

9 PRIME activity: Agility – dynamic movement

These activities encourage learners to move at different speeds, in different directions, and in different ways

What do you need?

- Hoops, tape to mark out small spaces, marker discs, cones or throw-down spots.
- Variety of balls, bean bags.

How do you play?

Moving games

'Follow my leader'

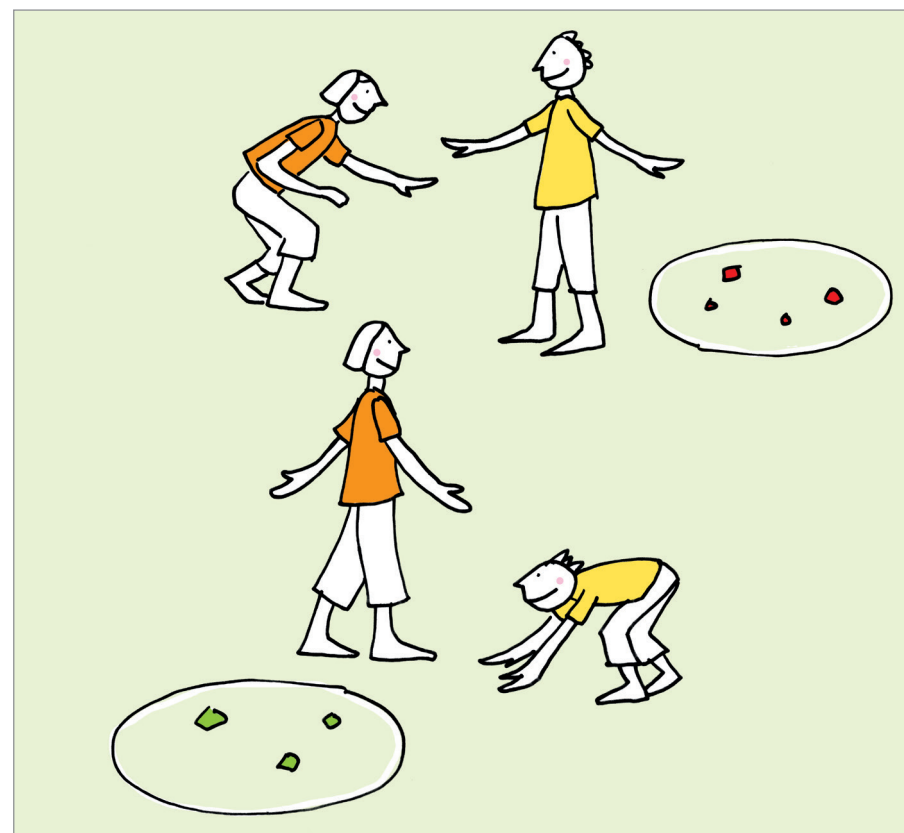
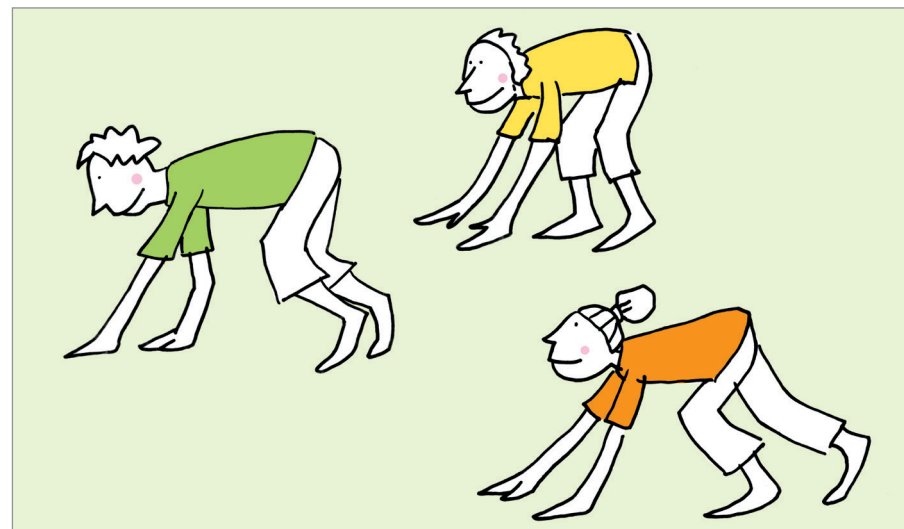
- one learner leads the group by moving in different ways (e.g., forwards, backwards, sideways) and at different speeds;
- the others try to follow the actions or movements;
- each takes a turn leading.

'Dodge the Dragon'

- mark two lines about 10–15 metres apart on the floor, with learners behind one line;
- one learner (or two, depending on group size) stand between the lines – the Dragon!
- on the start signal, the learners try to dodge the Dragon and reach the other line without being tagged;
- learners reaching the other side unscathed score a point.

'Guard the Treasure'

- use tape or hoops to make a number of large circles; place bean bags or other small objects inside (The Treasure);
- divide the group into small teams; each team has a Treasure to protect;
- learners try to protect their own Treasure and steal from others; no physical contact!



Agility – dynamic movement

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 distance to be travelled can be increased or decreased according to an individual's ability; not all learners need to cover the same distance. • Vary the shape/orientation of the space to encourage changes in direction or movement; e.g., star-shaped course, curves, gradients.
Task T	<ul style="list-style-type: none"> • Activities can be done in different ways and at different speeds; e.g., moving in slow motion, or as if underwater. • Combine movement with other skills (e.g., bouncing a ball, tossing and catching a bean bag).
Equipment E	<ul style="list-style-type: none"> • Use whatever materials are available as substitutes for regular equipment – or to provide a new activity; e.g., if plastic water bottles are used to define an obstacle course, fill them with different amounts of water for different stabilities.
People P	<ul style="list-style-type: none"> • Learners can work with partners for support, or can perform different parts of an activity based on their ability; e.g., in a collecting/gathering game, faster, more agile learners can retrieve objects placed further away, while those who have restricted movement go for the nearer ones.

Extension activity: Obstacle course

These activities are designed to encourage learners to develop balance and counterbalance against an opponent.

Stepping stones

- Create 'obstacle' courses that challenge young people to move in different ways and with variation in intensity, directionality and complexity:
 - weaving in and out of cones;
 - stepping/moving over low barriers – or just lines marked on the floor/ground;
 - ducking under a lightweight bar, net or rope (identify the rope clearly with ribbon or even small bells for safety);
 - moving forwards, backwards, or from side to side (zig-zag).
- Link the course to martial arts movements:
 - some balloons or beach balls suspended from a bar or rope; learners perform 4–10 punches/strikes when they reach this obstacle;
 - large, soft skittles or large empty plastic water bottles can be kicked over as the learners pass.