

5 PRIME activity: Floor-based movement

These activities present some start points when introducing martial arts to people who have more severe and complex impairments

What do you need?

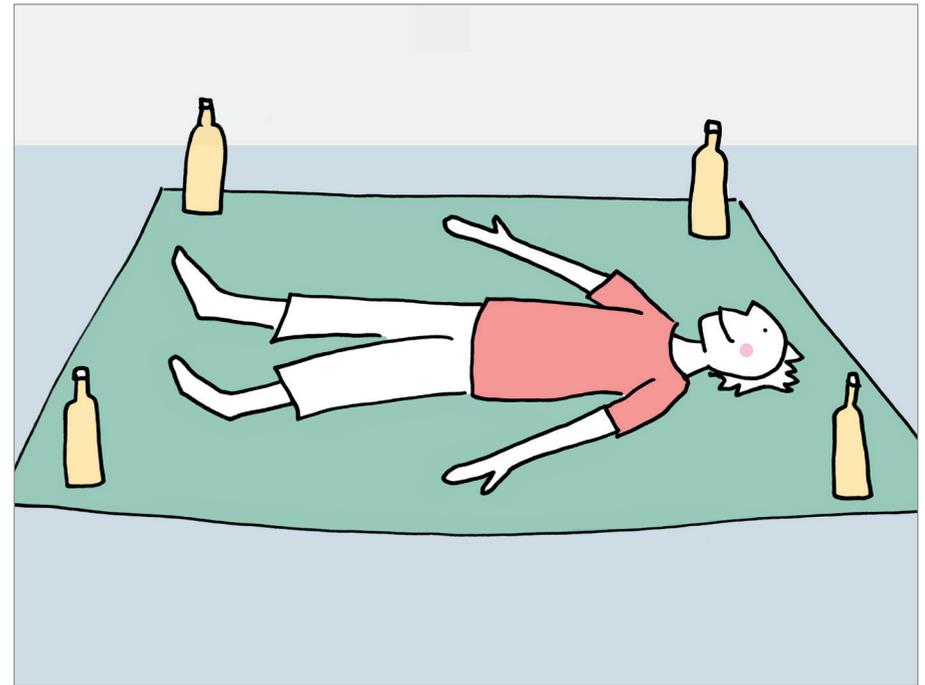
- Mat or floor covering;
- Space for an individual to lie in a lying position – and for an instructor/assistant to move freely around them;
- Simple props – such as large empty plastic water bottles, foam/plastic skittles, balloons or beach balls, string or cord and large, lightweight balls.

How do you play?

- With or without support, enable the learner to lie safely in a comfortable supine or prone position on the mat.
- Encourage the learners to move their limbs in all directions – all together and then specific limbs – to identify the individual's movement capabilities.
- Place some lightweight skittles (or plastic bottles) around the learners on the mat; encourage them to use their limbs to knock over the skittles; initially this can be random or uncoordinated movement.
- Progress to targeting specific limbs or movements:
 - place some skittles close to the body; can the learner roll their body towards them to knock them over?
 - position targets just within reach, e.g., behind the head; learners have to stretch one or two arms upwards to reach the skittles.

Who will benefit from floor-based martial arts activities?

- Young people who have multiple, severe and complex impairments.



5

Floor-based 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"> • Vary the distance between the learner and the target skittles/bottles (note that the distance can change dependent upon which limb the learner is using). • Try different density target balloon/beach balls in the striking game and in the kicking/pushing games; this can help to develop arm and leg strength. |
| Task T | <ul style="list-style-type: none"> • Challenge the learner by changing the angle at which the target is placed encouraging them to stretch in different ways/directions. • Encourage coordination and endurance by re-setting the skittles each time the learner knocks them down; in this way the activity becomes continuous. |
| Equipment E | <ul style="list-style-type: none"> • For targets use foam skittles, empty plastic water bottles, plastic or paper cups, cardboard tubes (from kitchen rolls). • Lightweight balls, such as exercise (Swiss) balls or large beach balls can be used for kicking; balloons or beach balls for arm/hand striking. |
| People P | <ul style="list-style-type: none"> • Some people may require additional physical support in order to attain their optimum position from where they move at least one limb freely. This can be human support or through the use of pillows, cushions, pads or soft play equipment. |

Extension activity: seated or supported sitting activity

- From a supported sitting position or chair, learners can practise simple punching and striking movements:
 - the coach can assist the range of movement in upper limb or limbs by holding a pad (or a cushion) at different angles and distances ask the learner to reach and touch it;
 - with another assistant, tether a few balloons or beach balls to a stick and encourage the learners to strike them; for variation and progression:
 - how many targets can they hit in a certain number of seconds?
 - check the quality of the movement at a given distance from the target balloon; then change the distance and assess the new movement;
- From a seated or supported sitting position, using a large Swiss ball or similar lightweight ball, encourage learners to kick it, or push with the sole of the foot, towards a target; e.g., skittles arranged like tenpins.