

8 PRIME activity: Changing direction

Evasion tag games that introduce changes in direction, tactical awareness and cooperation

What do you need?

- No specific props or equipment needed.

How do you play?

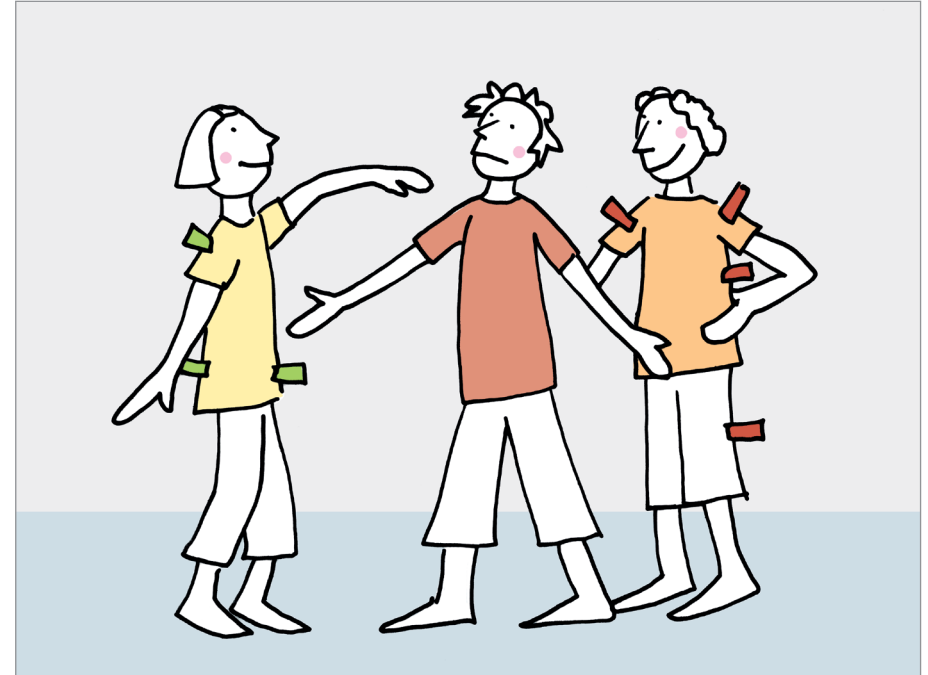
- The basic activity involves three learners; two play cooperatively as a team and the third in an attacking role.
- The pair decides which one will be the guard and which one the 'VIP' (Very Important Person); the guard stays between the VIP and the attacker at all times.
- The attacker tries to touch the VIP by manoeuvring around the guard.

Variations

- The VIP can be in physical contact with the guard, staying behind by holding, for example, the shoulder or hip; or the guard occupies the space between the VIP and the attacker but there is no contact.
- The guard can block access to the VIP, but there is no contact with the attacker; or the guard can stop the attacker by touching her/him on a specified target area; e.g., the back.

Who will benefit from playing VIP shadow?

- Young people who have a wide range of abilities can participate; modifications can be made to develop accessible versions (see STEP model for ideas):
 - a person who has a vision impairment playing the VIP role can stay in contact with the guard; if the attacker is a wheelchair user, the VIP must walk only.



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Changing direction

Use the **STEP** adaptation tool to adapt these activities – four parts of any activity that can be modified in order to include a wider range of abilities – **S**pace, **T**ask, **E**quipment, **P**eople

STEP	Examples
Space S	<ul style="list-style-type: none"> • The space can be varied to: <ul style="list-style-type: none"> – increase movement and mobility (bigger space); – create more interaction and directional change (smaller space). • Play in a circular space; all learners must keep at least one foot (or wheel or part of walking frame) inside the circle; leaving the circle is a point to the opponent.
Task T	<ul style="list-style-type: none"> • In pairs, where there is sufficient natural or artificial light to create a shadow, learners try to 'stamp' on each other's shadow. • Challenge learners by imposing certain restrictions; e.g., touch only counts if the attacker's left hand touches the VIP's right arm.
Equipment E	<ul style="list-style-type: none"> • To extend an attacker's reach, one can hold a rolled-up newspaper or magazine. • The VIP wears a 'tail' (a strip of cloth or a belt tucked into their waistband); the attacker tries to pull the tail off.
People P	<ul style="list-style-type: none"> • Change the dynamic of the game by introducing two attackers, or two guards. • A vision impaired attacker can be guided by a buddy, or the VIP must shake a rattle ball, or a plastic bottle filled with rice or seeds, to provide a sound cue.

Extension activity: Tails and clothes pegs (great warm-up games, or a way to increase all-round awareness).

Tails:

- Every learner has a 'tail' – a strip of material, or a belt, tucked loosely into the waistband at the back.
- When the game starts, learners try to grab the tails of others but avoid having their own tail snatched.
- If a learner loses the tail, s/he can go to the coach/teacher to have it re-attached.
- A team version; when learners lose a tail s/he is 'captured' by the opponents and must join their team; when a team has only one learner left the game ends.

Clothes pegs:

- Use wooden or plastic clothes pegs; all learners have a number of pegs attached loosely to their clothing.
- Learners try to steal clothes pegs from other learners and attach them to their own clothes.
- When the game ends, the learner with the most clothes pegs attached wins!