

# Inclusive Skills and Games



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### **Inclusive Games**

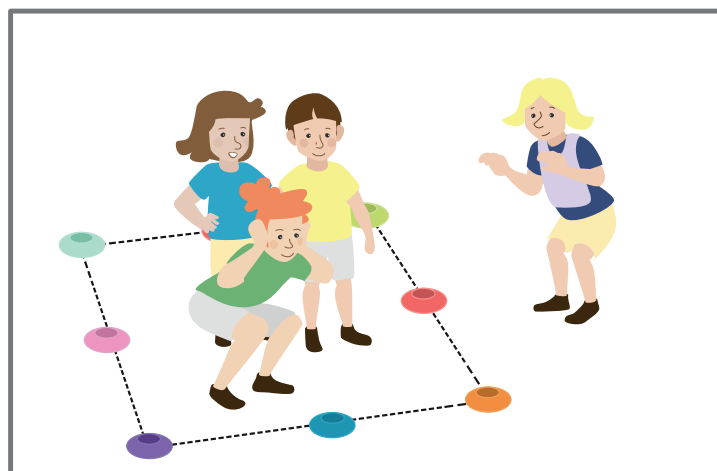
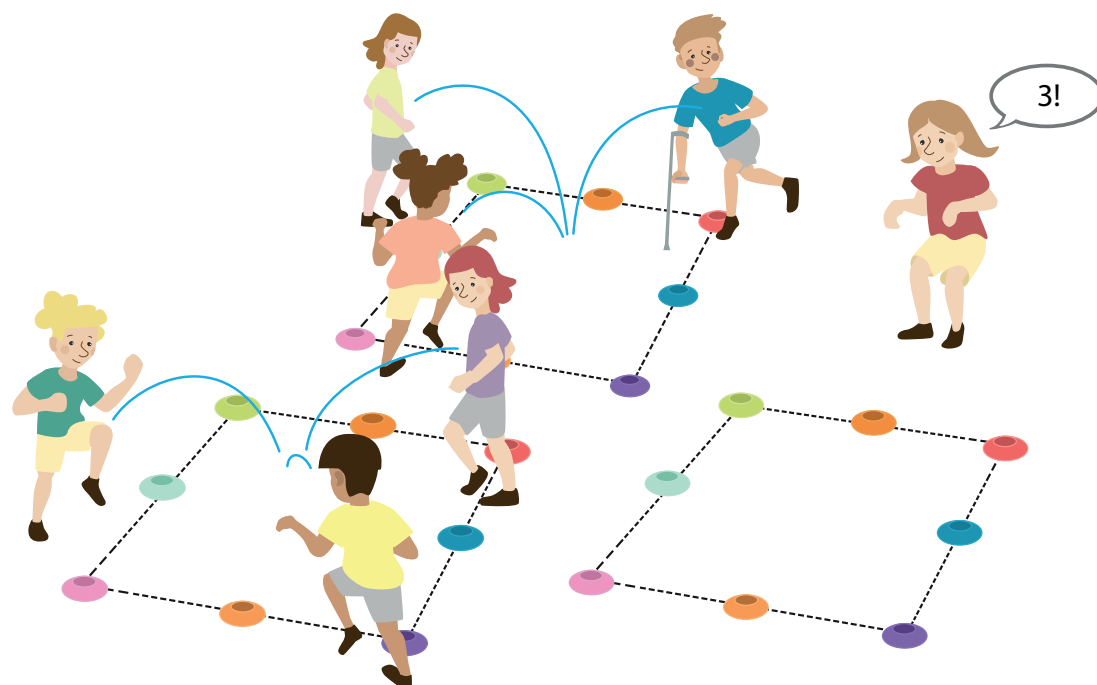
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The Disability Sport NI Inclusive Skills and Games Resource Cards are designed to provide those working in a sports or physical activity environment, with the knowledge required to run fundamental activities and games in an inclusive and fun way.

Each card identifies how the STEPS principle can be applied to support with modifications, adaptations and progressions as well as providing key impairment specific considerations.

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# 1. Swamp Monster



## How to Play

- Make a number of 3 metre x 3 metre squares with cones or chalk around the playing area. Each square represents a safe zone.
- Players move around the playing area, avoiding the safe zones.
- The leader is the swamp monster who calls out a number.
- The players must get into a group of that number inside a safe zone before the swamp monster catches them.
- If caught, the player must perform a forfeit of their choice before returning to the game ie 4 star jumps/press ups/tell a joke.

# 1. Swamp Monster



## Equipment Needed

- Cones/chalk
- Large playing area



## Steps

	Easier	Harder
<b>Space</b>	Increase the space between each safe zone so players can move more freely.	Reduce the size of the playing area.
<b>Task</b>	Only call numbers which ensure nobody is left out.	Introduce different moving techniques E.g. Hop, skip, jump etc.
<b>Equipment</b>	Increase the number of safe zones.	Reduce the number of safe zones.
<b>People</b>	Limit the number of players in the playing area.	Increase the number of swamp monsters.
<b>Speed</b>	Swamp monster is only allowed to move at walking pace.	Swamp monster can move at their chosen pace.



## Impairment Specific Considerations

### Sight Loss:

- Use brightly coloured cones that can easily be seen against the floor tiles.
- Swamp monster to wear brightly coloured bib.
- Increase the space between safe zones so players don't collide.

### Hearing Loss:

- Use numbered cards to communicate the instructions instead of verbal communication.

### Physical Disability:

- Increase the space between and around safe zones.

### Learning Disability:

- Option of using colours instead of numbers E.g. red zone, blue zone.

## 2. Tails



### How to Play

- Choose 1 player to be the catcher.
- All other players are given a bib/ribbon which they tuck into the side of their shorts or chair.
- Players move around the area trying to protect their tails while the catcher tries to collect them.
- Once a player loses his/her tail they also become a catcher until there is only 1 tail left.
- Players should not grab or pull other players when attempting to get their tails.

## 2. Tails



### Equipment Needed

- 1 bib/ribbon per person
- Large playing area



### Steps

	Easier	Harder
<b>Space</b>	Reduce the size of the playing area to make it easier for the catcher.	Increase the size of the playing area to make it more difficult for the catcher.
<b>Task</b>	Catcher only has to touch a player's tail and then that player also becomes a catcher.	2 catchers: 1 group has red tails and the other blue tails, each catcher only chasing 1 colour.
<b>Equipment</b>	Use large tails which are easier to catch.	Give 2 tails per person.
<b>People</b>	Already at the easiest level.	Select more than 1 catcher.
<b>Speed</b>	Encourage those being tagged to move around the area in different ways E.g. Hop, jump etc	Allow players to move at their own pace.



### Impairment Specific Considerations

#### Sight Loss:

- Use brightly coloured tails or bibs.
- Catcher(s) should wear a bib so that they can be easily identified.
- Assist with guiding if necessary.

#### Hearing Loss:

- Use visual cues i.e. bibs, flags to signal the start/finish of the activity.

#### Physical Disability:

- Place the tails on the rear or the side of the chair, but it should NOT be tied on.

#### Learning Disability:

- Catcher(s) should wear a bib so that they can be easily identified.

## 3. Snake Slalom



### How to Play

- Place at least 5 cones or markers in a straight line leaving approximately 2 metres between each.
- Players line up 1 behind the other at the 1st cone.
- The 1st player in line weaves his/her way slowly through the cones. Once he/she has reached the last cone, the player returns to the starting point by going down the outside of the cones.
- When back at the starting point player number 1 links arms/hold hands with player number 2 who both complete the course before returning to link arms with player number 3 and so on.

**Tip:** Encourage teams to make the 'best sounding' and 'best shaped' snake as opposed to moving quickly.

# 3. Snake Slalom



## Equipment Needed

- 5 or more cones/markers
- Large playing area



## Steps

	Easier	Harder
<b>Space</b>	Increase the distance between the cones.	Reduce the distance between the cones.
<b>Task</b>	Players do not have to hold on to players in front.	Perform slalom on the way out and the way back.
<b>Equipment</b>	Use spots or smaller domed cones.	Use large wide based cones that can't be stepped over.
<b>People</b>	Reduce the number of players in each teams.	Increase the number of players in each team.
<b>Speed</b>	Continue to perform at a walking pace.	Complete the course as quickly and as safely as possible.



## Impairment Specific Considerations

### Sight Loss:

- Position player further down the line so a sighted player is acting as a guide.
- Provide verbal feedback on the players positioning i.e. move out wider to the left.

### Hearing Loss:

- Use visual cues i.e. bibs, flags, cones to signal start/finish of the activity.

### Physical Disability:

- Ensure there is adequate space between cones.
- Position the person with a physical disability at the front of the line so that they dictate the pace of the activity.

### Learning Disability:

- Remind players to be 'snake like' as opposed to moving fast.



# 4. Bean Game



## How to Play

- Players move around the area in different directions.
- Players carry out the actions on command:
  - Frozen beans - freeze.
  - Jelly beans - wobble.
  - Baked beans - lie on the ground.
  - Broad beans - stand wide.
  - Runner beans - run around.
  - French beans - say 'ooh la la'.
- Players then can add their own beans and actions.

BROAD BEANS



JELLY BEANS



FROZEN BEANS



# 4. Bean Game



## Equipment Needed

- Large playing area



## Steps

	Easier	Harder
<b>Space</b>	Increase the space for the activity.	Decrease the space for the activity.
<b>Task</b>	Start with 1 bean command and introduce slowly.	Players come up a different bean command each time.
<b>Equipment</b>	No equipment required.	No equipment required.
<b>People</b>	Ask 1 player to demonstrate the action so the others can copy.	Players work in pairs to performance the 'bean' action, mimicking each other's movements.
<b>Speed</b>	Players complete activity at walking pace.	Move around the area as quickly and as safely as possible.



## Impairment Specific Considerations

### Sight Loss:

- Players wear hi-visibility bibs.
- Assist with guiding if necessary.

### Hearing Loss:

- Use visual cues i.e. bibs, flags, cones to signal start/finish of the activity.
- Give demonstration with each change of technique/instruction.

### Physical Disability:

- Ensure there is enough space to move around.

### Learning Disability:

- Give demonstration with each change of technique/instruction.

## 5. Fruit Salad



### How to Play

- Divide players into small groups of 3 or 4. Each team stands behind a white cone.
- Place at least 5 coloured cones, which will represent fruits, in a straight line leaving approximately 5 meters between each.
- Players line up with 1 behind the other at the 1st white cone.
- Leaders ask players which fruit is red, green, orange, or blue so that they can identify a fruit with a certain colour E.g. red=strawberry, green=apple, orange=orange and blue=blueberry.
- Leader calls a fruit/selection of fruits and the player runs out, touches appropriate cone(s) and returns home.

# 5. Fruit Salad



## Equipment Needed

- 5 or more different cones/markers per team
- Large playing area



## Steps

	Easier	Harder
<b>Space</b>	Reduce the distance between the cones.	Increase the distance between the cones.
<b>Task</b>	Only call 1 fruit at a time.	Perform slalom through cones on the way out.
<b>Equipment</b>	Tape a picture of the relevant fruit onto the front of each cone.	Use large wide based cones that can't be stepped over.
<b>People</b>	Increase the number of people per team to provide a longer rest between runs.	Reduce the number of people per team to shorten the rest between runs.
<b>Speed</b>	Players move in different ways E.g. hop, jump etc.	Complete the course as quickly and as safely as possible.



## Impairment Specific Considerations

### Sight Loss:

- Use brightly coloured cones and tactile markers.
- Use a buddy or guide to support the players as they run in and out from the cones.
- Allow the player to orientate themselves by pacing out the distance between each cone before the activity starts.

### Hearing Loss:

- Use visual cues i.e. bibs, flags to signal start/finish of the activity.
- Use cones to signal the fruits/cones to run to.

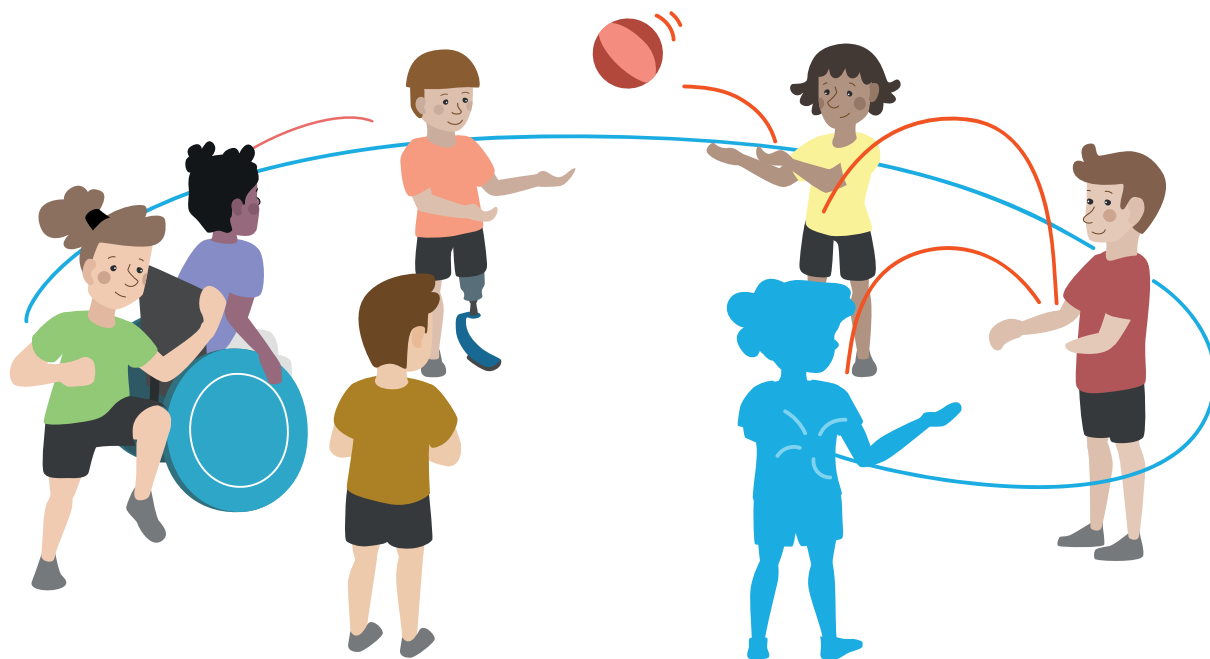
### Physical Disability:

- Ensure there is adequate space between cones.
- Encourage other players to hop, jump etc. to reduce pace of the activity.

### Learning Disability:

- Leader can hold up a cone of the same colour as the fruit just called.

## 6. Intro Pass



### How to Play

- Organise players into a circle with approximately 1 metre between each person.
- Give 1 person in the circle a ball who will become the runner.
- The runner calls out his/her own name, passes the ball to the player next to them, before running around the outside of the circle.
- The players in circle must try and pass the ball around everyone in the circle before the runner returns to his/her original position.

# 6. Intro Pass



## Equipment Needed

- At least 1 large ball
- Large playing area



## Steps

	Easier	Harder
<b>Space</b>	Reduce the circle size.	Increase the circle size.
<b>Task</b>	Players stand closer together and hand the ball to each other.	Introduce 2 balls and 2 runners. Change direction of ball movement for each different runner.
<b>Equipment</b>	Use a large balloon or beach ball.	Use a smaller, harder ball, making it more difficult to catch.
<b>People</b>	Split group into smaller circles.	Add more players to the circle.
<b>Speed</b>	Ball to be passed around the circle twice to give the runner more time.	Split groups into 2 separate circles, who then race against each other.



## Impairment Specific Considerations

### Sight Loss:

- Use a hi-visibility ball and/or jingle ball.
- Ball can be handed to the person rather than thrown.
- Add a guide/buddy for runners.

### Hearing loss:

- Give demonstration to introduce the activity, plus a demonstration for each change of instruction.

### Physical Disability:

- Ball to be passed around circle twice or more, depending on the person's level of mobility.
- All players can be seated when receiving/passing the ball.

### Learning Disability:

- Give demonstration for each change of instruction.

# 7. Balloon Volleyball



## How to Play

- Split players into 2 teams.
- Players on the same team sit on the floor side by side, facing the other team so feet are touching.
- The activity starts when the leader throws a balloon into the middle of the players. Both teams try to score a point by hitting the balloon behind the opposition.
- Players try to keep the balloon in play by leaning back to retrieve it while their feet remain touching the opposition.



## Progression

- Leader marks out volleyball court. Teams divide into 2 rows and move a little further away from each other.
- 1 team starts with balloon and serves it across into the opposite court where that team aims to return the balloon to the opponent's court. If balloon touches the floor or goes out of court, a point is awarded to the opposite team.

# 7. Balloon Volleyball



## Equipment Needed

- Balloon with cover
- Cones
- Playing area



## Steps

	Easier	Harder
<b>Space</b>	Reduce distance between each player.	Increase the distance between the teams.
<b>Task</b>	As a group, try to have a rally by tapping the balloon as many times as possible.	Keep the score, 1st to score 7 points wins the game.
<b>Equipment</b>	Introduce larger, funfair style balloon.	Introduce 2 balloons.
<b>People</b>	Increase the number of players on each team.	Play in pairs, 2 v 2.
<b>Speed</b>	Use only balloons, which ensure a slower moving game.	Introduce a range of different balls to increase speed/difficulty of the game.



## Impairment Specific Considerations

### Sight Loss:

- Use a jingle balloon/ball.

### Hearing Loss:

- Use visual cues i.e. bibs, flags to signal start/finish of the activity.
- Stop the game to introduce new rules or to give teaching points.

### Physical Disability:

- Players unable to transfer to the floor could position themselves at the end of their team row while remaining in their chair.

### Learning Disability:

- Stop the game to introduce new rules or to give teaching points.



## 8. Team Take



### How to Play

- Place an even number of balls inside 1 hoop in the centre of the playing area.
- Divide the players into 4 teams.
- Line teams up in the corners of the playing area with a hoop placed at the side of the 1st player.
- On the leader's command, player number 1 from each team runs to the centre and collects a ball from the centre hoop. The player runs back with the ball placing it inside the team hoop before tagging the next player and moving to the back of the line.
- Each team repeats until all balls have been taken from the centre.
- The winning team is the group that has retrieved the most balls.

# 8. Team Take



## Equipment Needed

- 5 hoops
- Range of balls/bean bags
- Large playing area



## Steps

	Easier	Harder
<b>Space</b>	Decrease the distance between centre hoop and team hoops.	Increase the distance between centre hoop and team hoops.
<b>Task</b>	Already at easiest level.	Players have to retrieve balls in certain colour order.
<b>Equipment</b>	Use large, soft, pliable balls.	Use different sized/ shaped objects.
<b>People</b>	Ensure teams are of mixed ability.	No modification needed.
<b>Speed</b>	Activity at easiest level.	Introduce timeframe in which task has to be completed.



## Impairment Specific Considerations

### Sight Loss:

- Use hi-visibility, larger balls.
- Use buddy/guide to support the player when they are running.

### Hearing Loss:

- Use flags/bibs to signal start of activity.
- Give demonstration before start and for each change of instruction.

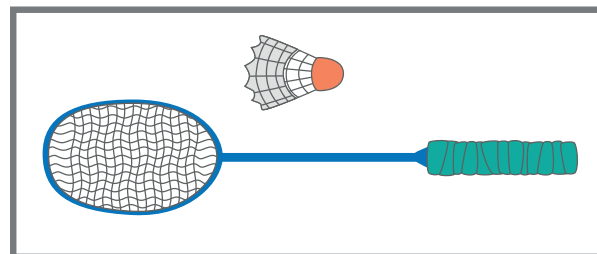
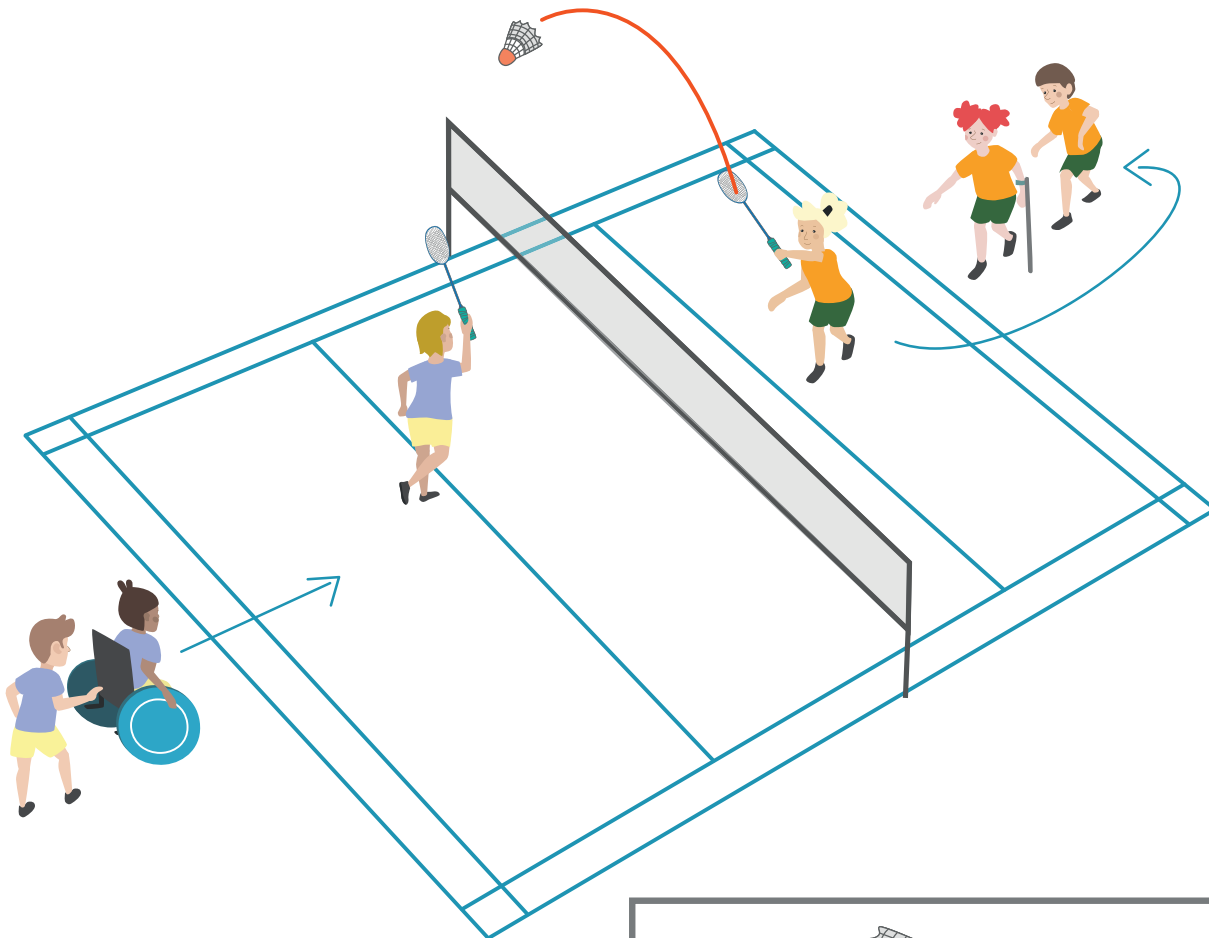
### Physical Disability:

- Raise balls off the ground.

### Learning Disability:

- Reinforce that players should only retrieve 1 ball at a time.

# 9. Around the World



## How to Play

- Split players into 2 teams.
- Players on team 1 stand behind each other the base line of the badminton court. Team 2 takes up the same position on the other side of the court.
- 1 player begins and hits the shuttle across the net where the 1st player in the opposite team hits the shuttle back. Once a player hits the shuttle, they move to the end of the line. Players continue to hit shuttle and maintain rally for as long as possible.



## Progression

- Once a player hits the shuttle they run and join the back of the line on the opposite side of the court.
- Set players a time limit to hit as many successful shots as possible.

# 9. Around the World



## Equipment Needed

- Badminton rackets
- Shuttles
- Badminton court and net



## Steps

	Easier	Harder
<b>Space</b>	Decrease the size of the court.	Use full size court.
<b>Task</b>	As a group, try to keep the shuttle in the air for as long as possible.	Keep the score, 1st to score 7 points wins the game.
<b>Equipment</b>	Lower or remove the net.	Introduce a range of balls.
<b>People</b>	Increase the number of players on each team.	Decrease the number of players on each team.
<b>Speed</b>	Use a balloon, which ensures a slower moving game.	Encourage players to use different types of shot E.g. drop shot.



## Impairment Specific Considerations

### Sight Loss:

- Use a brightly coloured shuttle or a balloon to increase reaction time.
- Allow player to begin rally.
- Provide verbal feedback when preparing to hit the shot.

### Hearing Loss:

- Use visual cues i.e. bibs, flags to signal start/finish of the activity.
- Stop the game to introduce new rules or to give teaching points.

### Physical Disability:

- Players return to back of their own line instead of moving to opposite side of court.

### Learning Disability:

- Stop the game to introduce new rules or to give teaching points.

# 10. Over and Under



## How to Play

- Players arrange themselves in teams of 4+ and stand in a line, 1 in front of the other.
- Ball starts with the player at the back of the line. This player passes the ball over the head of the player in front, who in turn passes the ball under the legs of the player in front of them. This continues (over and under) until the ball reaches the front of the line. Once a player has passed the ball, they must run to the front of the line.
- Game continues until the team has reached the end line or cone.
- As an alternative, ball can start at front of line - therefore stretching over with ball at top, under legs, when ball reaches back person they go to front until team passes a marked cone.

# 10. Over and Under



## Equipment Needed

- 1 ball per group
- Large playing area
- 2 cones per team



## Steps

	Easier	Harder
<b>Space</b>	Reduce the distance between start and finish line.	Increase the distance between the start and finish line.
<b>Task</b>	Players pass the ball by rotating sideways to player in front.	Players pass the ball over, under, side to side.
<b>Equipment</b>	Use a large, soft pliable ball.	Use a smaller ball.
<b>People</b>	Increase the number of teams.	Increase the number of players in each team.
<b>Speed</b>	Already at the easiest level.	Complete the game as quickly and as safely as possible.



## Impairment Specific Considerations

### Sight Loss:

- Use brightly coloured cones and tactile markers to mark start and finish.
- Use a jingle ball.
- Encourage the players making the pass to call the name of the person receiving the pass.

### Hearing Loss:

- Use visual cues i.e. bibs, flags to signal start/finish of the activity.
- Give demonstration with each change of technique/instruction.

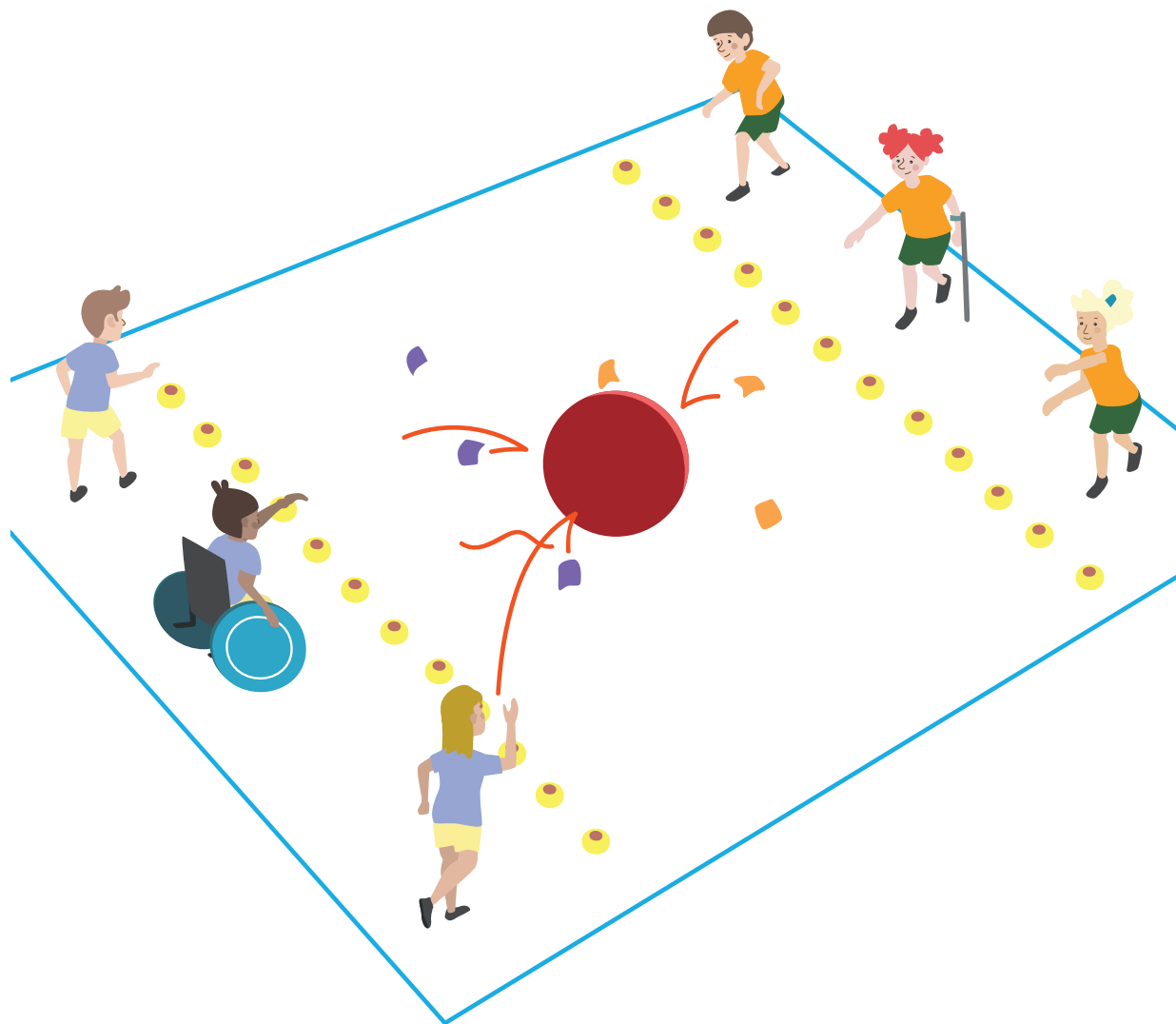
### Physical Disability:

- All players can take part from a seated position and pass the ball by rotating sideways.

### Learning Disability:

- Give demonstration with each change of technique/instruction.

# 11. Cross the Line



## How to Play

- Set up a court with 3 coned areas.
- Place a large ball in the centre of the court midway between the scoring lines.
- Each team must stand behind their throwing line and, using bean bags, throw at the large ball to try to move it over the opponents' scoring line. Teams throw their bean bags at the same time.
- The team who moves the ball across their opponents scoring line scores 1 point.

# 11. Cross the Line



## Equipment Needed

- Cones
- Large ball
- Bean bags
- Playing area



## Steps

	Easier	Harder
<b>Space</b>	Decrease the distance between the teams.	Increase the distance between the teams.
<b>Task</b>	Everyone must be in a seated position.	Keep the score, 1st to score 7 points wins the game.
<b>Equipment</b>	Use a large, light ball/ balloon which moves easily.	Introduce more than 1 ball.
<b>People</b>	Increase the number of players on each team.	Decrease the number of players on each team.
<b>Speed</b>	Focus on technique of throwing.	Teams try to move ball in as quick as time as possible.



## Impairment Specific Considerations

### Sight Loss:

- Use brightly coloured cones and balls.
- Use a jingle ball.

### Hearing Loss:

- Use visual cues i.e. bibs, flags to signal start/finish of the activity.
- Stop the game to introduce new rules or to give teaching points.

### Physical Disability:

- Move player closer to ball if necessary.
- Leader to help return the bean bags to the player during the activity.

### Learning Disability:

- Stop the game to introduce new rules or to give teaching points.



# 12. Parachute Games



## How to Play

### *Game 1*

**Popcorn:** Place a number of beanbags or small balls onto the parachute. Shake to make them pop up like 'popcorn'.

### *Game 2*

**Ball Roll:** Place a number of light balls onto the parachute. Players try to roll the balls into the hole in the middle of the parachute, (OR players try to keep the balls from going into the hole in the centre.)

### *Game 3*

**Ball in the Bucket:** Break into 2 or more teams. Each team will have a different coloured ball (or balls). They will try to keep their colour ball from going into the middle circle, while trying to get the other team's colour of ball(s) into the hole.

# 12. Parachute Games



## Equipment Needed

- Parachute
- Bean bags/small balls
- Large balls
- Playing area



## Steps

	Easier	Harder
<b>Space</b>	Decrease the distance between each player.	Increase the distance between each player.
<b>Task</b>	Make waves with the parachute lifting it up and down.	Make larger, faster waves during each activity.
<b>Equipment</b>	Use a bigger, heavier ball.	Increase the number of balls.
<b>People</b>	Increase the number of players.	Decrease the number of players.
<b>Speed</b>	Move the parachute up and down slowly and gently.	Wave the parachute up and down at a faster speed.



## Impairment Specific Considerations

### Sight Loss:

- Use a jingle ball.
- Players wear hi-visibility bibs.

### Hearing Loss:

- Use visual cues i.e. bibs, flags to signal start/finish of the activity.
- Stop the game to introduce new rules or to give teaching points.

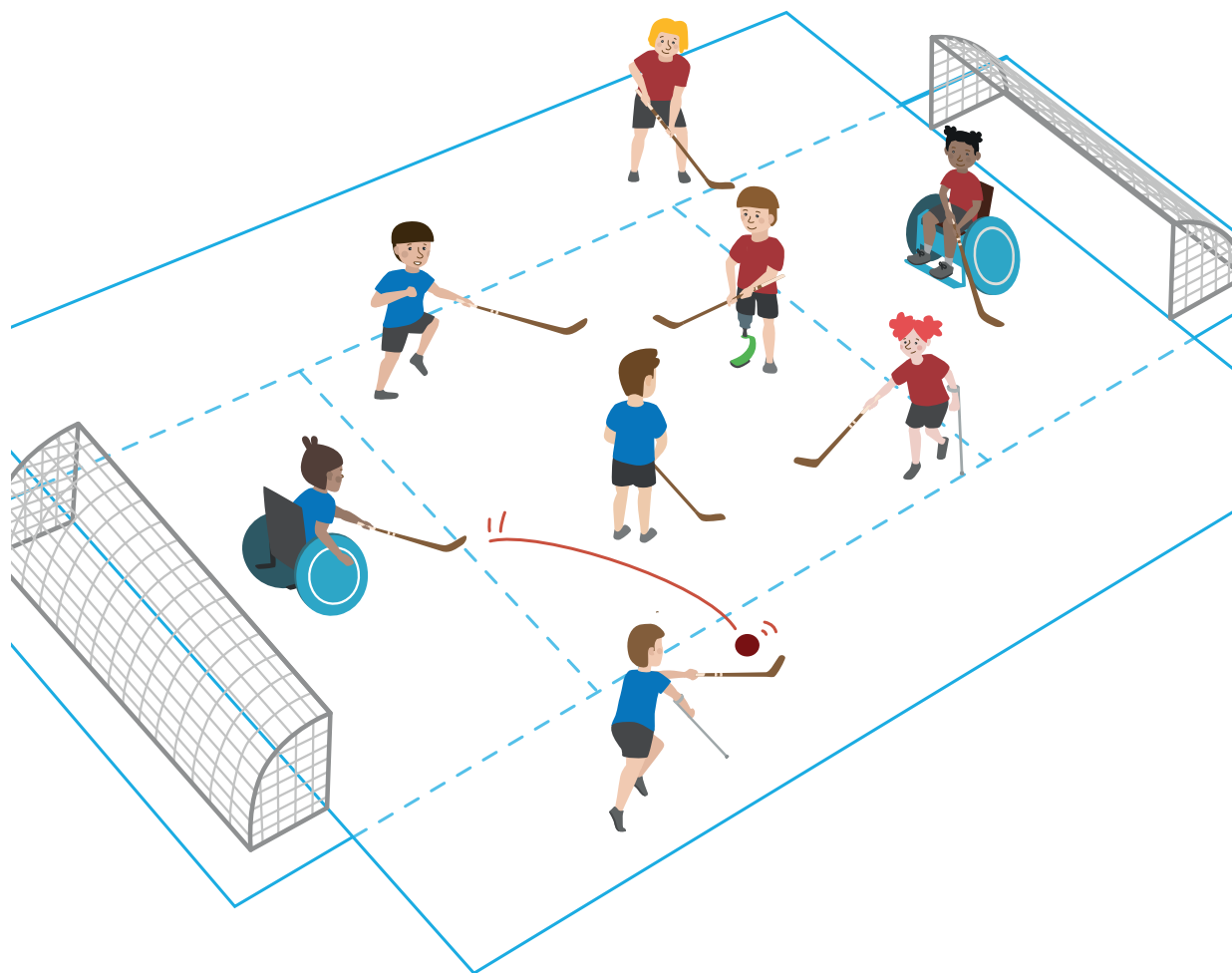
### Physical Disability:

- Ensure there is enough time and space to move under the parachute.

### Learning Disability:

- Give demonstration of activities.
- Stop the game to introduce new rules or to give teaching points.

# 13. Zone Games



## How to Play

- Mark out the playing area into 3 zones as per diagram. The centre zone should be slightly wider.
- Split the group into 2 equal teams.
- In each team, 1 player is a goalkeeper and 1 player takes up position in 1 of the outside zones. The remaining players play in the central zone of the court.
- Players can only play within their zone and are not allowed to enter any other zone. Once the ball enters their zone, the player can dribble, pass or shoot.
- Players are encouraged to pass the ball to the player in the outside before they can score.
- Rotate players in goals, zone and central area.
- Zones can be used for any team sports E.g. football, basketball, rugby etc.
- Zones can be placed in different areas of the court.

# 13. Zone Games



## Equipment Needed

- Cones to mark out the zones
- Unihoc sticks
- Soft ball
- Large playing area
- Nets or cones for goals



## Steps

	Easier	Harder
<b>Space</b>	Increase the width of the zone and/or the number of zoned areas.	Decrease the zone area and goal size.
<b>Task</b>	Limit the number of players who can tackle or intercept.	Modify rules, E.g. a select number of passes before allowed to shoot or only allow 2 touches before passing.
<b>Equipment</b>	Use a bigger, lighter ball.	Use a hockey puck.
<b>People</b>	Take out goalkeepers and put only 1 player in the zone.	Whenever a player scores, that player goes into goals.
<b>Speed</b>	Use a ball that moves slowly and reduces the speed of the pass.	A hockey puck will increase the speed of the game.



## Impairment Specific Considerations

### Sight Loss:

- Use large, brightly coloured cones that contrast to the floor/ground.
- Use a jingle ball.
- Players in the same team wear hi-visibility bibs.
- Use the outside zone if the players requires more time on the ball.

### Hearing Loss:

- Use visual cues i.e. bibs, flags to signal start/finish of the activity.
- Stop the game to introduce new rules or to give teaching points.

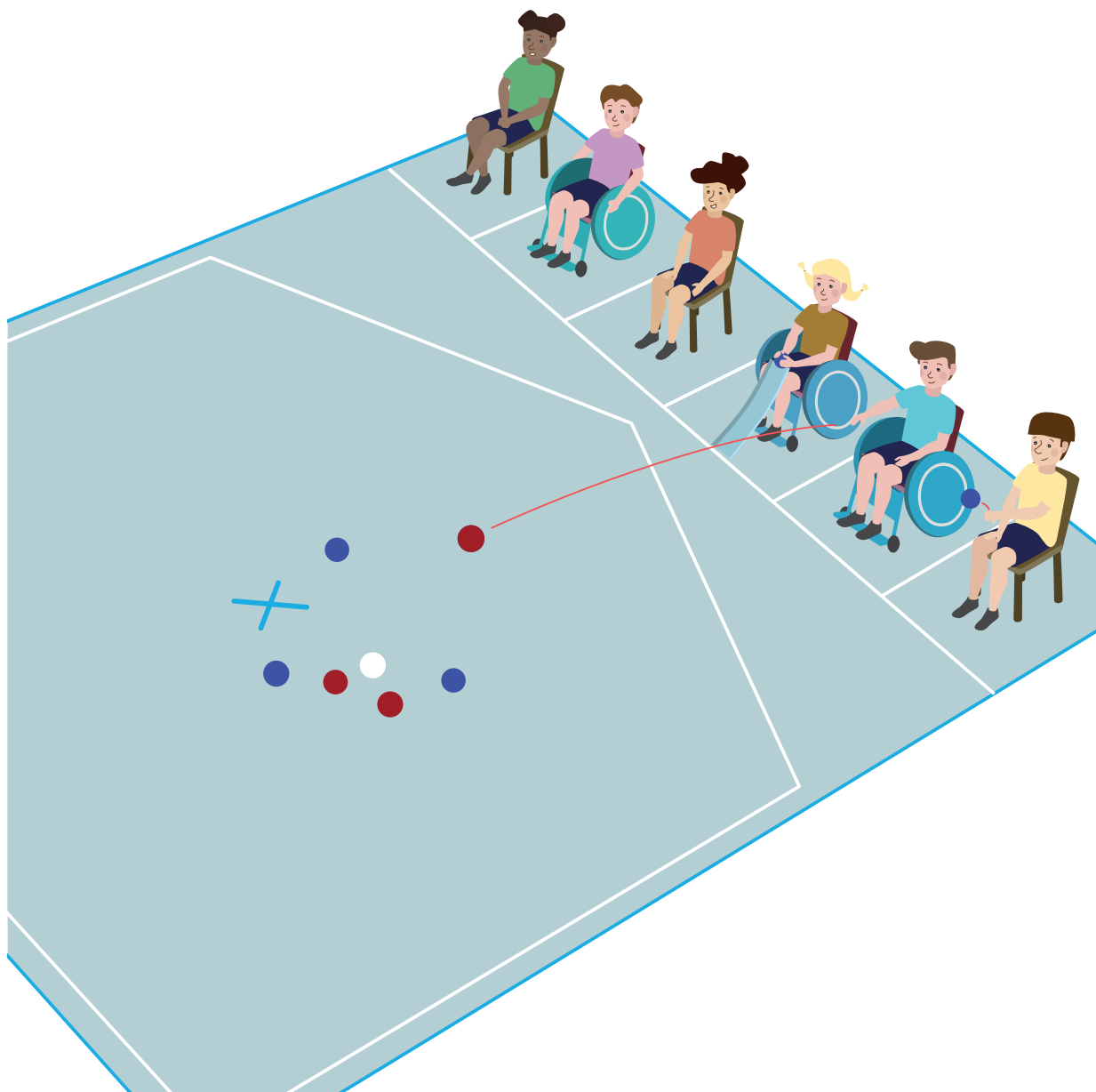
### Physical Disability:

- For wheelchair users, ensure the zones are large enough to move freely.
- For players with reduced mobility, decrease the speed of the game by using a larger, slower ball.

### Learning Disability:

- Stop the game to introduce new rules or to give teaching points.

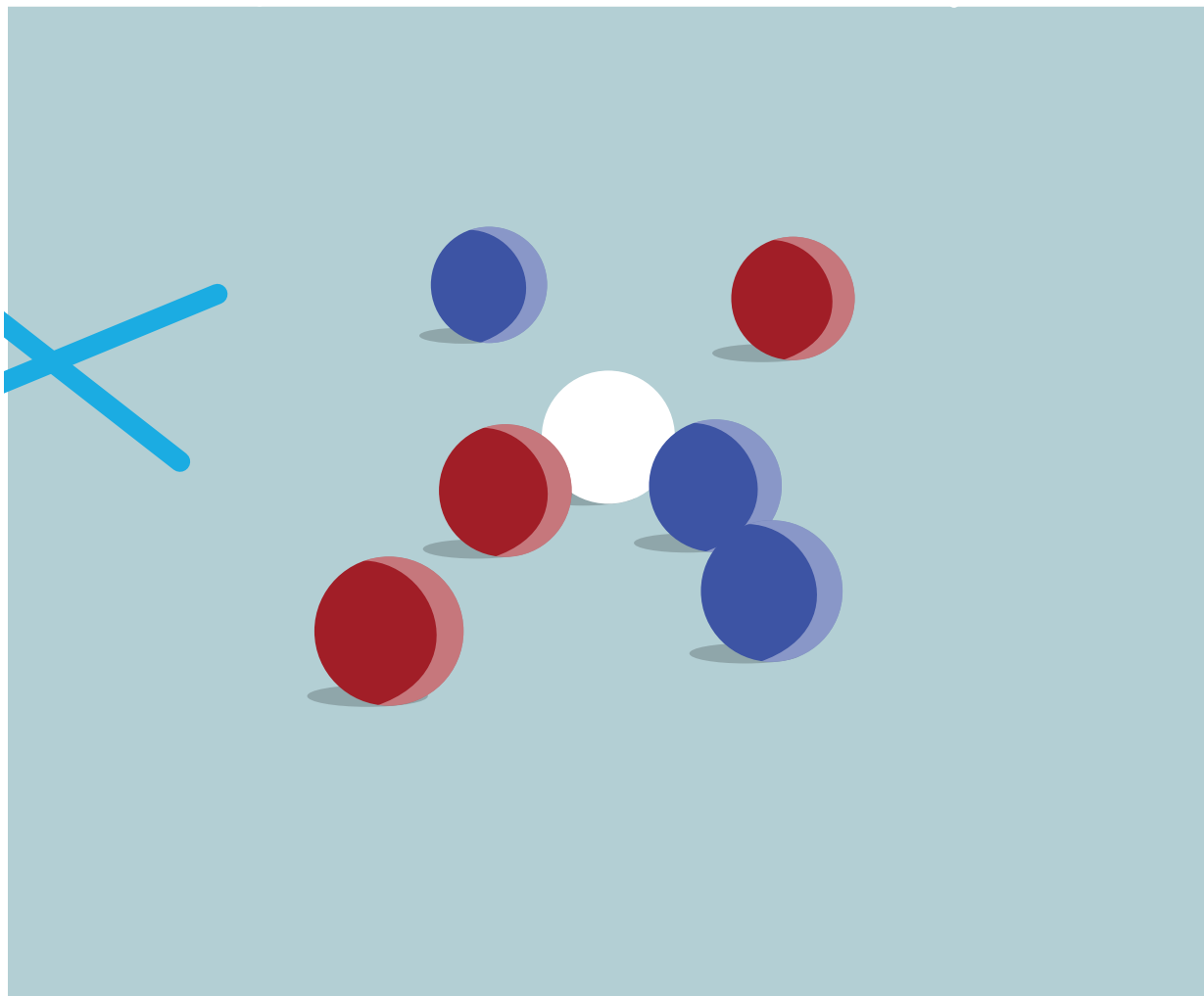
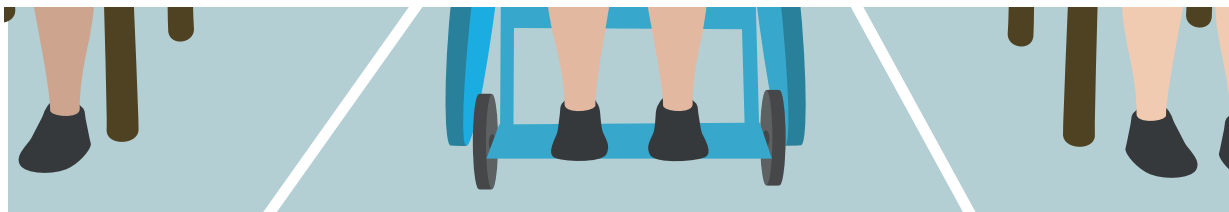
# 14. Boccia



## How to Play

- Boccia can be played in teams: 3-a-side, 2-a-side or individually.
- In team boccia, each player throws 2 balls corresponding to their team colour – red or blue.
- Balls can be propelled in any manner providing that the player has direct contact on releasing the ball, E.g. the ball cannot be struck with an implement or released by a mechanical device.
- The red team throws the 1st jack. The ball must land in the valid area of the court.
- The jack ball is thrown by each player in turn at the start of each end. The player in box 1 (left hand box when facing the court) starts the 1st end and player 6 starts the 6th and final end.
- The side throwing the jack also plays the 1st coloured ball.
- The opposite side then plays their 1st coloured ball into court.
- The side furthest away from the jack continues playing their balls until they get nearer (or run out of balls) at which point the other team plays.

# 14. Boccia

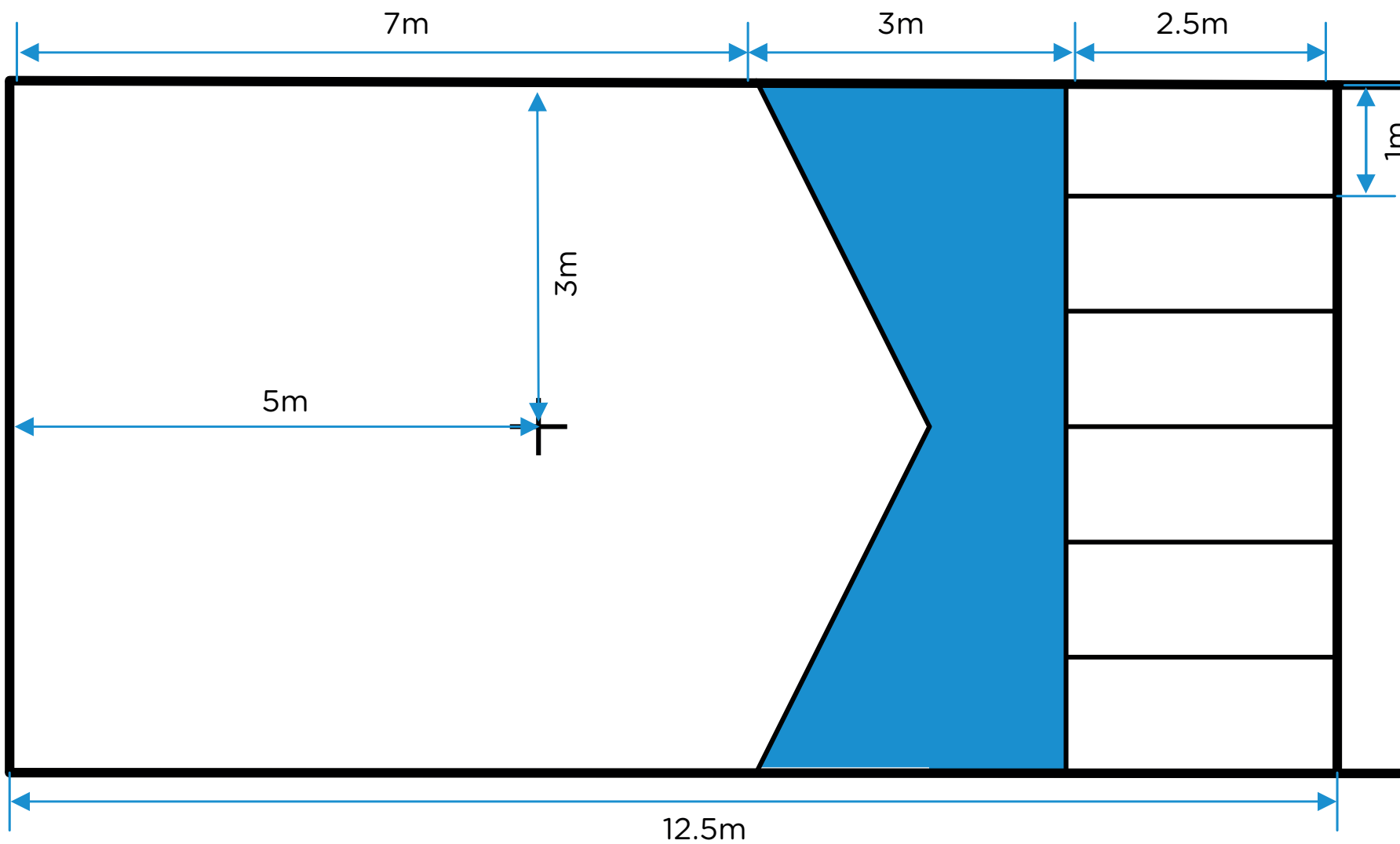


## How to Play (Continued)

- In team boccia each game consists of 6 ends - an end is completed when all 13 balls have been played. Pairs or individual games play 4 ends.
- The side with the most balls closest to the jack scores 1 point for each scoring ball E.g. each ball closer than the opposing team's nearest ball.
- At the completion of ends, the points on each end are added together - the team with the highest total score wins.
- If the total score is level after 6 ends, a tie-break (extra end) is played. The jack ball is placed on the cross and a coin is tossed to determine the order of play.

For a full list of boccia rules visit:  
[www.bisfed.com](http://www.bisfed.com)

# 14. Boccia



# 14. Boccia



## Equipment Needed

- A Boccia set consisting of 6 red, 6 blue balls and a white jack
- A ball-sending ramp if required
- Playing area, ideally the size of a badminton court
- Tape to mark out the court



## Steps

	Easier	Harder
<b>Space</b>	Reduce the size of the court and have the back and side against a wall.	Put conditions on the game E.g. the jack has to be at the back of the court.
<b>Task</b>	Play to basic rules and reduce the number of ends.	Play team and pairs boccia and introduce more complex rules.
<b>Equipment</b>	Use a larger jack ball or hoop as the target.	Use harder boccia balls which are more difficult to control.
<b>People</b>	Introduce sports assistants or ramp assistants to support players.	Introduce a captain to each team who directs the type of shot and order of play.
<b>Speed</b>	Encourage players to focus on: set up, preparation, delivery and follow through rather than speed.	Introduce a time limit rule for all balls to be thrown. E.g. all red balls in 1 end must be thrown within 4 mins.



## Impairment Specific Considerations

### Sight Loss:

- Leader can stand behind the jack to provide a larger point of reference.
- A bleeper or hand clapping can be used to give the player a sense of where the ball is placed on court.
- A tactile board outlining the court dimensions can be used to show the player where the ball is placed on court.

### Hearing Loss:

- Give a practical demonstration of the activity as well as verbal instruction.
- Use visual cues to indicate which team throws next such as a red or blue cone or referees paddle.
- Stop the game to introduce new rules or to give teaching points.

### Physical Disability:

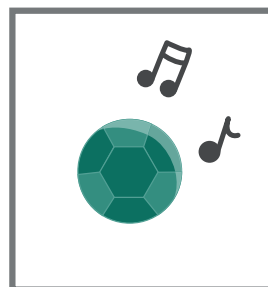
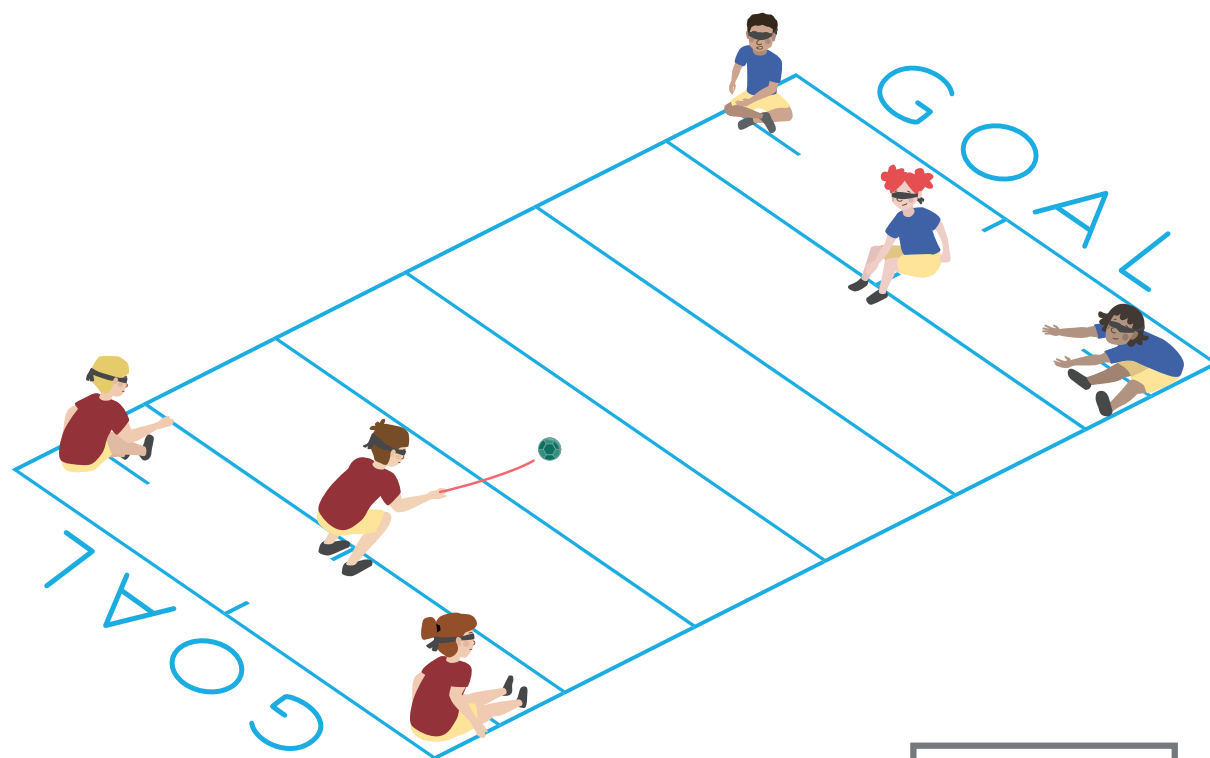
- If a player has difficulty throwing the ball a ramp can be used to assist delivery.

### Learning Disability:

- Give a practical demonstration of the activity as well as verbal instruction.
- Stop the game to introduce new rules or to give teaching points.
- Introduce new rules or teaching points 1 at a time.



# 15. Goalball



## How to Play

Goalball is a 3-a-side team game developed for people with sight loss. Sighted players can also play. It has 3 main features:

- A ball containing internal bells which help players locate it during play.
- Eyeshades which all players wear, ensuring that all can play equally.
- A court or play area with tactile markings which help players determine where they are on the court.

The object of the game is to score a goal by throwing the ball along the floor so that it crosses the goal line of the opposing team. The referee is key to controlling the game letting the players know what is happening. A whistle or their voice is used to indicate aspects of play.

### Throwing:

When the ball is thrown it must touch the floor before passing over the high ball line. This is to ensure the ball is rolled, giving the defensive team an opportunity to hear it coming. Once a team has fielded the ball, it must be thrown again within 10 seconds. No player can take more than 2 throws consecutively. If a ball is thrown over the side line possession changes.

### Defence:

The defensive team's 1st contact with the ball must take place within the team area.

# 15. Goalball



## Equipment Needed

- Jingle ball
- Eye shades for all players
- Playing area of similar size to a volleyball court
- Orientation tactile markers/ tactile court markings
- Knee pads and elbow pads
- Cones



## Steps

	Easier	Harder
<b>Space</b>	Increase the playing area (easier for attackers).	Reduce the playing area and increase the distance to the high ball line.
<b>Task</b>	Play from sitting or kneeling only.	Condition the game, E.g. players must pass to team mate X.
<b>Equipment</b>	Use a jingle ball or introduce the game without eyeshades.	Decrease the time a player is allowed to handle the ball.
<b>People</b>	Allow 1 person on the team to remove their eyeshades and provide feedback and guidance to their teammates.	Players referee and explain everything verbally to the other players.
<b>Speed</b>	Remove or increase the time limitations.	Decrease the time a player is allowed to handle the ball.



## Impairment Specific Considerations

### Sight Loss:

- No adaptations required.

### Hearing Loss:

- Can be played safely without wearing the eyeshades.

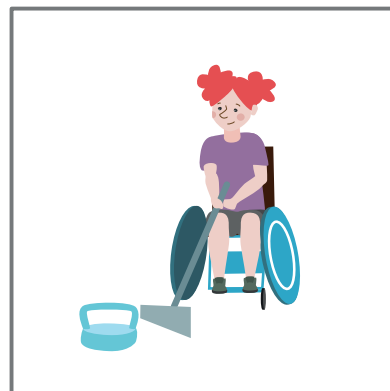
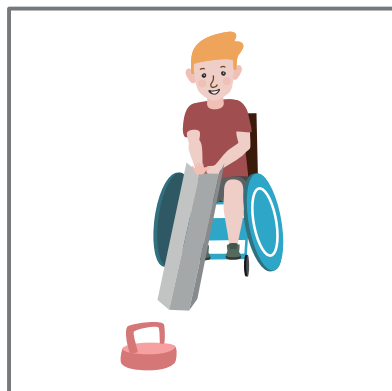
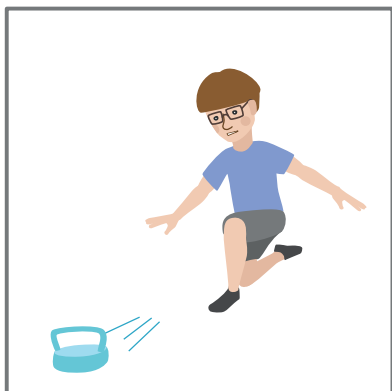
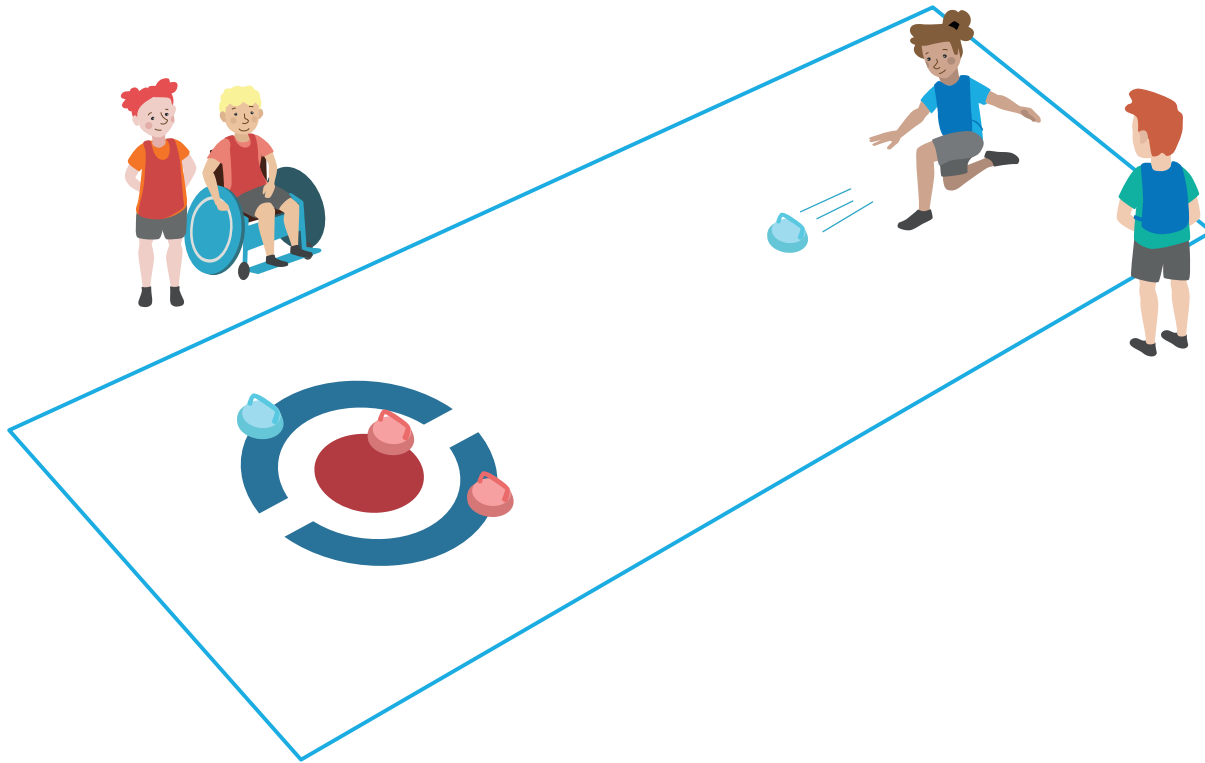
### Physical Disability:

- Only suitable if the player can transfer onto the ground and move around safely.

### Learning Disability:

- Can be played safely without wearing the eyeshades.

# 16. New Age Kurling



## How to Play

- Game can be played 1 v 1, up to 4 v 4. Player delivers 1st stone from an agreed throwing line to the target mat at the other end. Teams/individuals deliver alternate stones, red, blue, red etc. When all 8 stones have been delivered the game is scored. E.g. only stones on the target mat can score. If no stones on the mat, the score would be 0-0 for that end. The team with the most stones closest to the centre of the target mat scores 1 point for each scoring stone E.g. each stone closer than the opposing team's nearest stone. If red has 2 stones on the mat closer to the centre of the target mat, than the nearest blue, then the score for that end is 2-0 to red.
- Players can deliver the stones by using any part of their body, the ramp or by pushers.
- For competitions, a target mat is positioned at the end of a badminton court. Stones landing on the white outer area of the target do not score in competition play.
- For beginners, children or non-competitive play, reduce the distance to the mat.

# 16. New Age Kurling



## Equipment Needed

- 4 red and 4 blue stones
- Target mat
- Ramp and pushers
- Playing area with a smooth surface



## Steps

	Easier	Harder
<b>Space</b>	Move the player closer to the mat.	Encourage players to create space on the mat by hitting opponent's stones out of the way.
<b>Task</b>	Stones can score even if off the mat.	Play 1st to 10 points.
<b>Equipment</b>	Introduce different style of mat with concentric scoring circle where players receive points.	All players must use pushers.
<b>People</b>	Introduce a ramp assistant or sports assistant to support the players.	Chose a team captain who must decide who goes next and what type of shot should be played.
<b>Speed</b>	Encourage players to focus on the accuracy of their shot.	Allocate each player a time limit for the delivery of their stone.



## Impairment Specific Considerations

### Sight Loss:

- Leader can stand on the target mat to provide a larger point of reference.
- A bleeper or hand clapping can be used to give the player a sense of where the target mat is.

### Hearing Loss:

- Give a practical demonstration of the activity as well as verbal instruction.
- Use visual cues to indicate which team throws next such as a red or blue cone.
- Stop the game to introduce new rules or to give teaching points.

### Physical Disability:

- If a player has difficulty throwing the stone, a ramp or pusher can be used to assist delivery.

### Learning Disability:

- Give a practical demonstration of the activity as well as verbal instruction.
- Stop the game to introduce new rules or to give teaching points.
- Introduce new rules or teaching points 1 at a time.
- Ramps or pushers can be used to help provide more accuracy if needed.

**Disability Sport NI**

Unit G, Curlew Pavilion  
Portside Business Park  
189 Airport Road West  
Belfast BT3 9ED

**Telephone:** 028 9046 9925

**Textphone:** 028 9046 3494

**Email:** [email@dsni.co.uk](mailto:email@dsni.co.uk)

[www.dsni.co.uk](http://www.dsni.co.uk)

