

4 PRIME activity: Coordination and control

Moving with control is a vital aspect of sports-specific skill acquisition; these activities can provide a start point

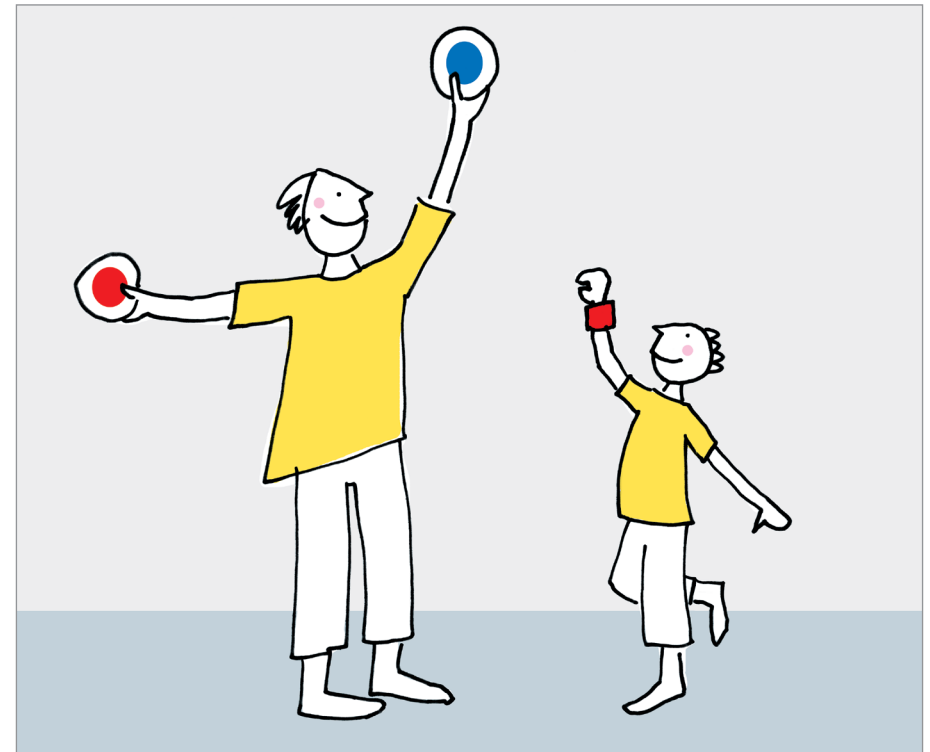
What do you need?

- Coloured wrist/sweat bands;
- Coloured cards/paper;
- String, cord;
- Balloons, balloon balls, beach balls;
- Marker discs, rubber throw-down spots or similar.

How do you play?

Colour play

- Learners wear wrist bands – a different colour on each wrist: e.g., red on right arm, blue on left.
- Use two similar coloured marker discs or coloured cards.
- A partner holds the coloured discs at the learner's shoulder level, just out of reach when their arms are fully extended.
- The red disc should be opposite the learner's 'red' arm; blue opposite the 'blue' arm.
- Initial movements should be very simple; e.g.:
'Red strikes towards red'; 'Blue strikes blue'. As the learner's coordination and rhythm improves, the instructions can be varied, e.g.:
'Red strikes blue' (crossing the centre line) & vice versa.
- Instructions can increase in complexity to further challenge the learner:
'Blue to red then blue; red to blue then red'.
- Progress by holding the target discs at different levels: high, shoulder level, low, one disc high, one low; keep mixing it up.



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Coordination and control

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"> Learners should have enough room to perform striking movements without endangering themselves or others. (NOTE: wall targets should be beyond the reach of the learner’s position; they strike <i>towards</i> the target).
Task T	<ul style="list-style-type: none"> Activity progression should be simple to complex; e.g., a single option, then two, then more complicated sequences progressing only when the learner has reached a degree of competency at the previous stage.
Equipment E	<ul style="list-style-type: none"> Coloured balloons, balloon balls (balloon inside a material cover) or beach balls can provide motivation and safe targets.
People P	<ul style="list-style-type: none"> Vision impaired learners can be assisted by using sound cues; e.g., partially fill balloons with rice or seeds and shake the target balloon to provide a cue for the learner.

Extension activity:

Balloon Bash

- Suspend coloured balloons (or beach balls) from a fixed position above the learners; for seated learners two helpers can hold a kendo shinai to which the balloons are attached above the learner.
- Beginning with just two coloured balloons, perhaps corresponding to the same wrist band colours, learners try to punch or touch the target balloon – following the coach’s instructions.
- More coloured balloons can be added, and the learner strikes colours on command, or short sequences of colours using specific limbs.

Target wall

- Coloured discs or paper targets can be attached to a wall.
- Initially, use two colours to correspond with wrist bands.
- Targets can be arranged two high (red and blue), two at shoulder level (appropriate for standing or seated learners) and two low.
- Learners can strike towards the targets (NOTE: NO contact with the wall!)
- Simple sequence (one red, one blue) can be increased in complexity to include high and shoulder level punches and low kicks if appropriate to the individual.