

10 PRIME activity: Agility – movement exploration

These activities suggest ways in which learners can explore their movement potential

What do you need?

- Marker discs, throw-down lines/spots or cones;
- Bean bags, paper balls;
- Plastic hoops, tape;
- Thin mats or soft floor covering, where required.

How do you play?

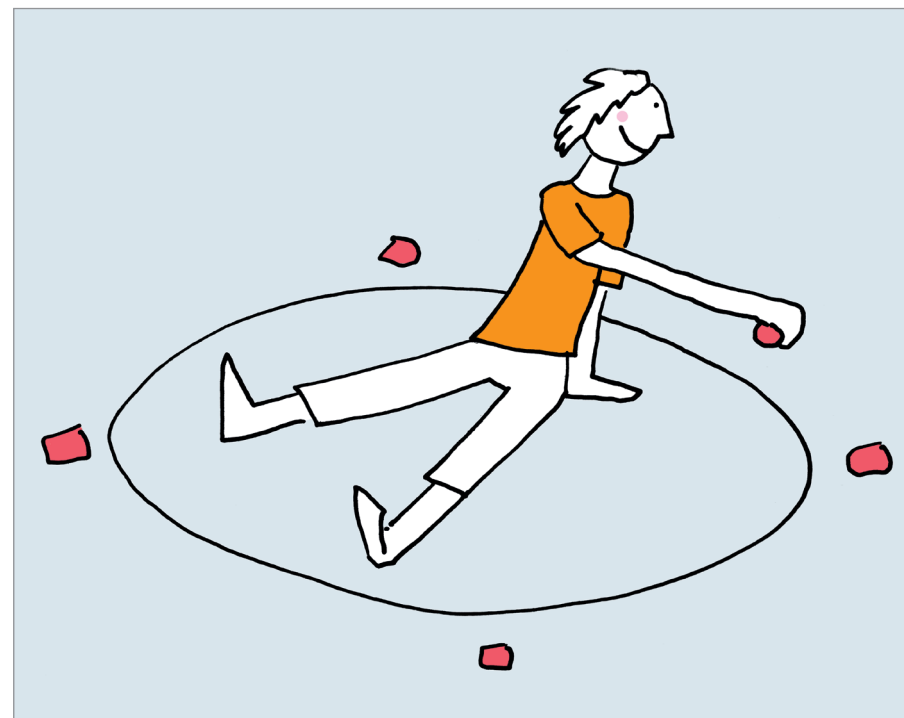
Twist and turn

- Mark a circle on the floor using discs, cones, tape or similar; sitting at the centre, learners should just be able to touch their own circle in every direction.
- Place bean bags or paper balls, like a clock face, just inside the circle.
- From a seated position (use a thin mat if required to avoid abrasions), learners twist their bodies to reach and collect each of the bean bags/balls in turn.
- Once they have collected all the bags/balls, they place these outside the circle in different directions around them; no throwing – stretch, reach and place.
- For those who are able, try the same activity from a standing position; extend the width of the circle to encourage simple lunging movements in every direction.
- For an additional challenge, try this against the clock!

Agility with control

- Using cones, discs or spots, learners try to place their bean bags/balls on the cones/spots with precision.

Note: in all versions, use both dominant and non-dominant sides.



Agility – movement exploration

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"> • Increase or decrease the width of the circle to support or challenge individuals. • Vary the distance that the bean bags/balls are positioned; e.g., those behind or in front of the learner a bit closer, those to either side further away. • Standing learners must keep one foot at the centre of the circle to encourage lunging/stretching with the other leg.
Task T	<ul style="list-style-type: none"> • Use left hand to pick up objects on the left side of the body and right hand for those on the right (and either hand directly in front or behind). • Cross the midline: reach across the body with the opposite hand to pick up objects. • Where fine manipulation is a challenge, touching the target object can be sufficient initially.
Equipment E	<ul style="list-style-type: none"> • Some learners may prefer different kinds of objects, e.g., soft, hard, hand-sized or where they can use both hands. • Cones and other space-marking equipment can be improvised using empty plastic water bottles.
People P	<ul style="list-style-type: none"> • Sound cues can be provided by a partner to assist learners who have a vision impairment. • Target objects can be raised higher; e.g., on top of other equipment, tables, soft play equipment or similar, for those for whom sitting on the ground is inappropriate.

Extension activity: Twist and pass

- In this game, divide the group into teams of 6–8; learners sit in a straight line facing forwards (single file).
- Place two small boxes (or buckets) at front and back of the line. Fill one box with 8–10 small balls or bean bags or objects of different sizes.
- On the start signal, the person at the front takes a ball and passes it to the person behind by twisting to one side.
- The receiving learner twists to the other side to pass the ball back – and so on until the learner at the back of the line takes the ball and turns/twists to place it in the box/bucket behind the group.
- Once the ball is in the box/bucket, the learner at the front can take the next one and pass it back.
- The first team to get all their balls/bean bags in the bucket or box wins!

Variation

- Learners pass the ball back using different methods; e.g., non-dominant hand, ball between feet and roll backwards, thumb and forefinger, spin whole body around and pass.