

6 PRIME activity: Evading and attacking

Knee Tap – a simple but active dodge and move game to develop both evading and attacking skills

What do you need?

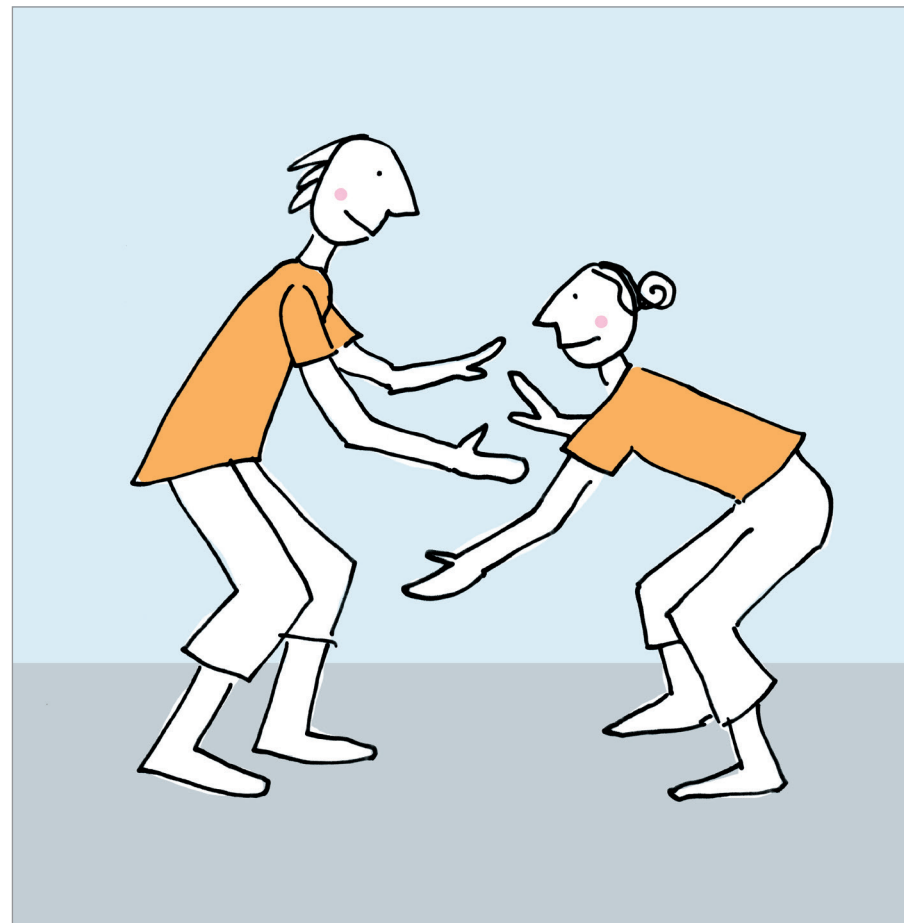
- No equipment is needed.

How do you play?

- Arrange the learners into pairs.
- Each pair stands 1–2 metres apart; learners try to tap their opponent on either knee to score a point.
- They must avoid being touched themselves but without using their arms/hands to defend; they can only dodge.
 - If one learner is dominating, ask the group how the activity could be changed, using STEP, in order to make it more balanced and competitive:
 - change the points system; some learners score double points for a knee touch;
 - use tags; e.g., masking or lightweight tape attached to the knees or other;
 - the dominant learner must keep one foot on the floor and not dodge out of reach (pivot step);
 - (See STEP for more ideas).

Who will benefit from the Activity?

- The activity can be adapted to find ways of challenging a wide range of abilities.



6

Evading and attacking

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"> • Both learners must compete in a confined space; this increases interaction. • To increase mobility and movement, increase the size of the playing space for each pair. • To develop specific movement patterns, play in different shape spaces: <ul style="list-style-type: none"> – circular space to encourage circling; – narrow rectangular space (broad) to encourage sideways stepping/moving.
Task T	<ul style="list-style-type: none"> • A dominant learner plays using only one hand; or the dominant learner can only score by tapping a specific knee, the other learner scores on both knees. • Learners can choose to participate from a seated position, reducing exercise stress. Note: where two learners are seated, they can change the target area to the elbows or wrists. • The target area can be increased; e.g., the whole leg.
Equipment E	<ul style="list-style-type: none"> • Use tags; e.g., masking or lightweight tape attached to the knees or other parts of the body; opponents try to pull these off. • To extend the reach of some learners, they can use a rolled up newspaper or magazine. • To provide a clearer target, each learner holds a ball under one arm; this can support young people who have reduced flexibility/mobility or who have a vision impairment.
People P	<ul style="list-style-type: none"> • Match up learners by ability; e.g., active, mobile learners paired together. • A vision impaired learner can participate with a sighted learner by remaining in physical contact; partners hold one hand and use the other one to try and score. • A mobility impaired learner (e.g., a wheelchair user) can play against an ambulant (standing) opponent by creating a specific target, such as one wheel. Their tactic is to keep this wheel away from their opponent by turning.

Extension activity: developing martial arts related movement

- Learners can be restricted to a specific way of reaching and tapping their opponent's target areas.
- Target areas can be varied; e.g., hips, elbows, wrists, back.

Note: for safety, the target areas should be below the shoulders only.