travel different distances based on their mobility.
- Gradually increase the distance travelled to step up the challenge.
- Make sure that each pair/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 Player 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 guidance from a safe distance.
- 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 **at a safe distance**;
 - first one 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.

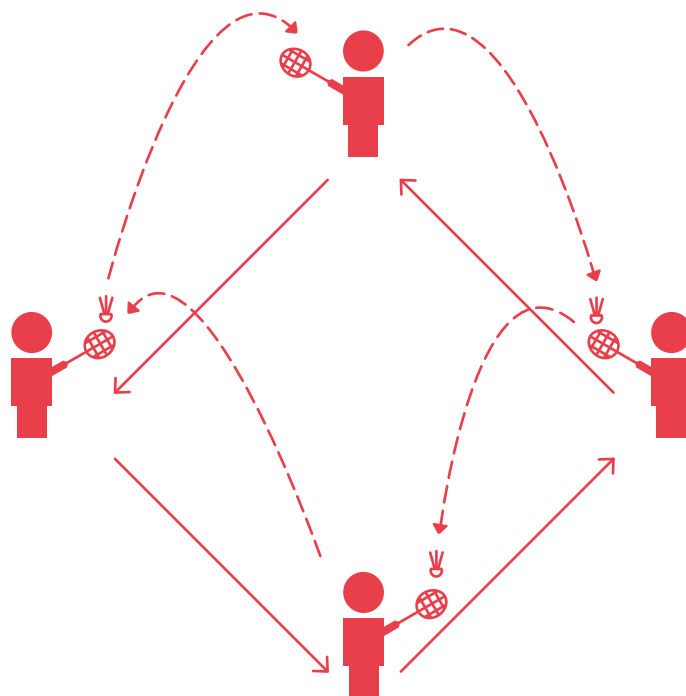


THINK ABOUT

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

CHALLENGE FORMAT

- In teams of 4-5, **depending on available space**, players stand in a rough circle or semi-circle leaving a gap between each player based on skill level.
- Agree how long the challenge will last (for example, 20-30 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 returns to the first player, play it in the other direction.
- 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, players can keep changing position – hit and move – **keep safe distance**!



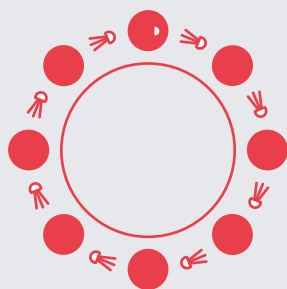
Inclusion 2020 – Appendix 3 – challenges

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.
- **Maintain safe distance throughout!**



TASK

- Try playing the shuttle in different ways:
 - underarm serve
 - underarm shot (low shuttle)
 - overarm shot (high shuttle)
 - forehand / backhand.
- Initially, players can catch the shuttle before playing it to the next person.
- Players can use a flat hand before progressing to a racket.



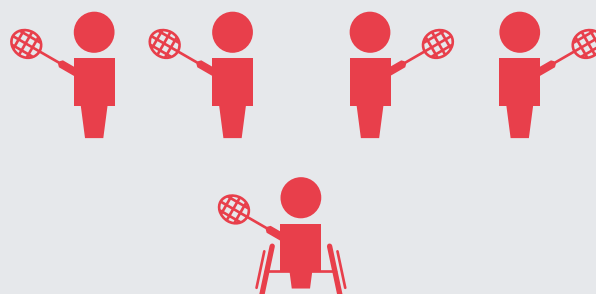
EQUIPMENT

- 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:
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BADMINTON – SMASH IT!

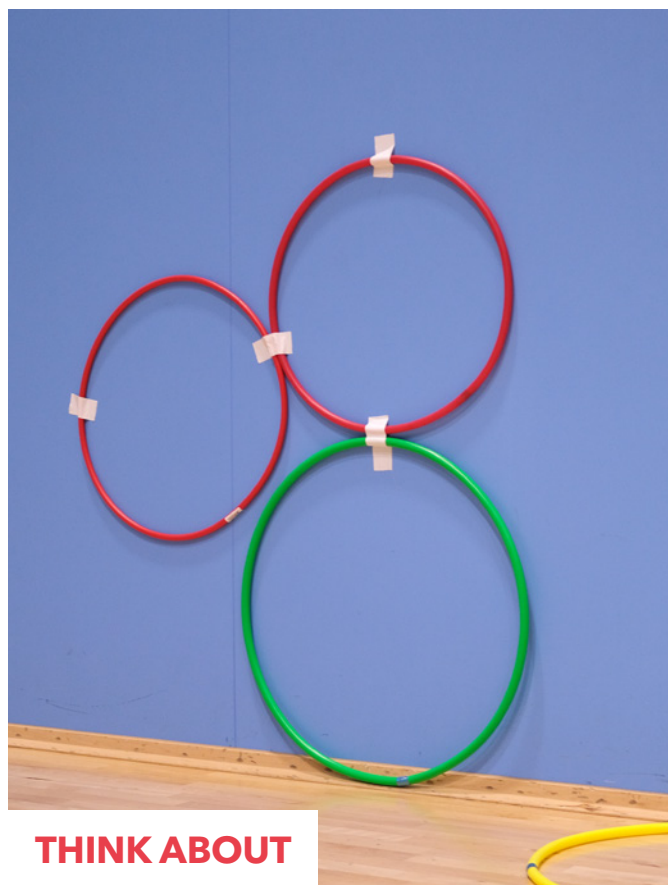
This game encourages players to strike the shuttle with power and accuracy.

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.

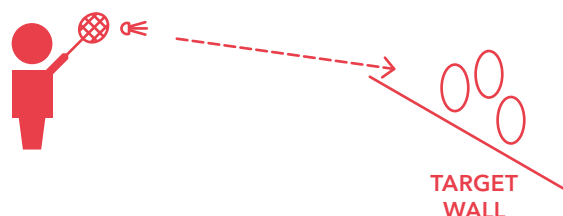
CHALLENGE FORMAT

- 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.
- To assist some players, a sound cue can be made near the target.



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 suggestion).
- 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, standing apart.

CHALLENGE FORMAT

- As individuals or in small teams (playing one after the other in turn), 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.
- A light beach ball, easier to hit, can also be tried.



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

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NEW AGE KURLING – IN THE HOLE!

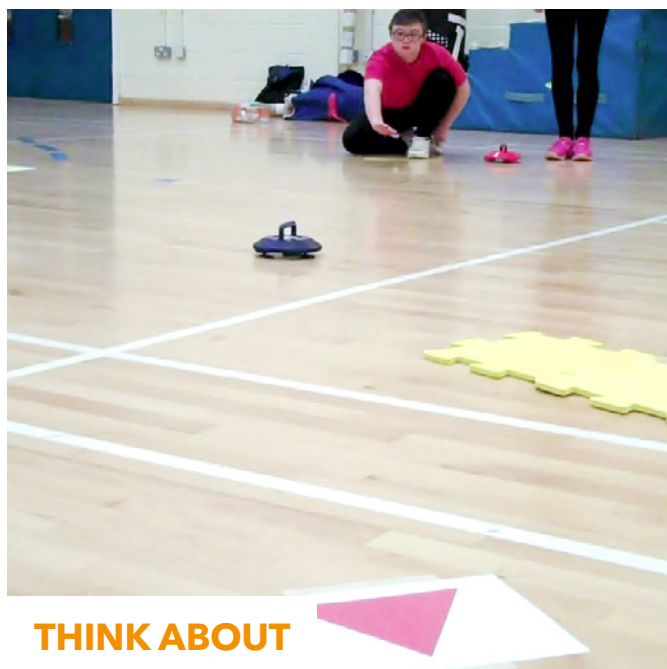
This takes the game of golf as the basis for a New Age Kurling challenge.

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, 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'.

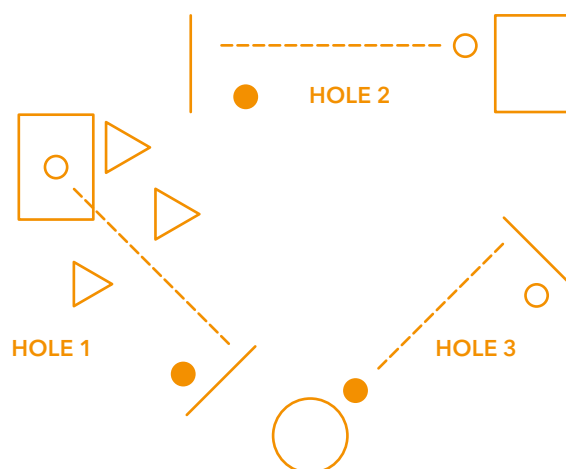
CHALLENGE FORMAT

- Although playing individually, players can be part of a team, comprised of 2-4 others.
- Teams can comprise of players of different abilities.
- Depending on available space, players 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!
- **Maintain safe distance at all times.**
- **Players keep their own Kurling stones throughout the challenge** (these can be sanitised between play).



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

- Players can design their own target holes and then challenge others to play them.
- The Kurling stones can be propelled in different ways; one hand, both hands, with the foot or using a pusher.



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 or a team and add everyone's scores together to give the **total team score**.
- 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 to reduce travel.



More information:
www.paralympics.org.uk

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

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.
- Players slide their stones from the throwing line into the scoring grid.

CHALLENGE FORMAT

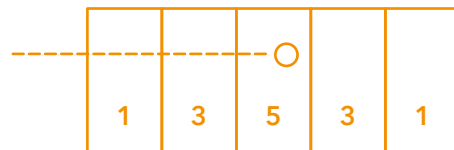
- Whilst playing individually, players can be part of a team of 4 (as in ice curling) or a pair.
- Teams try to slide their stones into the scoring grid. Leave stones on the rink until everyone has played.
NOTE: players retrieve their own stones and retain these throughout the challenge.
- After everyone has played, add up the points to get the total team score.
- **Maintain safe distance throughout and sanitise stones before they are used by other players.**



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:
www.paralympics.org.uk

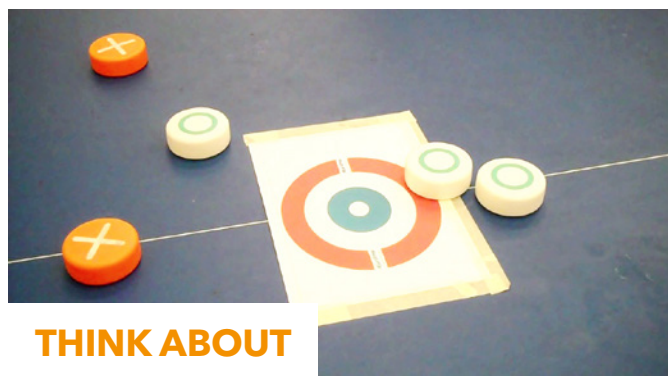
To see other games you can play, visit:
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NEW AGE KURLING – TABLE CURLING

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.

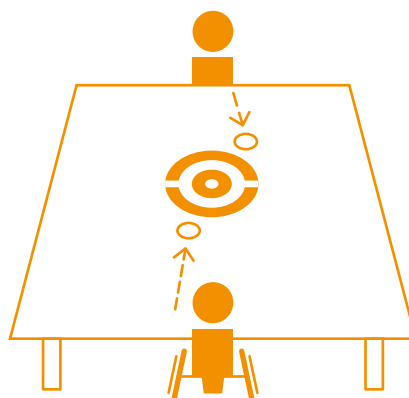


THINK ABOUT

- 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 a slide 'stones' into the target house.
- Each player has 2 stones.
- Players are positioned **at either end of the table** with the target positioned in the middle (see diagram).
- 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

- To balance a game between players of different ability, 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.
- Players can decide whether to score points or knock their opponent's stones off the target.



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 individually against an opponent or form small teams; players score a point for each victory they record - add all the points together to give the **total team score**.
- 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

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

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).

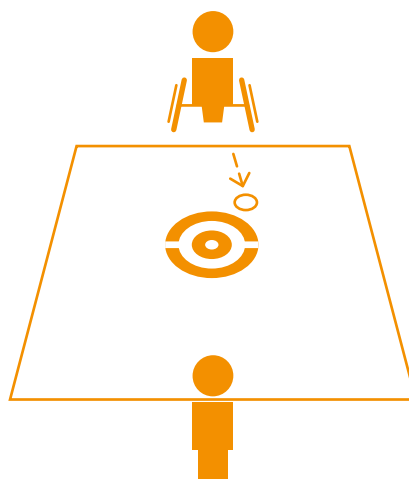
CHALLENGE FORMAT

- Players send their stones along the playing surface (by hand or pusher).
- Badminton court dimensions can be used; the target is located in the middle of the court (see diagram).
- To accommodate **safe practice, individuals play from either end of the court.**
- A point is scored for every stone closer to the target centre than the nearest stone of an opponent.
- Scores are cumulative (added to after each 'end'); agree a number of ends (games) in advance.
- 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). **NOTE:** in pairs, players compete one at a time against one of their opponents; award points for each game won.
- 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 – HIT THE CIRCLE

WHAT YOU NEED TO DO

- Make a target circle (1-3 metres wide); this can be marked with tape, marker discs or spots, or use existing court markings (like a basketball centre circle) or a plastic hoop.
- 3-4 players can be positioned around the circle **at a safe distance** or have their own target circle/hoop.

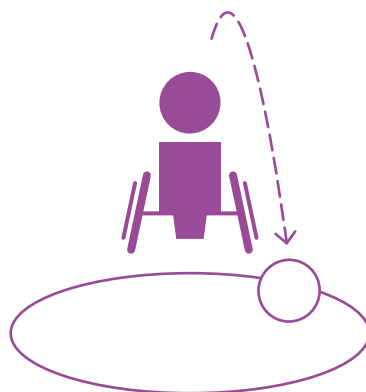
CHALLENGE FORMAT

- This challenge is about practising and being accurate using three different ways of sending the volleyball.
 - Serving
 - Volleying
 - Digging
- The aim is to be able to hit the target successfully using either a volley, serve or dig.
- Individual players practise until they can hit the target 3 times in succession for each skill.
- Try to ensure the ball travels upwards, above head height, on the way to the target. Over the net, high rope, chair (for sitting), etc. will ensure this happens.



THINK ABOUT

- Focus on using the correct technique for each shot first – then go for accuracy into the circle.



SITTING VOLLEYBALL – HIT THE CIRCLE

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 be varied to suit the abilities of each player.
- The target circle can be large or small depending on ability; to increase the challenge, make the target smaller or move further away.



TASK

- Players can practise volleying the ball to themselves with a push and catch action with both hands before trying a self-feed and volley towards the target.
- Before serving, players may practise rolling the ball along the floor to a target similar to ten-pin bowling. When successful can they bowl the ball in a similar way to rounders into the target?
- When practising a dig, players can throw the ball towards the target with straight arms, two hands under the ball



EQUIPMENT

- A slower-moving ball can be used to give players more reaction time; for example, using a beach ball or balloon ball.
- As skill and confidence improves, players can use a soft-touch volleyball or a ball of similar size and weight.



PEOPLE

- Players who need more support can have the ball held still or dropped gently for them to take a scoring shot; **safe distance and ball hygiene** should be observed.
- Players who have vision or spatial impairments can be supported by a partner who calls or claps from near the circle to assist with target location.



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

- Variety of different soft touch balls, beach balls and balloons.
- Each player needs enough personal space to be able to reach the ball..

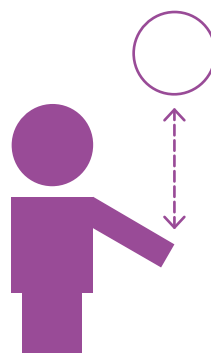
CHALLENGE FORMAT

- The aim is 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.
- Allow a maximum amount of time for the challenge (for example, 5 minutes) but players can have as many attempts as they like during this period.



THINK ABOUT

- Playing the ball gently to keep it within reach.



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 and mobility of the player and the speed of the ball. Individual players may need to be further apart if the ball is faster-moving.
- Those playing from a static position may require less space; however, the speed of the ball may need to be slowed down to reflect reduced movement.



TASK

- Allow one bounce (or more if needed) to give some players more reaction time.
- Practise keeping the ball in the air using one or both hands.
- Once players are able to keep the ball in the air easily, practise different kinds of volleyball shot; for example, setting, passing.



EQUIPMENT

- A slower-moving ball can be used to give players more reaction time; for example, using a beach ball or balloon ball.
- As skill and confidence improves, players can work towards a smaller, faster-moving volleyball.



PEOPLE

- Each player uses their own specific ball or balls for the duration of the challenge.
- Some players may need the support of a partner/ helper- maintaining **safe distance and ball hygiene**.
- Vision impaired players can be supported by using a balloon or beach ball attached by a long piece of light thread to one wrist - the ball then returns to the player for the next attempt.



More information:
www.paralympics.org.uk

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

SITTING VOLLEYBALL – WALL TARGET

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

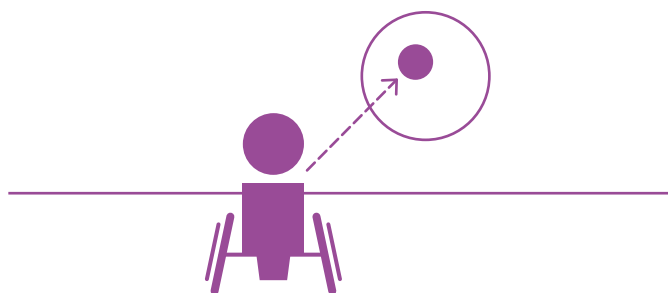
CHALLENGE FORMAT

- 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 – WALL TARGET

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

- Players can be positioned closer or further away from the target.
- As a variation, players can start close to the wall and if they hit the target 3 times in a row they move further away.



TASK

- Encourage players to try different kinds of shot; for example, spiking (high arm), volleying (two hands above head height in the shape of the ball)
- Throw the ball at the wall and play the rebound into the target.
- Position targets at different heights on the wall to encourage shot variation.



EQUIPMENT

- Lighter, larger balls can be used initially – easier to strike.
- Targets can be varied; for example, circle, triangle and square-shaped; scores can be allocated to each shape – or players can try to hit them in a specific order.



PEOPLE

- Vision impaired players can be assisted by having a partner positioned near to the target who can provide a sound cue.
- Maximise every player's potential by finding ways to match the challenge to their abilities and specific needs.



More information:
www.paralympics.org.uk

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

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:

- 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 guide diagram); use some masking tape to add to existing court markings.

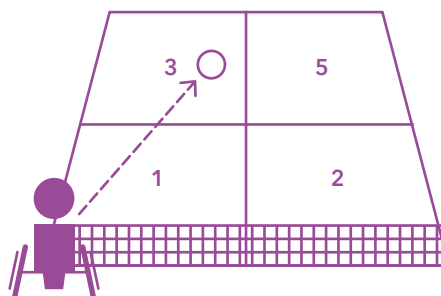
CHALLENGE FORMAT

- Players try to 'spike' the ball over the net into the target grid.
- The aim is to score as many points as possible in 3 attempts.
- The ball can be 'set' (using a volley or simple underarm feed) by a partner or a staff member; however, take care over ball contamination; for example:
 - the spiker can wear a glove on their spiking hand;
 - the setter can wear gloves.
- Balls should be changed/sanitised before each new player.



THINK ABOUT

- Which grid you are going for and focus on that.



SCORING GRID



STRIKE FROM A TEE

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

- Gradually build up the challenge:
 - first, score if the ball gets over the net into the target court;
 - then divide the target area into two equal zones;
 - and finally the 4-zone grid.
- Some players may need to be closer to or further away from the net.



TASK

- Encourage players to use one hand to spike.
- Hit the targets on a specific order, for example, lowest to highest (nearest to furthest).



EQUIPMENT

- To develop technique and confidence, players can try without a net initially.
- Large slow-moving balloon balls, or similar, can give players more reaction time and control.
- As skill and confidence improves, players can use a soft-touch volleyball or a ball of similar size and weight



PEOPLE

- If setting the ball is not an option, the scoring player can try from a self- or drop-feed; for example, bounce and hit the ball over the net.
- Some players may prefer to hit the ball from a high tee (this can be improvised using a cone or similar).



More information:
www.paralympics.org.uk

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

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