

S4D Activities SDG 4: “Adapting activities”

The abilities and group sizes of school classes can vary greatly. PE teachers often deal with groups that vary in size and ability. In order to meet the needs of each individual student, teachers should be able to adapt games and activities to individual needs.

These S4D Activity examples¹ below (1& 2) show how sport activities and games can be adapted to the individual needs and abilities of the participants, but also to larger or smaller groups. They are two different activity types with different learning situations and modification approaches².

In general, you have **different possibilities to adapt activities and games**:³

Equipment	<ul style="list-style-type: none"> • Larger/lighter bat/stick • Larger goal/target • Mark positions on playing field • Lower goal/target • Vary balls (size, weight, color, texture) 	Throwing Games:	<ul style="list-style-type: none"> • Use various size balls (size, weight, texture) • Allow travelling • Allow two hand dribbling • Use larger/lower goal • Slow the pace, especially when first learning • If there are students in wheelchairs, allow them to hold the ball on their lap while pushing the wheelchair • Allow players to catch the ball instead of volleying • Lower the net • Reduce the playing court • Stand closer to the net on serve • Allow the ball to bounce first
Rules, Prompts, Cues:	<ul style="list-style-type: none"> • Demonstrate/model activity • Working in pairs • Adjust time limits • Oral prompt • Adjust space between students 		
Actions:	<ul style="list-style-type: none"> • Change locomotor patterns • Modify body positions • Reduce number of actions • Use different body parts 		
Boundary/ Playing Field:	<ul style="list-style-type: none"> • Decrease distance • Use well-defined boundaries • Simplify patterns • Adapt playing area (smaller, obstacles removed) 	Kicking Games:	<ul style="list-style-type: none"> • Use walking instead of running • Have well defined boundaries • Reduce playing area • Play six-a-side soccer • If there are students in wheelchairs, allow them to hold the ball on their lap while pushing the wheelchair • Use a deflated ball or brightly coloured ball • Use a target that makes a noise when it's hit
Time:	<ul style="list-style-type: none"> • Vary the tempo • Slow the activity pace • Lengthen the time • Shorten the time • Provide frequent rest periods 		

Furthermore, here are **10 more tips**, focusing on **adapting ball games** in an inclusive way:⁴

1. **Divide the play area in zones in which only specific children can play:** This way, space is not dominated by those children who are already very good at the game or sport, and shares importance of all players in the game, regardless of ability.
2. **Introduce alternative forms of catching and stopping the ball:** This means that players must develop and adapt to new motoric skills, and cannot rely on physical or skill advantages that they have already developed previously.

¹ More teaching and learning materials related to the topic of “Sport and Education” can be found [HERE](#).

² Resource: [Physical Education 4 life pre-primary grade-3 Namibia, p. 53 \(Tiemann’s Model of Action\)](#)

³ Resource: [Sport Curriculum Afghanistan, p. 91](#)

⁴ Resource: [Sport Curriculum Afghanistan, p. 92](#)

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3. **Give players different technical roles, and switch these roles around:** This ensures that gameplay and action, along with possession of the ball or another object is shared more equally amongst players. If one player must defend while another attacks, all players get the chance to develop these skills, not just those who are already very good.
4. **More than one objective or goal per team:** This encourages strategic approaches to goals, and puts value on teamwork. It also puts value on different skills within a game, so that different players may be seen to have different skills but are equally valuable to the team.
5. **Place the objectives or goals in the middle of the play area:** If the goal is in the middle of the play area, the play becomes more fluid and takes up more space. Additionally, the play becomes faster and passing occurs more often, and as a result more players will be involved.
6. **Objectives or goals should be lowered down, flexible and small, and without a goalkeeper, nets should be high up:** This way quality of shots will increase, and frequency will decrease. With decreased frequency, more focus is on the teamwork that leads to good shots.
7. **Make very clear areas around the goal that are out of bounds:** This way, players avoid assembling in front of the goal, and the play will become more intensive and involve more players directly.
8. **Require indirect shots:** Demanding a different skill from players means challenging those who are already advanced to change their technique/tactic, and creating the possibility that others can play on a more equal level, or at least different playing field.
9. **Replace physically demanding defensive moves with symbolic ones:** Instead of tackling, blocking or grabbing, introduce touching with a ball or a hand in order to reduce the level of aggression in the game and to include those who are physically intimidated by physically demanding defensive moves.
10. **Reduce the possibility to move independently with the ball:** This reduces the importance of individual players, encouraging players to pass and develop strategic approaches to moving the ball. It puts emphasis on teamwork instead of individual brilliance, and encourages those with reduced physical abilities to engage with the game.

You can use both activities to address the topic of individual needs and abilities in groups with your learners. In order to understand the different needs of other children and young people, learners need to be able to **change their perspective**, which we define as an important social competence.⁵

LIFE COMPETENCES/SKILLS
Social-competence: Change of Perspective and Empathy
Learning Objectives Life Competences
<p><i>After the training session children/youth are able to:</i></p> <ul style="list-style-type: none"> ... learn a mind-set of solidarity both individually and collectively in their educational/learning environment. ... put themselves in the position of peers, or other individuals, in their learning environment and understand their values, attitudes, feelings, thoughts and actions. ... respect the needs and actions of others concerning education and learning.

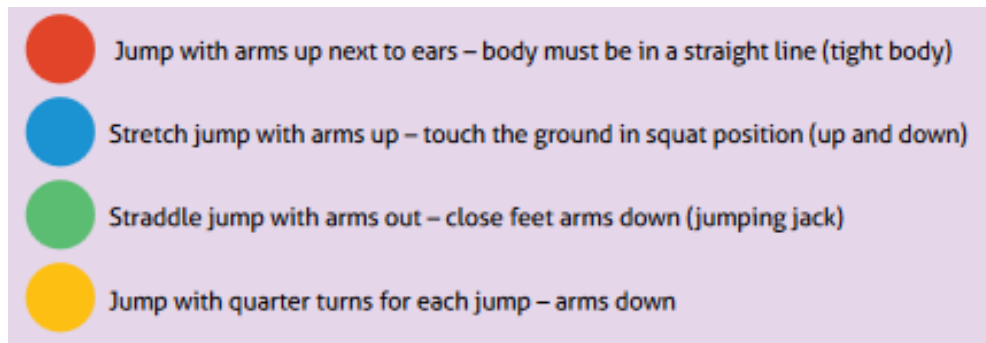
⁵ S4D Competences including Life competences should be part of every S4D Activity and Training Session. Please find [HERE](#) a collection of S4D competences children and youth can gain through their participation related to *Education*. To get an idea how we define *S4D Competences, Life Competences/Skills, Sporting Competences and Learning Objectives*, please have a look in our [Glossary](#).

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1. Activity: Colour Dot Warm-up

Category	Phase	Duration	Target Group	Setting	Equipment/Materials
Running game	Warm-up	10 min.	8+ years	Open field	Different coloured hoops, ropes or cones, whistle

Modification approach: Adapted, parallel activity → Differentially modified activities that can be practised simultaneously, for example in different areas of the sports ground. Therefore, individual support can still be offered by the educator.



Description

- Spread out the different coloured objects, e.g. hoops, on the playing field.
- Tell your learners to run between the coloured dots. You can also vary the tasks, e.g. skipping, running backwards, walking, etc.
- When you blow the whistle, all learners have to stop at a coloured dot/hoop closest to them and do the movement associated with the colour.
- If you have students who cannot perform a particular movement, you can easily adapt the movement to individual abilities.
- You can also give two different tasks for one colour so that learners can choose which one they want to work on.

Variations

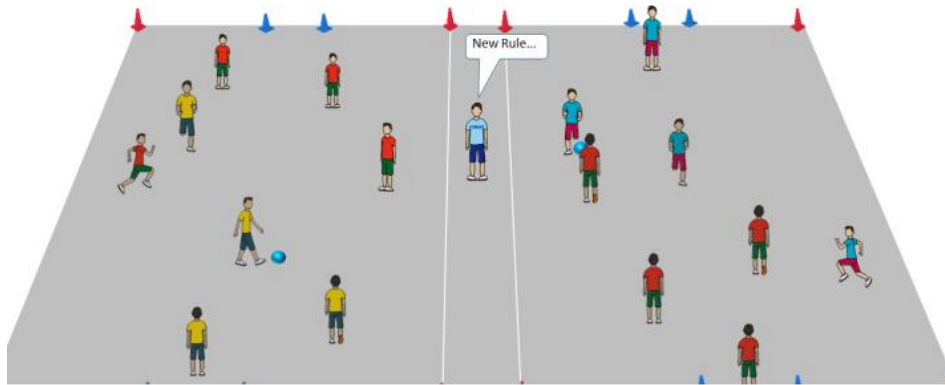
- Movements can be changed.
- Depending on the group size, you can add or take away colours.

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2. Activity: Crazy Soccer Tournament⁶

Category	Phase	Duration	Target Group	Setting	Equipment/Materials
Ball game	Main- Part	20 min.	10+ years	Open field	Cones, bibs, balls

Modification approach: Adapted, common activity → Activities which are participated in together with adaptation to the individual needs. Sport and general play-based activities have the potential to use flexible variants of the fundamental rules. Rules in sport and play should be seen as a flexible instrument. An experienced sports and life skills coach will therefore always consider adapting the rules of a game to the playing environment and the players’ needs and resources instead of forcing a group to play by the official rulebook



Description
<ul style="list-style-type: none"> • Use a popular, well known sport and alter the rules to introduce the concept of ‘playing with the rules’. • Create 4 (or more) small sided teams, depending on the number of participants. • Bring the participants together before starting the tournament and agree on the basic rules. • After playing one round of ‘normal’ football, introduce a new rule every 2 or 3 minutes • These rules can be as creative as you like. Some examples are: play with a rugby ball, play with hands only, play with your weaker foot only. Changing the rules gives you the chance to include participants with different abilities and levels of talent and experience. The crazier the rule, the better! • The new rule can replace the previous one or can be added to the previous one. • Let the teams swap playing fields (e.g. Team 1 and 3 stay, team 2 and 4 swap). Teams take their points with them to the next pitch. • The team that scored most goals in total is the winner. • Competition and being the winner are not the most important part of this game. The concept is meant as a fun exercise to show the participants how changing the rules can alter the perspective on a game and include people with different abilities.
Variations
<ul style="list-style-type: none"> • The number of teams can be changed depending on the number of participants. • You can add the rule of Fair Play Goals. If teams do a motivational shout with the whole team at the start of each game and give each player a high-five after the game, they get an extra goal. If teams do not perform the Fair Play Goal rules, they do not get extra points.

For both activities you could use the following reflection:

The Reflection in 4 Steps

⁶ Resource: [Manual learn to play - play to learn Palestinian Territories, p. 3.1.](#)

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Coaches can decide if the reflection takes part after the activity or at the end of the session. There are many ways of conducting a reflection. [HERE](#) you'll find a guideline including examples of ways/methods how a reflection can be done and how participants can be organised. However, the coach can also use her/his own variations depending on the number of participants and space available. To reflect the S4D Activity described, you can take the following steps:

Before starting the reflection, gather participants in a circle and make sure to create an environment where participants feel comfortable to take part in the reflection and an open discussion.

Step 1: REFLECT - Ask the participants about their experiences during the S4D Activity:⁷

- How did you like the activity?
- What did you think of the adaptations to the game?
- Did the tasks match your competences/skills or were they too easy/too hard for you?

Step 2: CONNECT - Make a connection to daily-life situations:

- Do you remember situations which were too easy/too hard for you to handle? Which ones?
- Where do you think it can be helpful to have people with different abilities and why do you think it is important to include everyone?
- Can you think of situations at school where it was helpful to have a mixed group of students?

Step 3: APPLY - Ask them about specific Actions:

- Do you have ideas on how to adapt games and activities for students with different abilities or for larger or smaller groups?
- How can you ensure that everyone is included in group work at school?

Step 4: ACTION - Agree with the participants on specific actions

To deepen the participants understanding of the topic and its relevance in their daily life, give them one or two tasks (“homework”) to do before the next training session.

Examples: Think of a game you like to play in PE class. Try to adapt the game to how you like it by adding or changing the rules. The crazier the better. And don't forget to get everyone involved.

⁷ All questions listed are examples and can be replaced.