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cyngor chwaraeon cymru



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INTERACTION

- Ensure that grouping strategies promote and enhance learning by creating and respecting individual differences
- Individual, in a pair, as a pair, in a group, as a group
- Ability, gender, size, number, relationship, attitude
- Pairing/grouping according to ability
- Responsibilities, with support, without support
- Use of safe zones where the player cannot be marked or tackled





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SPACE

- Ensure the size of the space is appropriate
- Level (height) e.g. a floor based game has a different requirement from an ambulant activity
- Personal space and group space
- Adaptation of playing area – more space gives more reaction time, less space demands higher mobility skill level, dodging, marking
- Length, height of barrier
- Distance from a partner/smaller/larger target area
- Use of zoned playing area to create safe areas in catch or tag type games
- Use gardens/grids as areas to work in. Keep areas free from obstructions
- Allow some players to start at different times or from different places



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TASK

- Ensure that the language you use when setting tasks and asking questions does not prevent any learners from experiencing success, e.g. move/travel – instead of run
- Easier – simplify the game
- Harder – introduce more rules
- Open ended/closed specific tasks/ choice for learners
- Allocate specific roles/rotate roles
- Encourage learners to make decisions and set targets
- Duration/pace of activity/tolerance to exercise/rest intervals
- Be flexible e.g. try different ways of playing/use different targets/scoring system for some learners



EQUIPMENT

- Ensure that learners are provided with a range of appropriate equipment/apparatus that varies in size/weight/texture/shape/colour
- Use clear systems for defining boundaries and safe spaces

EQUIPMENT	REASON FOR USE
Balls	
Lighter	Travel slower in the air and give more time
Larger	Easier to see, hit or catch
Softer/slightly deflated	Travel slower on the floor
Different colours	Children with visual impairment may prefer a particular colour
Bats/rackets	
Larger	Easier to hit a ball (larger surface area)
Lighter	Easier to manipulate
Glove or attached bat	Enables player with an impaired – absent grip to participate



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POSITION

- Enable the learner to play in a comfortable and stable body position, ensure good body alignment
- Allow practice of skills from a static position before introducing movement
- Use of position or posture best suited to the activity
e.g. sideways to throwing direction
- Adapt position to alter intensity
- Consider the orientation of visually impaired players

SPEED

- Vary the speed (slower/faster) e.g. roll or bounce the ball instead of a throw
- Make the ball still by using a hitting tee
- Move slowly
- Slow games down to walking pace, then gradually build up speed
- Set a target 'against the clock'

