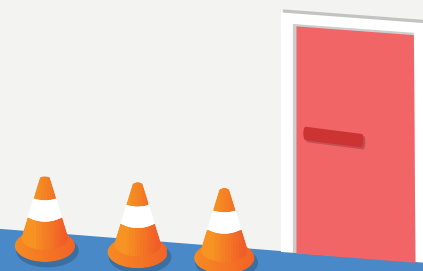


LET'S PLAY TOGETHER!

*A fun and simple guide to conduct
inclusive games for all*





Let's Play Together!

A fun and simple guide to conduct inclusive games for all
Jointly developed by NCSS and SDSC

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Disclaimer : These inclusive game ideas are meant to be used as a guide
only, and are not 'one size fits all' activities. These games are designed
with the intent of promoting inclusiveness; however, we also
acknowledge that some games may not be able to engage everyone
due to reasons not related to the games. NCSS and SDSC are not liable
for any injury that may occur while playing the games. Participants are
encouraged to seek medical clearance before engaging in any of the
games.



INTRODUCTION

Inclusive games aim to be all-encompassing and enable all children of
differing abilities to engage in sports and games together. It also aims
to enable persons with special needs to engage in activities that they
may otherwise face challenges in.

The objective of this resource guide is to offer suggestions on inclusive
games that can be implemented for all participants, regardless of their
abilities or level of functioning. This guide offers practical ideas on
modifications that can be made according to each participant's level of
functioning.

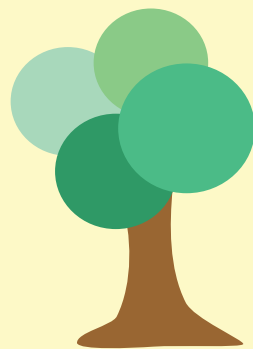
Through these modified and inclusive games, children will be able to
develop mutual understanding and respect for their peers, without
reservations or inhibitions. This will also encourage children with special
needs to lead more active and healthy lifestyles, thereby improving
their quality of life.



THE TREE PRINCIPLE

The Tree Principle is a basic principle for modifying activities to be inclusive.

A parent, teacher, coach, caregiver or volunteer can apply the TREE principle to ensure their approach towards children different abilities is inclusive.



TREE can be used as a practical tool and a mental map to help parents, coaches, caregivers or volunteers to adapt and modify game situations to be more inclusive for persons with disabilities.

Source: Australian Sports Commission. Disability Education Program

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Many games can be played by persons with disabilities together with their peers. However, some games need modifications to make them more disability-friendly. Some modifications are slight, while others more significant.



PHYSICAL DISABILITY = [PD]

T – Focus on the ability. Open communication. Lots of encouragement and understanding.

R – Allow use of wheelchair, support aid. Modify rules like roll instead of throw etc

E – Helmets, gloves, Knee/elbow pad. Balls of various size, sponge balls

E – Smaller play area, play indoors, artificial turf, on exercise mat.

INTELLECTUAL DISABILITY = [ID] AUTISM SPECTRUM DISORDER = [ASD]

T – Use short, simple and clear verbal and visual cues. Visual aids.

R – Apply simple, less complex task/rules.

E – Use equipment with no sharp edges or add padding to equipments. Helmets, gloves, Knee/elbow pad. Balls of various size, sponge balls

E – Smaller play area, play indoors.

VISUAL IMPAIRMENT = [VI]

T – Use of tactile, verbal cues. For visual aids, larger fonts and perhaps colours.

R – Take more time to orientate to environment.

E – Equipment that are able to produce some sound i.e. ball with bells or wrap a ball in a plastic bag.

E – Clear and proper markings for play area.

HEARING IMPAIRMENT = [HI]

T – Use sign language, visual cues / written instructions.

R – May not need significant modifications to the rules.

E – Colourful equipment. Use items that provide visual cues like a flag instead of a whistle.

E – Smaller play area, play indoors.

Examples (not restricted to the following) of some modification based on the TREE principle.

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SPORTS AND GAMES LIST

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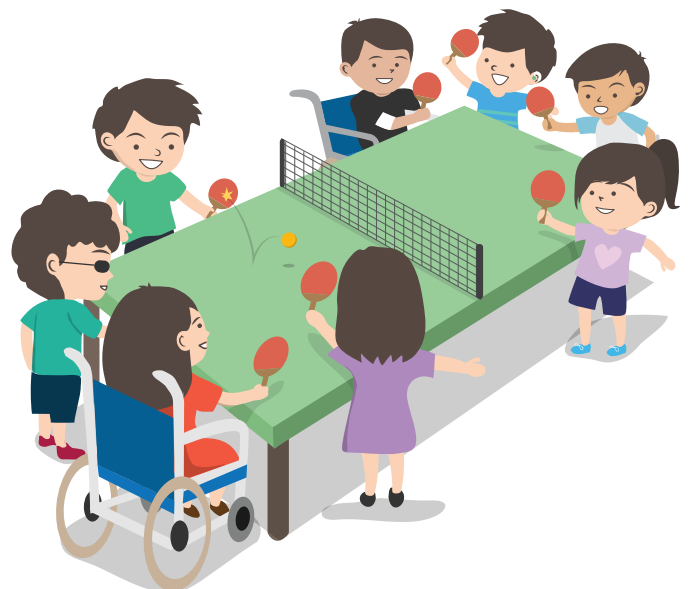
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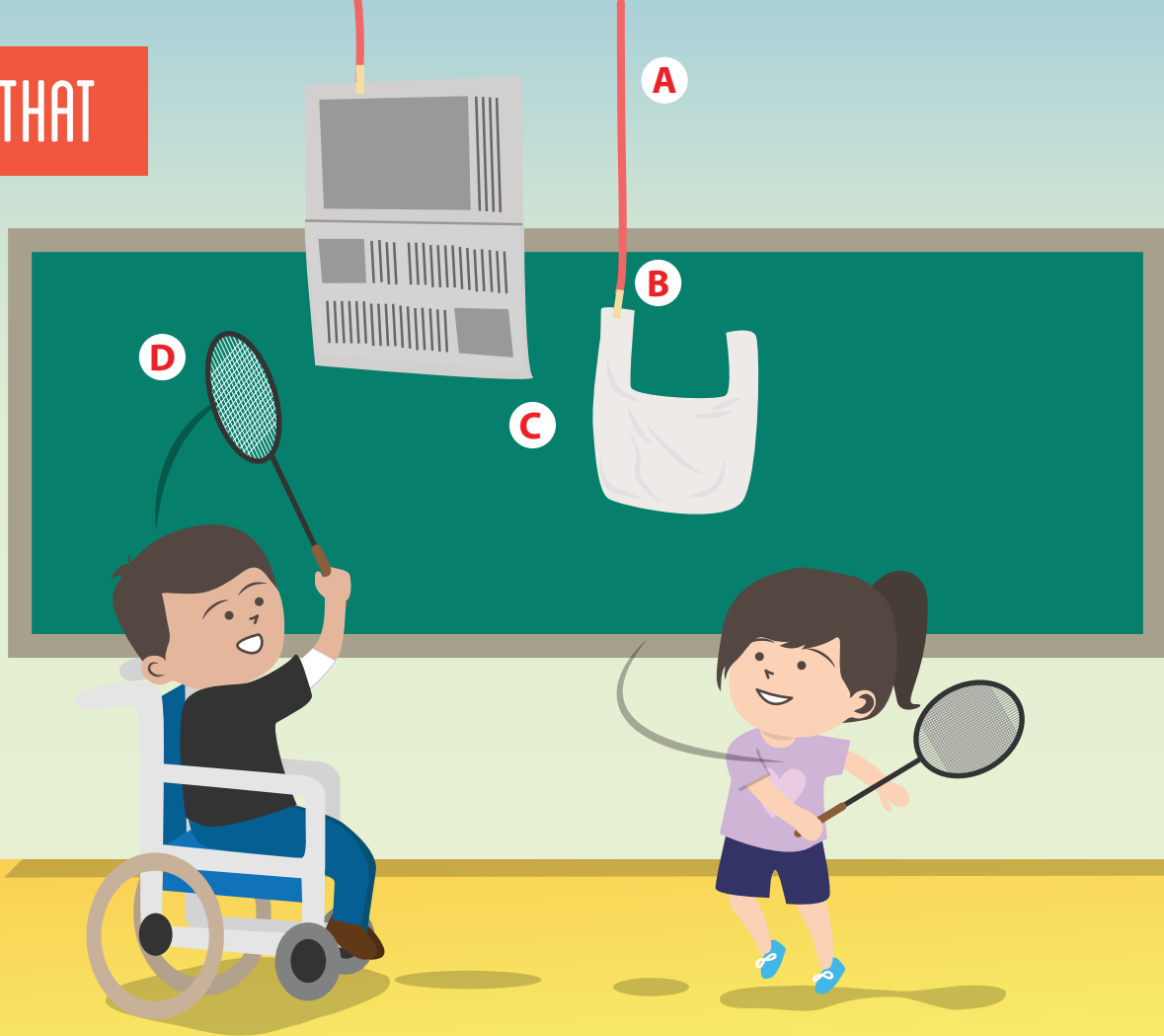
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“ YOU DON'T KNOW WHERE THINGS MIGHT LEAD,
SO GO AHEAD AND FOLLOW YOUR DREAMS.
PERSEVERE. ”

— Laurentia Tan, Para Equestrian



SMASH THAT



8

OBJECTIVE

To strike down newspapers/plastic bags with badminton racquets.

SKILLS LEARNED

- Over-arm striking or smashing used in badminton
- Striking objects at different heights
- Hand-eye coordination

DESCRIPTION

1. Hang a nylon/raffia string across two supporting structures.
2. Using clothes pegs, clip sheets of newspapers or plastic bags onto the string.
3. Instruct children to strike down the newspapers/plastic bags using badminton racquets until they fall off the pegs.

MODIFICATION TIPS

[ID, ASD, HI]: Use visual cues / picture cards / demonstrations.

[ID, ASD, VI]: Play in a quiet indoor area to reduce distractions from external stimuli.

[PD]: Use bare hand to strike, instead of using a racquet.

[ASD]: Use cloth instead of newspapers or plastic bags, to avoid startling the children with loud sounds when striking.

EQUIPMENT

- A** Nylon or raffia string
- B** Clothes pegs
- C** Newspapers or plastic bags
- D** Badminton racquets

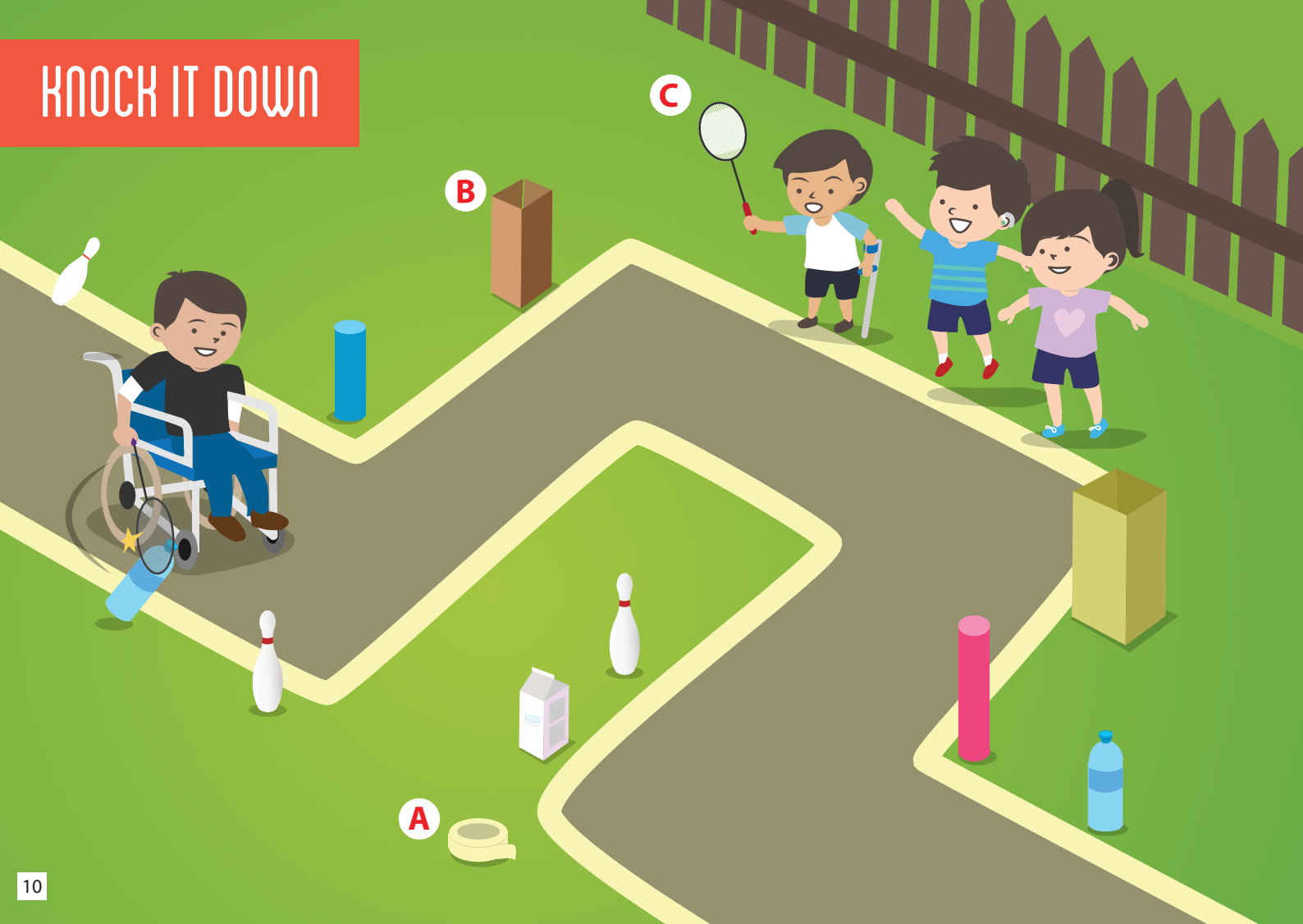
TEACHING & SAFETY

1. Ensure sufficient space between each child to prevent accidental injuries when striking. Place markers on the floor to indicate where children should stand and strike.
2. Strike using dominant hand.
3. Focus on teaching the skills. If a child is unable to hit target at first try, give them more tries or place the bags at a friendly height for him/her.

LEVEL UP !

- Drop the newspaper from a height or throw the newspaper up in the air - the child should attempt to strike it mid-air.

KNOCK IT DOWN



10

OBJECTIVE

To strike down objects while manoeuvring along a path.

SKILLS LEARNED

- Gross motor coordination
- Hand-eye coordination

DESCRIPTION

1. Use masking tape to mark out a path.
2. Place objects along the left and right sides of the path.
3. Instruct children to use dominant hand to strike down objects as they move along the path.

MODIFICATION TIPS

[VI]: Pair up VI child with a non-VI child to help them navigate around the course. Partner's role is to give instructions to guide the child with VI.

[PD]: Mark out an area or zone instead of a path.

EQUIPMENT

- A** Masking tape
- B** Non-fragile objects for striking down (e.g. plastic bowling pin toys, cardboard boxes)
- C** Badminton racquets
- D** Stopwatch (optional)

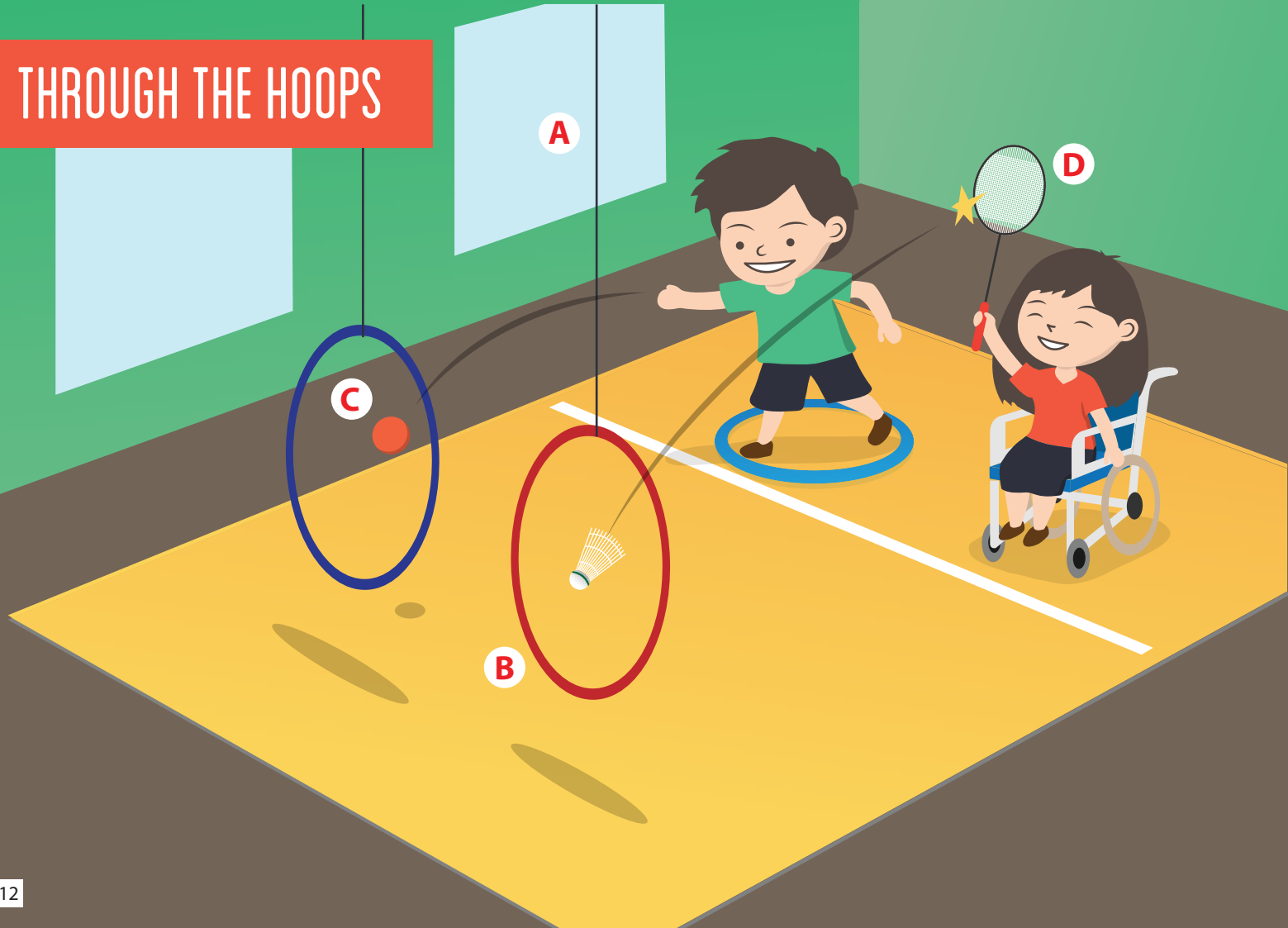
TEACHING & SAFETY

1. Introduce both forehand and backhand striking. (i.e. If right hand is dominant, use forehand stroke to hit objects on the right, and backhand stroke to hit objects on the left).
2. Ensure sufficient space between each child playing.
3. Encourage children to hit object away from the path. Adult to stop game if objects happen to fall onto path, to avoid accidental injuries from tripping.

LEVEL UP !

- Use a stopwatch to measure the time taken for each child to complete the course, and challenge them to improve their timing during subsequent tries.
- Place/hang objects at varying heights along the path (similar to "Smash That!"), so that children can practise overhead striking.

THROUGH THE HOOPS



12

OBJECTIVE

To strike/throw objects through a hula hoop.

SKILLS LEARNED

- Hand eye coordination
- Over arm throw/over arm strike

DESCRIPTION

1. Set up standing hula hoops, or get volunteers to hold up hula hoops.
2. Place another hula hoop on the floor, at a reasonable distance from the standing hoop.
3. Instruct child to stand inside the hula hoop on the floor.
4. Ask child to throw as many balls as possible through the standing hoop within a time limit.

MODIFICATION TIPS

[VI]: Use visual cues and matching colours (e.g. throw green objects through green hoop, or use picture of object as a target).

[VI]: Place a plastic bag behind the hoop so that it produces a sound when hit.

[General]: Play against a wall and begin with a shorter distance to prevent objects from being thrown in all directions.

EQUIPMENT

- A** Nylon or raffia strings
- B** Hula hoops
- C** Small balls or shuttlecocks
- D** Badminton racquets (optional)

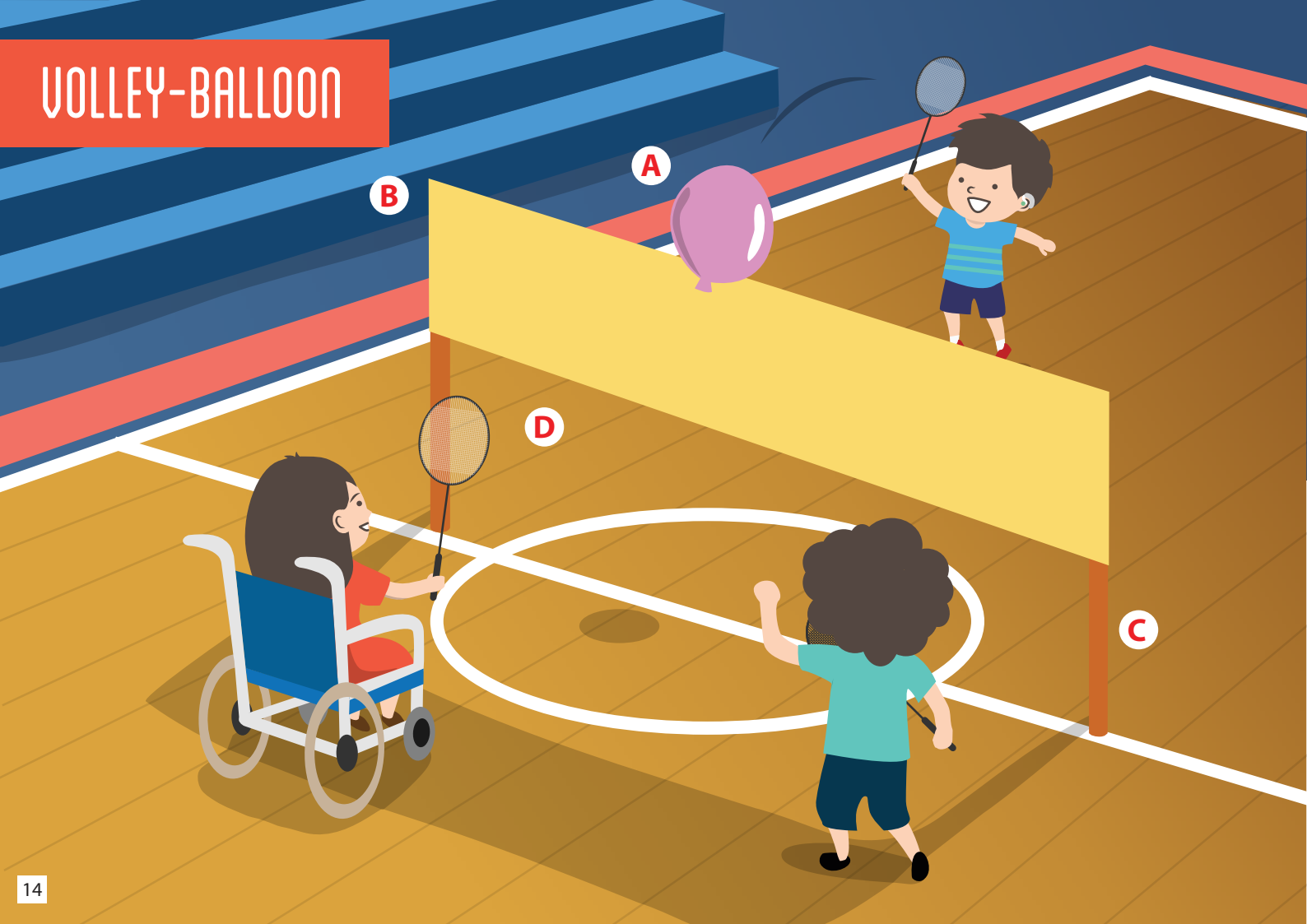
TEACHING & SAFETY

1. Children should not stand within the target area.
2. Encourage using different throwing methods (e.g. over-arm throw, under-arm throw, two-handed throw).

LEVEL UP !

- Use badminton racquets to hit the balls/shuttlecocks through the hula hoops.
- Vary the distance, height and size of the standing hula hoops.

VOLLEY-BALLOON



14

OBJECTIVE

To strike/throw objects over a net.

SKILLS LEARNED

- Hand eye Coordination
- Over arm throw/over arm strike over a height

DESCRIPTION

1. Suspend a cloth across 2 supporting structures, or with 2 people holding it up from both ends.
2. Divide children into 2 teams, with each team on one side of the net.
3. Objective is to hit the balloon/beach ball over the cloth to the opposite side of the cloth. (*The cloth prevents the child from seeing his/her opponent and therefore must always be alert.)

MODIFICATION TIPS

[General]: Allow one child to play at a time, with the sole objective of striking the balloon over the net.

[PD]: Assign them the role of a "striker" whose task is to strike the balloon over the net, while his/her teammate(s) "set" the balloon for him/her to strike.

EQUIPMENT

- A** Balloon or beach ball
- B** Long cloth (approx. 3m x 1m)
- C** String and poles (optional)
- D** Badminton racquets (optional)

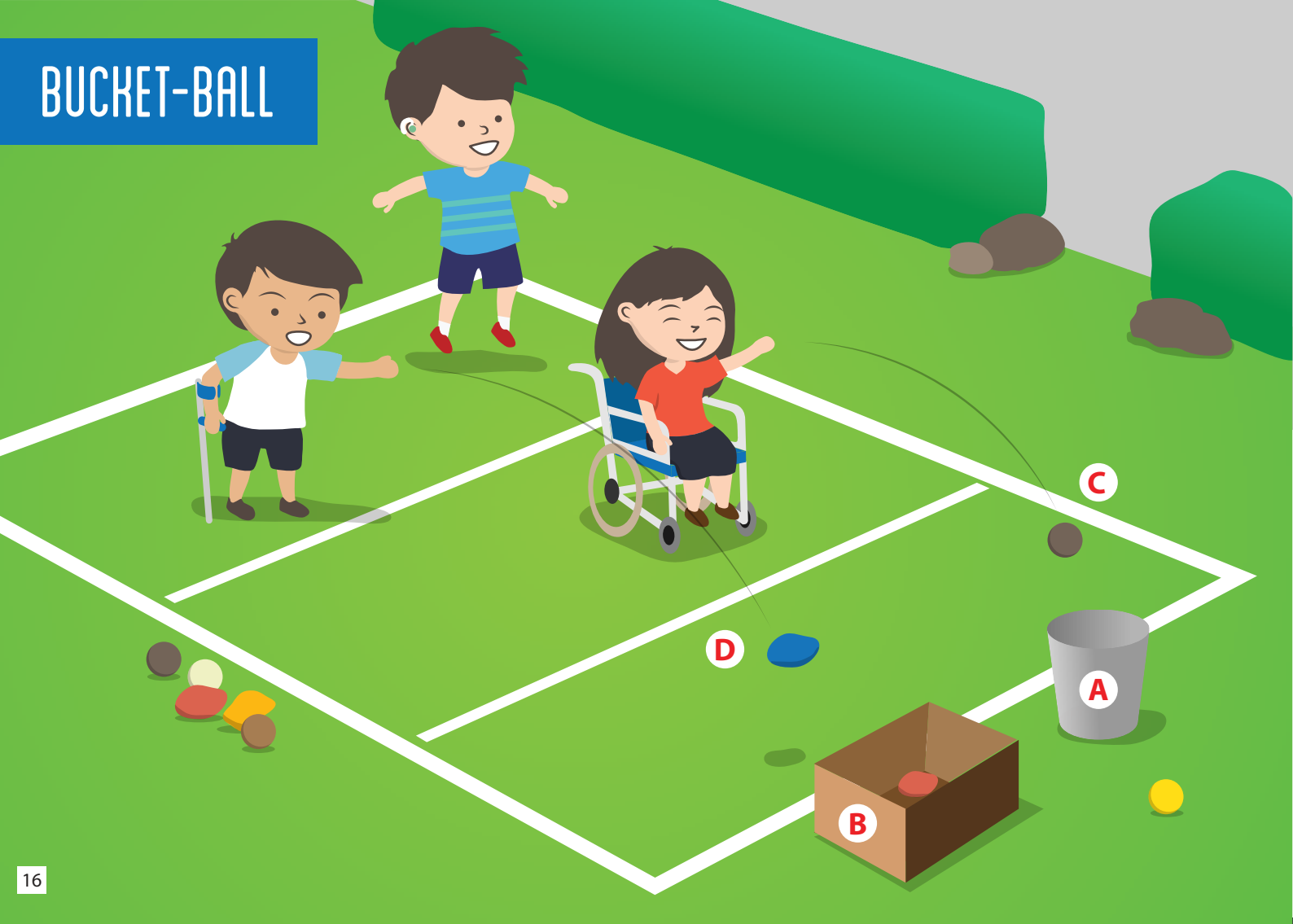
TEACHING & SAFETY

1. Ensure sufficient space between children to avoid accidental injuries.
2. Demarcate a playing zone, which children who are not playing are not allowed to enter.
3. Recommended to play indoors, to avoid unpredictable wind conditions.

LEVEL UP !

- Raise the height of the net and/or increase distance between child and net.
- Use badminton racquets to hit balloon across the net.

BUCKET-BALL



16

OBJECTIVE

To throw objects into a bucket from a distance.

SKILLS LEARNED

- Hand eye coordination
- One arm throw

DESCRIPTION

1. Place a bucket/box at a reasonable distance away from child.
2. From a stationary position (standing or sitting), instruct child to throw/toss an object into a bucket/box.

MODIFICATION TIPS

[ID, VI]: Visual cues and proper marking on floor to mark out where child should stand and throw.

[PD]: Allow 2 hand throw or even rolling.

[PD]: Place boxes on table (at a height) or even on floor (with opening facing the child).

EQUIPMENT

- A** Buckets
- B** Boxes
- C** Small balls
- D** Bean Bags

TEACHING & SAFETY

1. Children can start by throwing objects like small balls into the target (buckets/boxes).
2. Start from a shorter distance or stationary position then move progressively away from the target.
3. Children are not allowed to stand around/at the target area.

LEVEL UP !

- Introduce scores by giving points to the different targets and distance.
- Introduce different target size by using boxes of various shapes and sizes.

CAN WE DO IT?



18

OBJECTIVE

To successfully pass objects down a line of children.

SKILLS LEARNED

- Passing
- Throwing
- Catching
- Teamwork and communication

DESCRIPTION

1. Instruct children to stand at stationary positions along a straight line.
2. Children to stand at a reasonable distance from one another.
3. Get volunteers to hand objects to the first child in the line for him/her to start throwing to the next child in line.
4. The games end when all the objects are successfully passed to the last child in the line.

MODIFICATION TIPS

[PD, ID]: Allow 2-hand throw or roll. You may also allow children to bounce the ball.

[VI]: Use a ball that can produce sound or place ball in a plastic bag and roll instead of throw.

[PD]: For children with difficulties balancing, allow use of chair for support or for seating.

EQUIPMENT

- A** Small balls
- B** Paper balls
- C** Boxes
- D** Soft toys

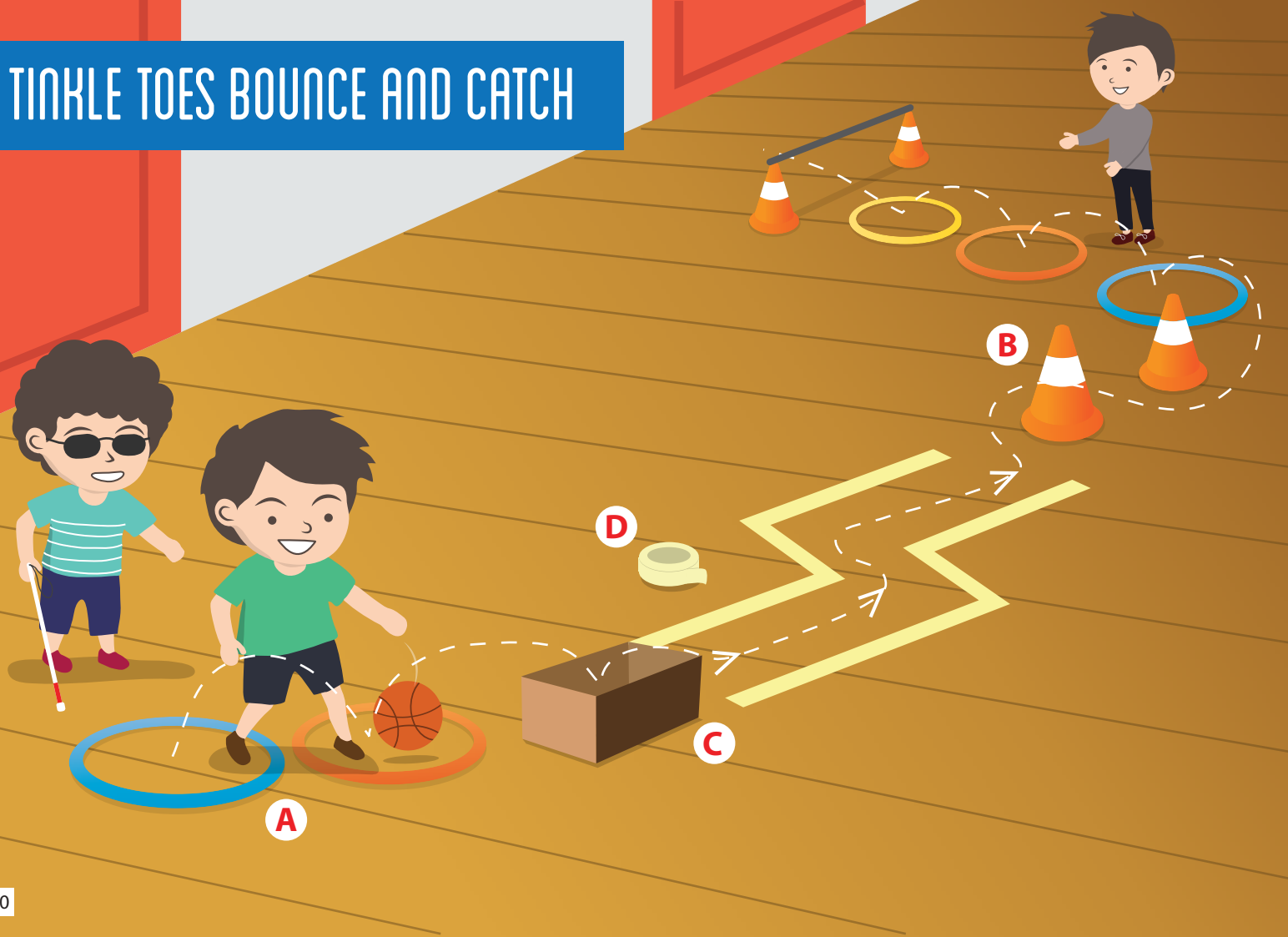
TEACHING & SAFETY

1. Start with odd-shaped object like boxes, soft toys.
2. Then progress to round small balls.
3. Use objects that are soft like soft toys.

LEVEL UP !

- Introduce friendly competition between teams.
- You can put children with different disabilities together. You just have to teach them to communicate using other means like visual, tactile or verbal, like counting 1, 2, 3.

TINKLE TOES BOUNCE AND CATCH



20

OBJECTIVE

To dribble and bounce a ball while manoeuvring along a path.

SKILLS LEARNED

- Dribbling with hand
- Bouncing a ball

DESCRIPTION

1. Design an obstacle course and allow children to explore the various ways to manoeuvre the course.
2. Hand child a ball and instruct child to bounce the ball as he/she moves, or bounce a ball into the hula hoops.

MODIFICATION TIPS

[VI]: Allow children with visual impairment to walk/dribble along the wall, using the wall as a guide.

[VI]: Use a ball that can produce sound or place ball in a plastic bag and roll instead of throw.

[PD]: Allow gradual progression (e.g. manoeuvre without bouncing ball, then slowly progress to bouncing on the spot). Finally, progress to dribbling and bouncing.

EQUIPMENT

- A** Hula Hoops
- B** Cones
- C** Boxes
- D** Tape

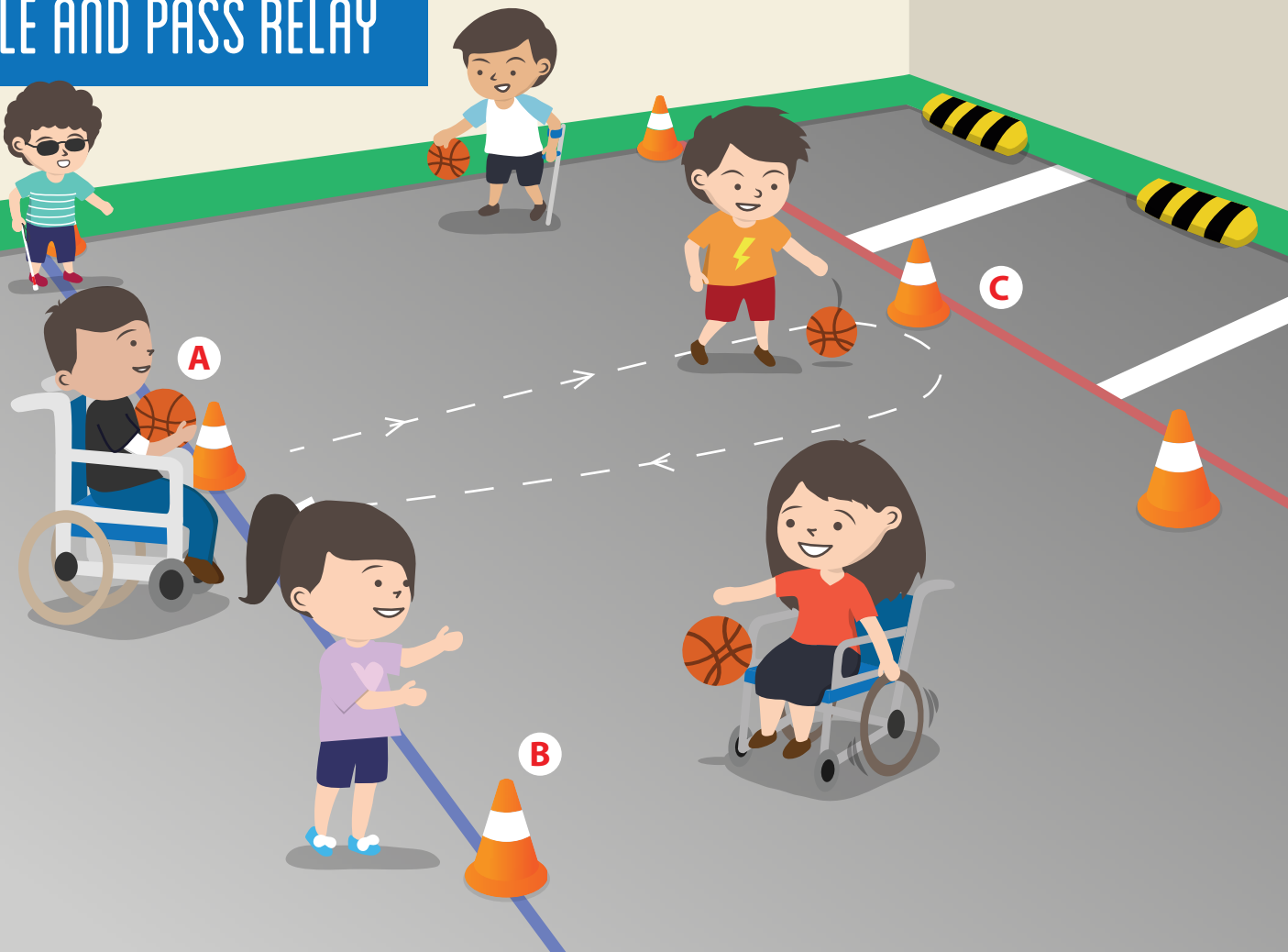
TEACHING & SAFETY

1. Use visual and verbal cues to aid them in the correct movement and correct method to bounce.
2. Start simple to build confidence.
3. Provide support/helping hand to children with balancing or coordinating difficulties.
4. Adult supervision is encouraged.

LEVEL UP !

- Bounce/dribble using non-dominant hand.
- Bounce/dribble without looking at the ball but try to look up.

DRIBBLE AND PASS RELAY



22

OBJECTIVE

To dribble a ball over a distance and pass the ball to another person.

SKILLS LEARNED

- Dribbling with hand
- Passing
- Teamwork

DESCRIPTION

1. Use cones and tapes to mark start and end points.
2. Split the children into groups.
3. One by one, the children take turns to dribble a ball with hand (bouncing) from the start point to end point, and then back to the start point.
4. Child passes the ball to next teammate.

MODIFICATION TIPS

[VI]: Allow children with visual impairment to walk/dribble along the wall, using the wall as a guide.

EQUIPMENT

- A** Balls
- B** Cones
- C** Tape

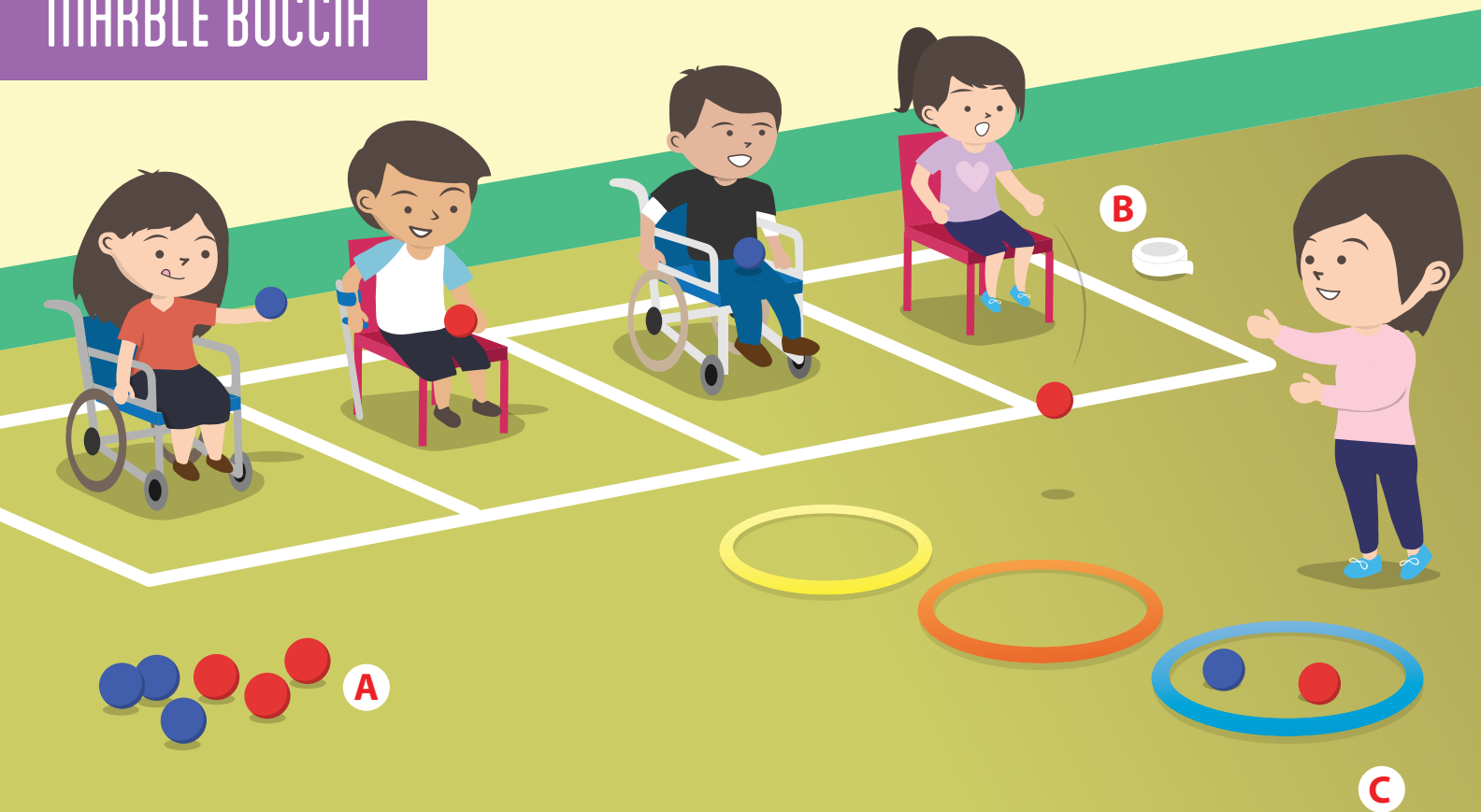
TEACHING & SAFETY

1. Start with a short distance or dribble in straight line.
2. Ensure sufficient space.
3. Ensure surface is safe to run/wheel on.

LEVEL UP !

- Vary the distance to dribble and distance to pass the ball from.
- Can be an individual or team challenge.

MARBLE BOCCIA



24

OBJECTIVE

To accurately roll/throw/toss a Boccia ball from distance into a desired area, and score as many points as possible.

SKILLS LEARNED

- Under arm roll
- Under arm throw
- Strength control
- Aiming for accuracy

DESCRIPTION

1. Mark out desired target area using Hula Hoops. Start with 3 hula hoops on the ground in a straight line. Arrange the first Hula Hoop to be closest to the children and the third to be the furthest.
2. Children are divided into two teams — Blue Team (Blue Boccia Ball) and Red Team (Red Boccia Ball).
3. Instruct children to use either underarm rolling or underarm throwing to roll or throw their Boccia Balls into the areas marked out by Hula Hoops.
4. If the children are able to accurately roll the ball into the hoops, they will score points. The further away the hoop, the higher the points.

MODIFICATION TIPS

[VI]: Assign a partner to give verbal instructions or make a target that is able to provide an audio feedback i.e. plastic bag etc.

[PD]: Assign a partner to assist the child in play. Allow children with severe disabilities to use equipments like ramps, headgear etc.

[ID]: Place a toy (i.e. bowling pins) in the area. A physical object for them to hit/knock down may be more appealing.

EQUIPMENT

- A** Boccia Balls
- B** Masking Tapes
- C** Hula Hoops of different colours

TEACHING & SAFETY

1. For children in wheelchairs, ensure that they are strapped and/or the wheels are locked.
2. For children with difficulties balancing, provide them a firm support like chairs to hold and/or an adult to lend a supporting hand.
3. Play towards a wall to prevent excessive rolling.
4. Allow only underarm roll/throws. No over arm throwing.

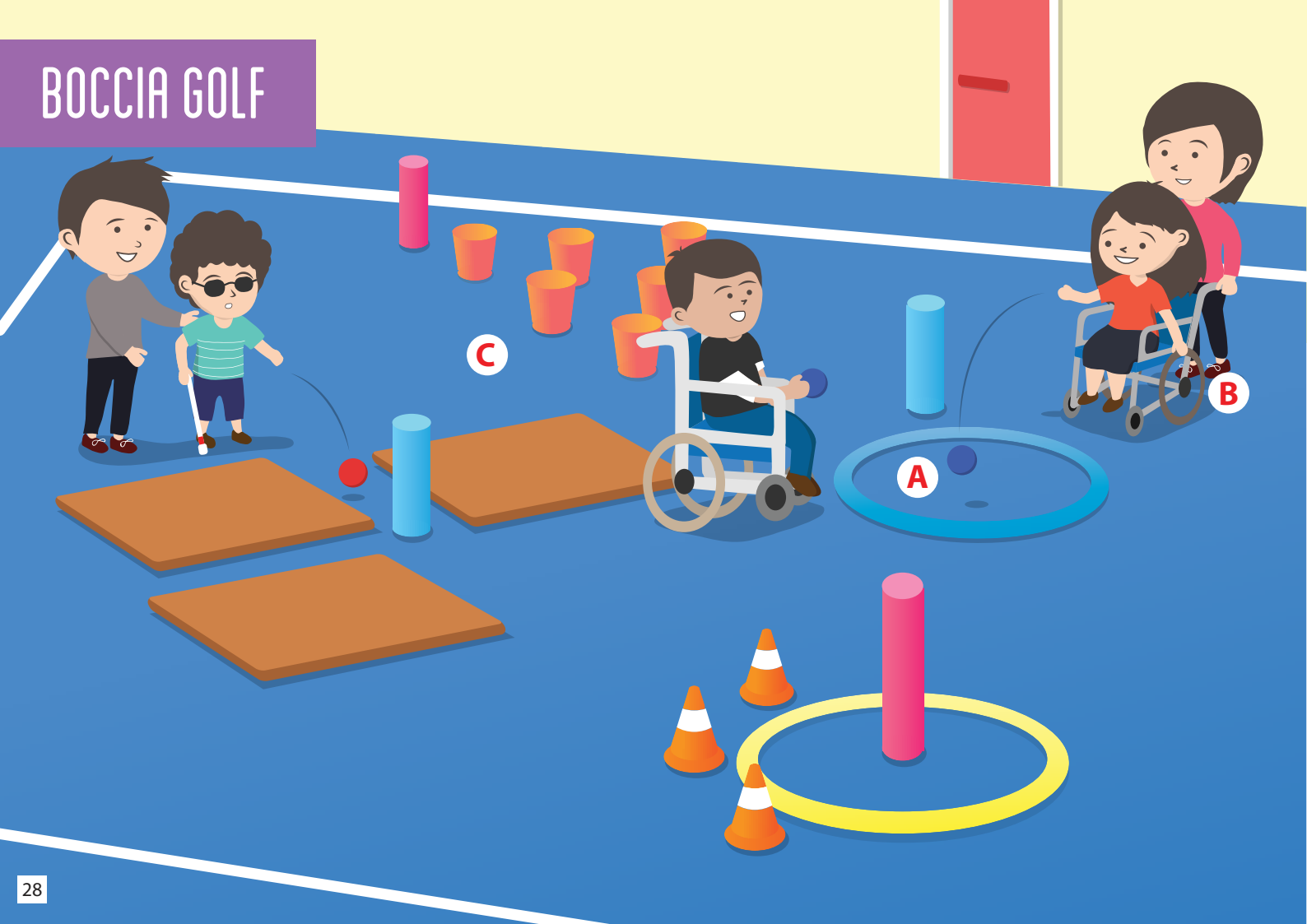
LEVEL UP !

- Teach children about accuracy and strength control by overlapping the hoops so the surface area is reduced.
- Place hoops at different locations of the play area, i.e. in the far corner, middle or near the edge etc.
- Introduce a time limit for each player to roll his/her ball, otherwise his turn will be forfeited.



- ## LEVEL UP!

BOCCIA GOLF



28

OBJECTIVE

To accurately roll/throw/toss a Boccia ball into a desired area, and do so with minimal number of tries.

SKILLS LEARNED

- Under arm roll
- Under arm throw
- Strength control
- Aiming for accuracy

EQUIPMENT

- A** Boccia Balls
- B** Masking Tapes
- C** A range of various equipments like baskets, mats, hula hoops etc as obstacles

DESCRIPTION

1. Just like in golf, players work their way round the course trying to finish with the lowest score.
2. Place "obstacles" around the course, e.g. mats for bunkers and hoops for water.
3. Instruct children to use underarm rolling or throwing to roll or throw the Boccia balls towards the goal.

TEACHING & SAFETY

1. Encourage a child to be referee to keep track of the scores and ensure the players adhere to the rules.
2. Allow children to be creative and take initiatives to tackle the course.
3. For children in wheelchairs, ensure that they are strapped and/or the wheels are locked.
4. For children with difficulties balancing, provide them a firm support like chairs to hold and/or an adult to lend a supporting hand.
5. Consider the layout of the course to avoid children being hit.
6. Allow only underarm roll/throws. No over arm throwing.

MODIFICATION TIPS

[VI]: Assign a partner to give verbal instructions or make a target that is able to provide an audio feedback i.e. plastic bag etc.

[PD]: Assign a partner to act as facilitators to assist the child. Allow use of equipments like ramps, headgear etc.

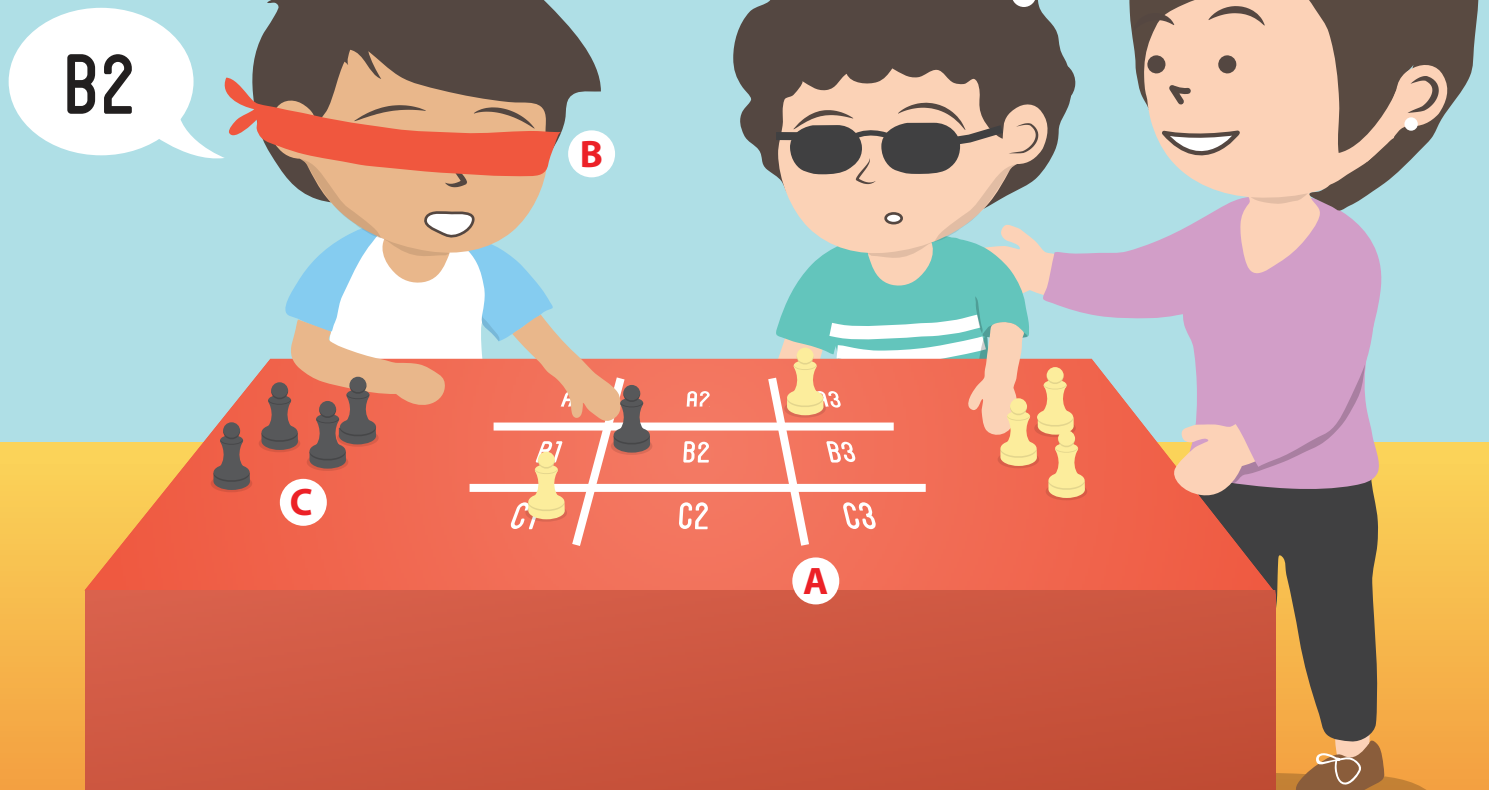
LEVEL UP !

- It can be played as a team or individual game.
- Add more obstacles or make the course more challenging.

An illustration showing five children playing on a green mat with white grid lines. From left to right: a boy in a wheelchair uses a yellow ramp; a boy sits on a yellow chair holding a blue ball next to a wooden ramp labeled 'C'; a boy stands behind another child who is sitting on a yellow chair and using a grey ramp; a girl sits on a yellow chair using an orange ramp. In the foreground, there are several red and blue balls, one labeled 'A'. To the right, a white bowl is labeled 'B'. The background features a yellow brick wall, a wooden ladder, and a red door with an 'EXIT' sign above it. A purple banner at the top left contains the text 'MY RAMP ASSISTANT AND I'.

30

MODIFIED TIC-TAC-TOE



32

OBJECTIVE

To correctly place chess pieces at designated locations to win a game of Tic Tac Toe (3 chess pieces in a row/column/diagonally).

SKILLS LEARNED

- Communication between players
- Memory skills

DESCRIPTION

1. Use masking tape to mark out and label a 3x3 matrix (like a Tic Tac Toe box).
2. Teach the players the name of each “box/square” of the matrix.
3. Blindfold all players.
4. Orientate the players by allowing them to feel/touch the lines and their chess pieces.
5. Player can start on same side (seated next to each other to play).
6. Players takes turns to place their chess pieces on the Tic Tac Toe matrix.
7. Players are to announce out loud their every move.
8. Game ends when one of the players win (3 chess pieces in a row/column/diagonally).

EQUIPMENT

- A** Masking Tape
- B** Blindfolds
- C** Chess Piece

TEACHING & SAFETY

1. Get an adult to facilitate.
2. Ensure no dangerous objects like sharp or hot objects are nearby.

MODIFICATION TIPS

[General]: To be inclusive or as a challenge to children without visual impairment, use blindfolds.

[General]: There is no need for children to play blindfolded if they are not confident.

[HI]: Use a cloth or box to cover the chess pieces, or get a facilitator to assist in the game. You need not blindfold them.

MODIFIED PUZZLE MIX & MATCH



34

OBJECTIVE

To correctly match 2 similar objects (from 2 different boxes within the puzzle) in a single move.

SKILLS LEARNED

- To encourage communications between players.
- To enhance memory skills.

DESCRIPTION

1. Use masking tape to mark out the puzzle box.
2. Orientate the players by allowing them to feel/touch the lines and the number of boxes in the puzzle, and memorise the name of each box/square.
4. All players are blindfolded.
5. Player can start on same side (seated next to each other to play).
6. Players take turns to pick and announce out loud the 2 boxes which he/she thinks contain identical items.
7. Facilitator will either announce to all players what is the item in the box and/or allow all players to touch the items. Players will then have to memorize what the items in the boxes are.
8. If the 2 items are identical, then he/she can keep the items. If not, the player loses his/her turn and the next player gets to guess.
9. The games end when there are no items left in the puzzle box. The player with the most items wins.

EQUIPMENT

- A** Masking Tape
- B** Blindfolds
- C** Chess piece and/or any other pairs of items like soft toys, etc

TEACHING & SAFETY

1. Vary the difficulty level by varying the number of participants, size of puzzle and number of items.
2. Get an adult to facilitate the game.
3. Ensure no dangerous (e.g. sharp or hot) objects are nearby.

MODIFICATION TIPS

[HI]: Use a cloth or box to cover the items, or get a facilitator to assist in the game. You need not blindfold them. Facilitators can show a picture of the object that is in the box they chose.

SOUND BALL BOWLING



36

OBJECTIVE

To hit as many bowling pins in a single roll/bowl.

SKILLS LEARNED

- Rolling a ball (for children with visual impairment)

EQUIPMENT

- A** Modified balls (Goalball or ball used for 5-a-side football for the blind where they have rattles/bells inside the ball)
- B** Toy bowling pins
- C** Chairs
- D** Plastic bags

DESCRIPTION

1. Arrange toy bowling pins in a straight line.
2. Player will roll the ball from a designated zone and attempt to strike down pins.

TEACHING & SAFETY

1. Use verbal instructions in a sequential order.
2. Provide tactile information by physically moving the player into a rolling position. i.e. actually extend the player's arm while saying "extend the arm forward to roll the ball".
3. Orientate player to the environment/bowling lane.
4. Mark the sides of the lane with plastic bags so when player fails to roll the ball straight, it will rattle the plastic bags and provide auditory feedback to the player.
5. Play towards a wall to prevent excessive rolling of the balls.
6. No throwing of balls, focus on rolling.
7. Take turns to play.

MODIFICATION TIPS

[General/PD]: Player can use two hands to roll a ball and slowly progress to 1-hand under arm roll.

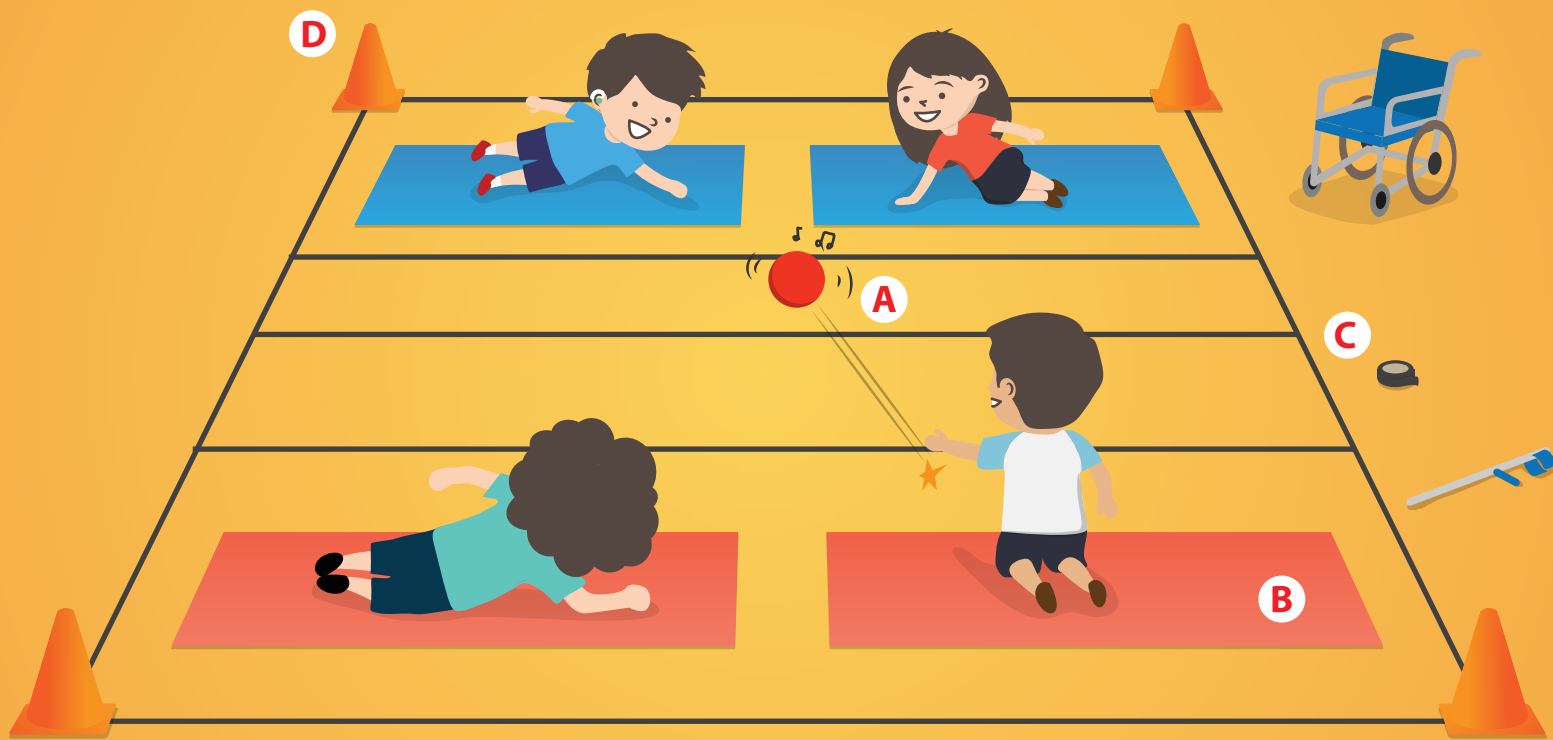
[PD]: Allow the use of supporting aid for balance.

[ID/HI]: Focus on the skill of rolling- there is no need not blindfold them.

LEVEL UP !

- Vary the distance from and/or the number and arrangement of pins according to the child's ability.

GOALBALL YOGA



38

OBJECTIVE

To guard a goal post by preventing balls from getting into the goal.

SKILLS LEARNED

- Rolling a ball
- Blocking and defending a goal

EQUIPMENT

- A** Modified balls (Goalball or ball used for 5 a side football for the blind where they have rattles/bells inside the ball)
- B** Yoga mats
- C** Masking tapes
- D** Cones

DESCRIPTION

1. Make a scoring zone and guarding zone, ensuring an appropriate distance between players.
2. Place a yoga mat on the ground and arrange cones to mark a goal post.
3. Players take turns to roll a ball through the designated goal area.
4. The goal is guarded by 1 – 3 players (depending on the size of the goal).

TEACHING & SAFETY

1. Yoga mat is used as a visual cue and also gives children added confidence to make big exaggerated movements to attempt to guard their goal.
2. Focus on the skill of rolling and also encourage those guarding the goal to lie or sit on the yoga mat instead of stand.
3. Use a soft sponge ball.
4. Play near a wall to stop balls from rolling away from the play area.
5. Use elbow pads or knee pads if necessary.

MODIFICATION TIPS

- [General]:** To be inclusive or as a challenge to children without visual impairment, use a blindfold.
- [PD]:** Encourage child to get off wheelchair to play if he/she can.
- [ID, HI]:** Need not play blindfolded. Demark the lanes for them to roll the ball.

LEVEL UP !

- Vary the distance, number of players and size of goal.

WHAT'S MY POSITION



40

OBJECTIVE

To introduce children to the different positions in football and the various skills used in football.

SKILLS LEARNED

- Rolling, passing, kicking, catching of a ball.

EQUIPMENT

- A** Balls of various sizes
- B** Masking tape

DESCRIPTION

- Participants pair up and each pair will be given a ball.
- Facilitator to shout the following commands for participants to execute:

Goalkeeper:

Participant picks up the ball, throws it in the air and catches it with 2 hands, then rolls the ball to his/her partner.

Defender:

Participant picks up the ball, throws it in the air and heads the ball to his/her partner.

Midfielder:

Participant gently passes the ball to his/her partner.

Striker:

Participant shoots the ball beyond his/her partner.

TEACHING & SAFETY

- Can be played indoors or outdoors.
- Focus on teaching the skills rather than the tactics or position in the football.
- Use a soft sponge ball.

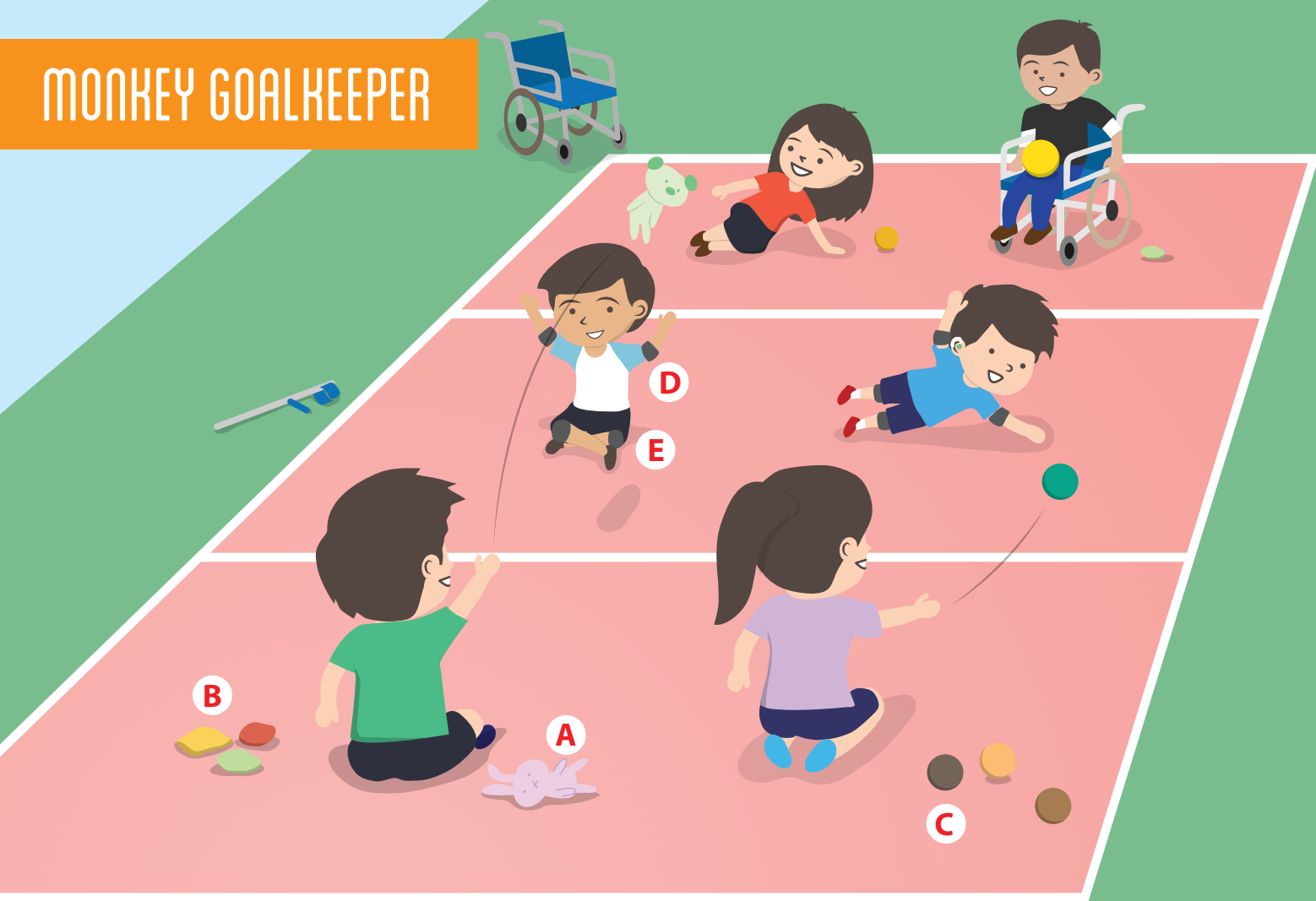
MODIFICATION TIPS

[General]: Use famous football players' names instead of the position (for children who are football fans)

[HI]: Use flags or visual cues cards.

[PD]: Allow the use of hands.

MONKEY GOALKEEPER



42

OBJECTIVE

To block or catch a moving ball when it is thrown from one end to another.

SKILLS LEARNED

- Catching
- Throwing
- Rolling
- Hand eye coordination.

EQUIPMENT

- A** Soft toys
- B** Bean bags
- C** Balls
- D** Elbow pads
- E** Knee pads

DESCRIPTION

1. Participants are seated on the floor and are divided into 2 teams.
2. One team will be the "Monkey" and is positioned in the middle of the play area.
3. Members of the other team will be divided and positioned at two opposing ends of the play area.
4. The members at the ends of the play area are supposed to throw/roll the objects to each other, and try to prevent the "Monkey" team from intercepting the passes.

TEACHING & SAFETY

1. "Monkey" team is allowed to wear knee and elbow pads. This will give them greater confidence in their attempts.
2. Set rules to ensure participants do not attempt to injure each other by deliberately throwing objects at each other's faces and body parts.
3. Ensure sufficient space for playing.

MODIFICATION TIPS

[PD]: Allow the use of supporting aid like chairs.

[General, PD]: Modify the rules such that children with difficulties catching can participate in the game. E.g. Once ball passes, "monkey" team scores; fellow team mate on the other side need not catch.

[VI]: Modify it like a penalty shootout. The partner behind the "monkey" is to give verbal instructions. Facilitators can assist the player as well.

LEVEL UP !

- Vary the difficulty levels by varying the number of participants, size of play area and number of objects to throw.

DRIBBLE THROUGH MINEFIELD



44

OBJECTIVE

To successfully dribble the ball along a designated path, without hitting "landmines".

SKILLS LEARNED

- Dribbling with foot
- Foot-eye coordination skill

DESCRIPTION

1. Use masking tape to mark out and label a 3x3 matrix (likea Tic Tac Toe box).
2. Mark out 1-2 squares as "landmines".
3. Participants are to dribble through the "field" and avoid the squares with the "landmines".

MODIFICATION TIPS

[General]: Use odd shaped items like boxes if children have difficulty dribbling the balls.

[PD]: Allow them to explore ways to dribble. e.g. push ball gently towards the next square and quickly wheel to next square to stop ball and progress to next square.

[ID, VI]: Allow assisted dribbling. E.g. place the ball in a plastic bag and tie a string to the bag.

[VI]: Allow a partner or facilitator to give verbal instructions on directions during play.

EQUIPMENT

- A** Masking tape
- B** Balls of various sizes
- C** Plastic bags
- D** Strings

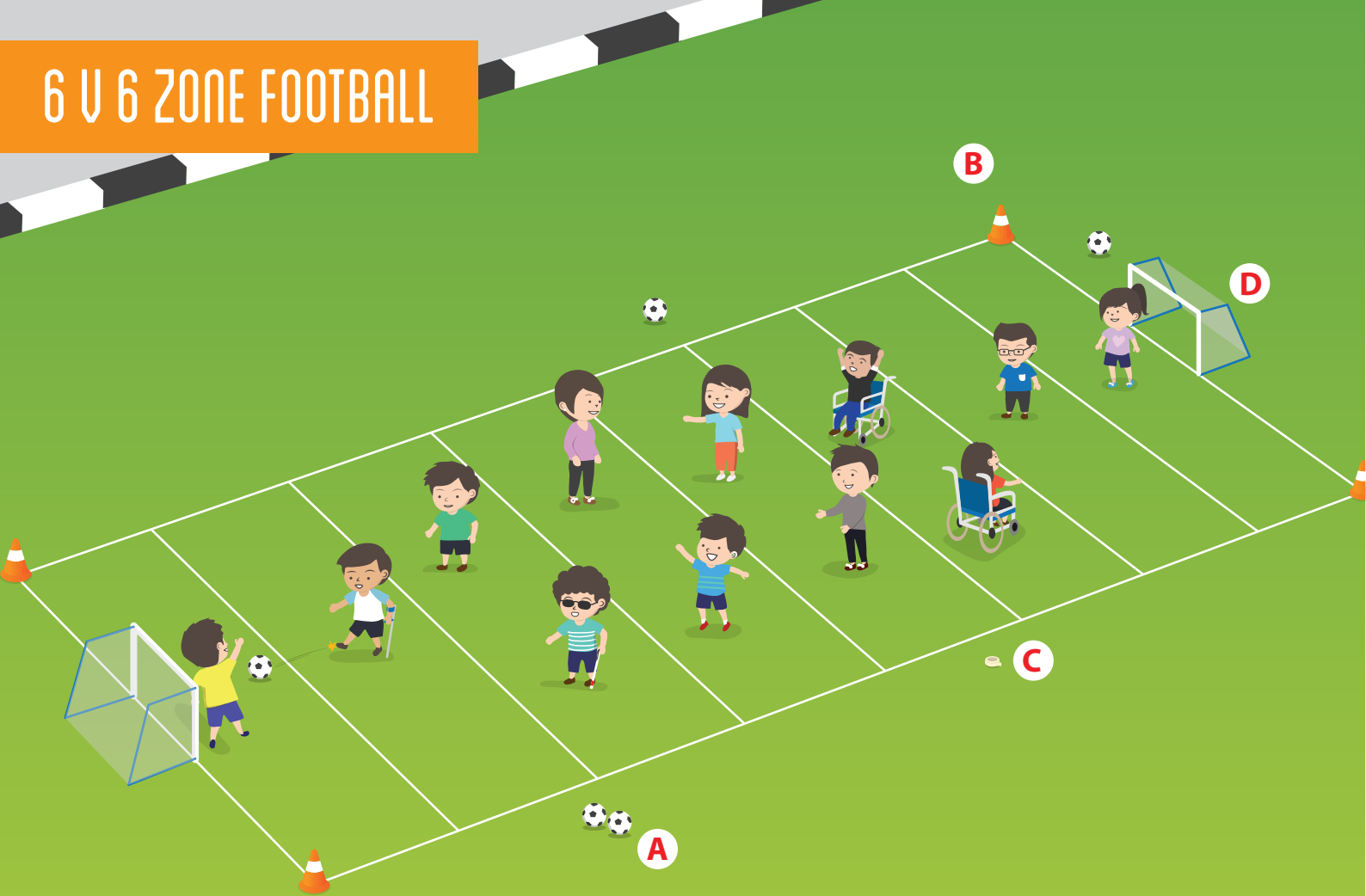
TEACHING & SAFETY

1. Focus on assisting the players to dribble within the designated area
2. Ensure sufficient space for playing.
3. Draw/mark out bigger squares if necessary.

LEVEL UP !

- Add rules to the game – e.g. allow only forward, left and right dribbles. Diagonal dribbles not allowed.

6 V 6 ZONE FOOTBALL



46

OBJECTIVE

To score as many goals as possible.

SKILLS LEARNED

- Rolling, passing, kicking, catching of a ball

DESCRIPTION

1. A concept borrowed from Table Football (Foosball).
2. Play area is divided into zones and players are assigned to specific zones.
3. Participants are to pass the ball to their fellow team mates in the next zone and player in the final zone tries to score.

MODIFICATION TIPS

[VI]: Give them the role of a striker. Pair up with a partner/facilitator to give verbal instructions.

[PD]: Allow them to roll/catch ball with hands

[General, ID]: Place cones or markers to indicate that ball is not to go above the height of the cone, or ball must go between the cones.

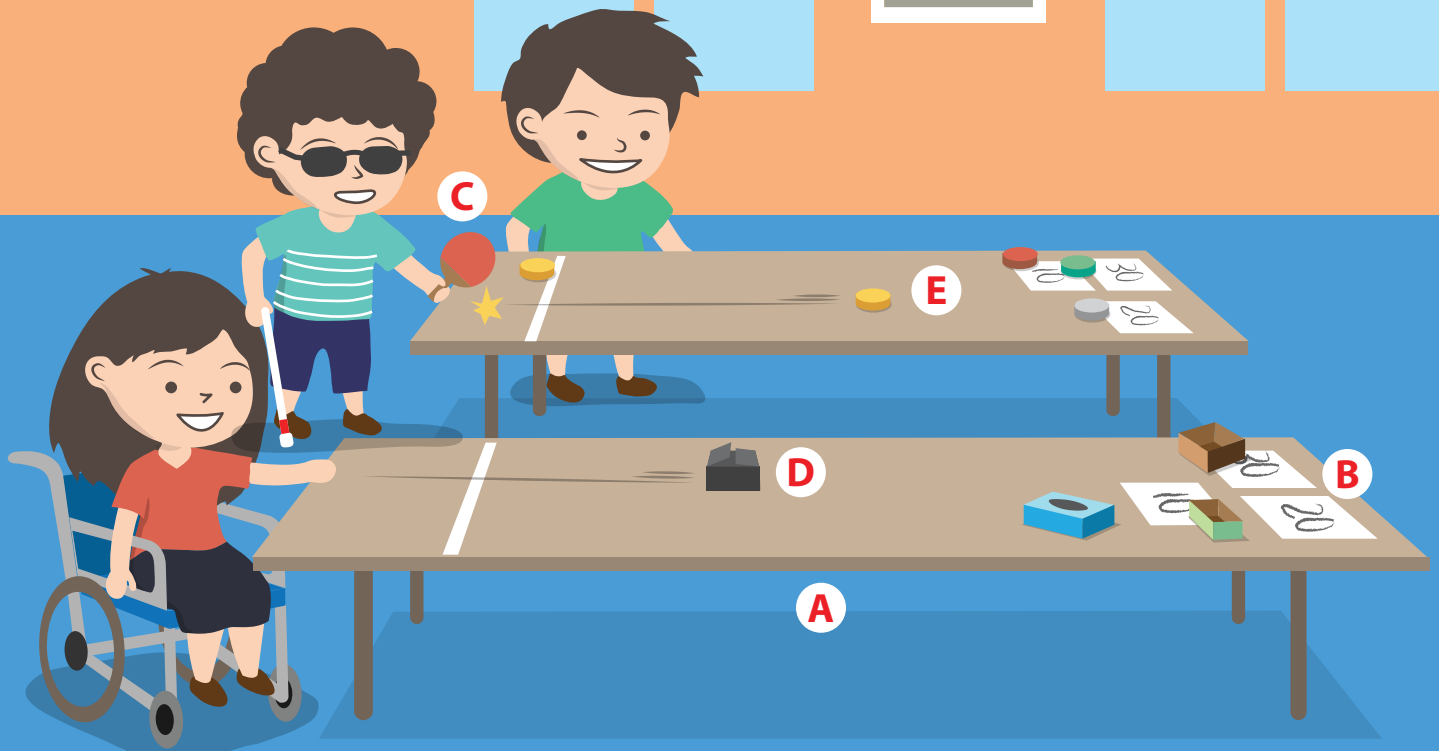
EQUIPMENT

- A** Balls
- B** Cones
- C** Masking tape
- D** Goal post

TEACHING & SAFETY

1. Focus on passing and blocking of attempt to pass. No physical contact or tackle should be involved.
2. Encourage team work and fair play.
3. Played under supervision of a facilitator.
4. No physical contact or tackling.
5. No passing/kicking of ball beyond waist height.

TABLE BULL'S EYE



48

OBJECTIVE

To successfully strike and apply the appropriate strength to send an object across a distance.

SKILLS LEARNED

- Striking
- Strength Control

DESCRIPTION

1. Use sheets of paper as targets and place them on one end of the table. Each sheet of paper has a number to represent points scored.
2. Children can stand or sit at the opposite end of the table from the targets.
3. Slide a box across the table to targets situated at the other end of the table. Number on the paper that the box or puck lands on represents number of points scored.

MODIFICATION TIPS

[VI]: Make a hole/holes at the end of the table or let puck drop into a box at the end of the table so that a sound is produced.

[ID]: If child is unable to control his/her strength (reduce strength), then make him/her play seated on the floor. Hit the puck across the hall on the floor.

EQUIPMENT

- A** Tables
- B** Drawing papers
- C** Table tennis bat
- D** Boxes
- E** Puck

TEACHING & SAFETY

1. Use dominant hand only and start from the sides of tables. This is one way to introduce forehand hitting (a right hander starting from the left side of the table) and backhand hitting (a right hander starting from the right side of the table)
2. Play against a wall.
3. Children are not allowed to stand at the target area
4. Secure/block the table sides to prevent the puck from dropping.

LEVEL UP !

- Vary the number of targets, distance of targets etc for children of various disabilities.
- Introduce doubles play, player one hit and must move away and allow his partner to hit next.

BOUNCE AND SCORE



50

OBJECTIVE

To successfully allow the table tennis ball to bounce on the table once then strike it across the table.

SKILLS LEARNED

- Serving, in table tennis
- Hand-eye coordination

DESCRIPTION

1. Player stands on one end of the table.
2. Place various boxes or objects on the other side of the table.
3. Player is to bounce the ball once on their end of the table before striking it across the other side.
4. The player is to use a bat to hit the ball and strike the objects on the table.

MODIFICATION TIPS

[General]: Begin by using hands to throw the ball, then progress to using a bat.

[General]: Balance the ball on the bat first, then drop it on the table and then hit it across.

[ID]: Place an object on the table. This serves as a visual cue which the ball must hit before reaching the end of the table.

EQUIPMENT

- A** Table
- B** Table Tennis Bat
- C** Table Tennis Ball
- D** Various objects as targets
- E** Boxes

TEACHING & SAFETY

1. Instruct players to toss ball with non-dominant hand and use that to hit ball with dominant hand.
2. Play towards a wall to prevent excessive rolling of balls.
3. Do not allow players to stand at the target area or end of the table.

SHUTTLE RUN TABLE TENNIS



52

OBJECTIVE

To successfully control and slide the table tennis ball along the table edge to and fro the table length using forehand and backhand.

SKILLS LEARNED

- Forehand and backhand grip
- Basic ball control with hand or a table tennis bat.
- Hand-eye coordination

DESCRIPTION

1. Holding the table tennis bat in their dominant hand, players attempt to control and slide the ball along the edge of table to the other end of the table. Ball must touch the bat at all times.
2. While using their dominant hand, instruct them to use a backhand strike and return to the starting position.

MODIFICATION TIPS

[General]: Allow the use of hands to control the ball, and then progress to holding a bat.

[VI]: Allow them to use one hand to feel the edge of the table as a guide. Also, place ball in a small plastic bag as audio cue, if necessary.

EQUIPMENT

- A** Table
- B** Table Tennis Bat
- C** Table Tennis Ball

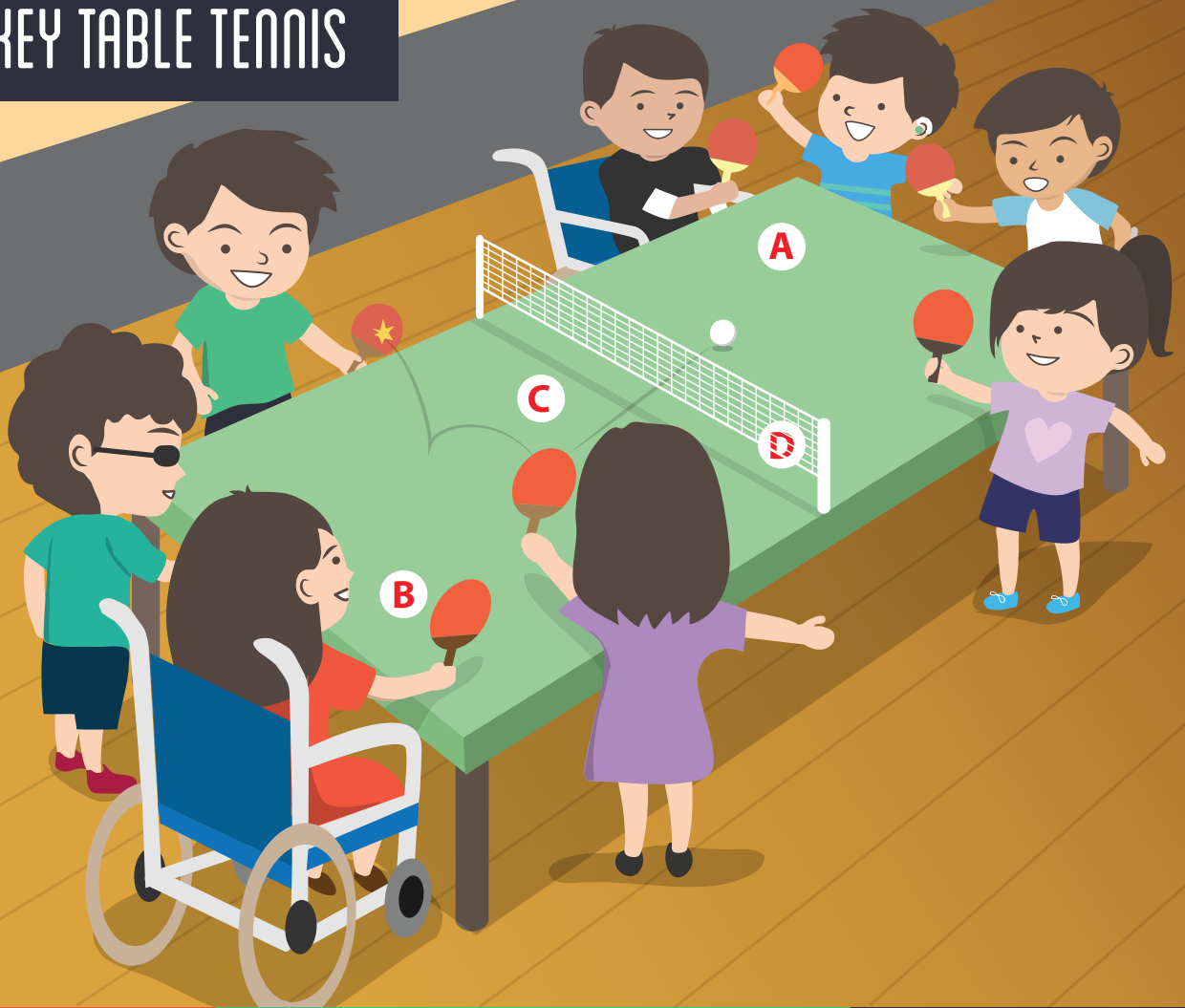
TEACHING & SAFETY

1. Children to learn to keep their body low and close to the table.
2. Teach them to be patient and learn to control the ball.
3. Ensure nothing or no other player is standing in the way of the player.

LEVEL UP !

- Use a stopwatch to measure their time taken.
- It can be played as a team or individual game.

AIR HOCKEY TABLE TENNIS



54

OBJECTIVE

To successfully strike a ball to the opponent across the table.

SKILLS LEARNED

- Various skills but primarily striking an object with hand/bat

DESCRIPTION

1. A combination of the concepts of Air Hockey and Table Tennis
2. Create 2 teams of 4 players. (Having 4 players ensures that all corners of the table are covered.)
3. The table tennis net is raised slightly.
4. Players are to strike/slide the ball under the net and to the other size of the table instead of hitting it over.

MODIFICATION TIPS

[General, PD]: Children can play standing or seated. To level the playing field for children on wheelchairs, make all players play seated.

[VI]: Block the table side with cardboards (similar to air hockey game in arcade). Place the table tennis ball in plastic bag. Play with an adult.

EQUIPMENT

- A** Table
- B** Table Tennis Bat
- C** Table Tennis Ball
- D** Table Tennis Net

TEACHING & SAFETY

1. Encourage team work and make sure everybody has the opportunity to strike the ball.
2. Play under supervision of a facilitator.
3. No hands are to be placed on the table to prevent being hit by fellow teammates.

LEVEL UP !

- It can be played as a singles or doubles games.

“ I DON'T DO DIFFERENT THINGS, I DO THINGS DIFFERENTLY.”

— Theresa Goh, Para Swimming

