

10 TOP TIPS

TO ADAPT ACTIVITIES FOR YOUNG PEOPLE



YOUTH
SPORT
TRUST

NATIONAL SCHOOL

SPORT WEEK

1. Use a plastic chute or gutter for ball-sending activities as an alternative to throwing or sending a ball by hand.
2. Adapted tees can help with striking and kicking activities - perhaps before progressing to a moving ball. For example, in table tennis, the ball (or slower moving foam ball) can be balanced on a small plastic tube, or the inside of a paper towel roll. Or place a ball on a cone (marker disc) for kicking.
3. Attach a length of nylon cord to an airflow ball (the moulded plastic balls with holes), or any other type of hand-sized ball. A young person can use this to retrieve the ball in throwing and aiming activities and so increase independence.
4. Use a ball or balloon containing bells, seeds or rice to assist with aural tracking. Some young people respond negatively to the use of balloons. Balloon balls (basically a balloon inside a material cover) can provide a more acceptable, and safer, alternative.
5. If young people are intimidated by hard, fast-moving balls, use slower-moving, softer balls (like sponge or foam balls) until their skills and confidence have developed.
6. Slower balls, such as 'floater' or 'slo-mo' balls, or beach balls, are great for volleyball activities. Slower-moving balls can give participants more reaction time, and can be used initially until coordination and anticipation has improved. A ball can be slowed down simply by partially deflating it.
7. Make a channel for controlling a moving ball. Put sides on a table tennis table or table to retain a rolled ball, or turn benches on their sides on the floor. In target games, narrow the channel towards the target initially. Channels can assist targeting in sending or kicking activities.
8. Try alternative ways of holding a bat or a racquet. For example, use longer handles for a two-handed grip, or attach the racquet to a young person's hand or arm if they have an impaired or absent grip. (Avoid direct use of tape on the skin.)
9. Flashcards can be useful for young people who use sign-supported English, or a specific hearing or cognitive impairment. These can be colour-coded, to match specific activities, or use language symbols that reinforce classroom learning.
10. Communication! Find out what a young person can do and discuss ways of involving everyone with the whole group. Young people can agree on rule changes to promote inclusion in their own games and activities.



More info:

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