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Tailor-made Training and Coaching for Everyone

‘Everyone must be able to participate in sports and exercise’ is a basic idea that no one will contest. Still, it can sometimes be difficult to put into practice. How do you enable someone who is somewhat challenged motorically to still enjoy sports and exercise? Or how do you get someone with highly restricted motor skills to experience the buzz of sporting success? How do you challenge someone who is head and shoulders above the rest? PE lessons at school are one of the occasions where these kinds of questions often arise. For some children, PE lessons are the only time they get to experience sports and exercise, since many motorically-impaired children barely do any sports and exercise in their free time. It is therefore very important that their experiences during PE lessons at school are enjoyable and encourage them to have an active lifestyle.

The ‘Participation in Sports’ project is intended to support teachers as much as possible in promoting this kind of active lifestyle. Tailor-made training and coaching is the starting point in making this possible. This is all about using variation in instructions to ensure all children understand what they have to do, as well as about using variation in organising exercises in a way that ensures that everyone can join in successfully.

The underlying theory is that of explicit and implicit learning of motor skills. Explicit learning is a method that emphasises the information on how to perform a specific movement or exercise. Instructions and guidance are focused mainly on how exactly to move the body in order to do the exercise and to do it well. As a result, children receive large volumes of information that they will have to process adequately and then put into practice in how they move. For children who have sufficient working memory capacity to handle this, explicit learning is a good way to get them to understand what they have to do and how to improve their performance. However, many children struggle to store and use all this verbal information. For these children, implicit learning methods are a potential solution. Implicit learning methods try to minimise the amount of information given. Explanations are focused primarily on getting the objective of a certain movement or exercise across, and less on how exactly to execute it. This is also reflected in how an exercise is structured; children are allowed to practise in different ways. One option is to design an exercise to be very easy at first, gradually increasing the level of difficulty as children get the hang of the easy task and have tasted success on various occasions.

Given that PE teachers often have to deal with varying skill levels within one class, it can be very hard to ensure that everyone experiences such successes. And yet, individual adaptations and rules will allow the teacher to make sure that everyone can play a certain game together, allowing every child to take part in his or her own way.

Structure of the handbook

This handbook is made up of three parts. The first part covers general forms of exercise, without practising any specific sports. These forms of exercise are tag games, running games, exercise to music, and balance exercises. These forms of exercise do not involve specific instructions on what children have to do or any kind of skills they have to master. Each exercise is introduced briefly, followed by two demonstration exercises. Along with each exercise, there are various possible adaptations and instructions that are intended to ensure that children can perform the exercise successfully.

The second part of the handbook covers eight different sports: dodgeball, basketball, rounders, football, korfball, badminton, boccia, volleyball and hockey. For each of these sports, a set of basic skills has been selected, which are described based on an internal focus of attention, an external focus of attention and using an analogy. The description of the skills also explains how to practise each of these skills according to the principles of differential learning and errorless learning. Each sport comes with two demonstration exercises, which are described along with possible variations on these exercises for children with different motor skills.

The third part of this handbook is made up of the media cards. These media cards have been developed specifically for children who work better with visuals than with verbal instructions. Each card illustrates an exercise, gradually upping the level of difficulty as children improve their skills step by step. These media cards can be used to further explain exercises. There is a set of 3 media cards for each form of exercise and each sport from the first two parts of the handbook. The exercises are explained at the back of this handbook, from page 87 onwards. The media cards can be found on the website www.meedoenmetsport.nl.

1 The methods used are explained on the following pages
The methods

Internal focus of attention

With an internal focus of attention, the emphasis of the instructions is on the execution of the movement. The instruction is used to focus attention on how children should move their body to execute an exercise or movement. This kind of instruction gets children to think about what they are supposed to be doing and how to do it. An internal focus of attention is the only form of explicit learning used in this handbook. This way of giving instructions is particularly suited to children with relatively well-developed motor and cognitive skills.

External focus of attention

With an external focus of attention, the emphasis of the instructions is on getting the objective or effect of a specific movement across. Such a specific movement can be the movement of the racket when playing tennis or what spot on a trampoline children should try to hit while jumping. This way of giving instructions ensures that children are less focused on how exactly to execute, and more on the result. Children will be focused more on how to realise the objective without being aware of the movements of their body.

Analogy

An analogy uses a metaphor to describe all or part of a movement, often grouping multiple steps that make up the movement together in a single visual representation. When using an analogy, however, it is key that it captures both the exercise and the child’s imagination. The child also needs to be able to translate the metaphor to his or her actions.

Differential learning

The most important element of differential learning is that it has children try out a certain movement or try to reach a certain objective in a variety of ways. By experimenting with different ways of doing something without being given specific instructions, children will further develop their skills. It also lets them experience first-hand how best to do an exercise. Children can engage in differential learning by practising with different materials, such as different kinds of balls. Variety can also be introduced into the exercise itself, such as by having children throw a ball underarm, overarm, with one hand or with two hands when trying to hit a target. Children will see for themselves which throwing technique works best for them.

Errorless learning

The core of errorless learning lies in the design of an exercise. It starts with a form of the exercise where children make little to no mistakes. Although it is almost impossible to eliminate errors entirely for some target groups, it is still important to ensure children are successful in doing the exercise at an early stage. As soon as they get the hang of the exercise, the level of difficulty can be increased gradually. Due to the absence of errors, the children will not be forced to think about how to improve the movement to achieve success. As a result, children develop a skill without consciously reflecting on the movements involved. It is key, however, that the level of difficulty be raised only when children perform the exercise well at the current level.
Tag games

PE teachers often use tag to start off a PE lesson, using it also as a kind of warm-up exercise. The idea is for all children to get moving and have equal chances during the game. Enjoyment is also an important element of tag games. And since tag games generally do not come with many instructions, they will be easy to understand for all children.

For two versions of tag, i.e. Freeze Tag and Cross Tag, we will primarily go into variations on the game to make it fun for everyone. The media cards for tag games will raise the level of difficulty of the exercise by adding an unexpected twist. For example, the child who is it can suddenly no longer be it and instead be chased like all other players.
**Freeze Tag**

*How to play*
Two children are it, and they must try to tag other children. They both wear a ribbon to show that they are it. As soon as a child is tagged, he or she must freeze. Any player can unfreeze a tagged child by running in a circle around him or her twice. The game can go on until all children have been tagged. When all children have been tagged, the children who are it have won. A child who is it can also try to tag as many children as possible over a period of 5 minutes.

*Materials*
• 2 ribbons for the children who are it

*Instructions for pupils*
• If you see someone who has been tagged, try to unfreeze him or her.
• Try to work together to stop the children who are it from winning.
• If you are it, you can also work together with the other child who is it by chasing all children into a corner.

*Adaptations*
• To unfreeze a child in a wheelchair, you only have to run in a circle around him or her once.
• Children in a wheelchair also only have to do one circle around a tagged child to unfreeze him or her.
• Children in a wheelchair or with walking difficulties are allowed to use an aid such as a soft stick to make it easier for them to tag children.
• You can also try to come up with other ways to unfreeze tagged players. One variation could be that tagged players have to freeze and make a hoop with their arms. Other children must then grab a soft ball from a bucket and throw it through the hoop to unfreeze the tagged player.
• The game can also be played with a fixed unfreezer, i.e. one player whose only job is to unfreeze tagged players. Before appointing the unfreezer, ask the players who are it to leave the gym for a second. You could also have multiple unfreezers. When the unfreezers are tagged, the players who are it will have won.

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**Cross Tag**

*How to play*
All children line up on one side of the gym, the player who is it stands in the middle of the gym. The player who is it chooses the way in which the children have to cross to the other side of the gym, such as by running, on all fours, or by hopping on one leg. The player who is it must also move in the same way. As the children try to make it across the gym, the player who is it tries to tag as many as he or she can. Children who are tagged are out of the game and must sit on the bench. The game is over when the player who is it has tagged all children or when the game has lasted for more than 5 minutes.

*Materials*
• A ribbon for the player who is it

*Instructions for pupils*
• Move in the way chosen by the player who is it.
• Keep a close eye on the player who is it so that you can make it across to the other side without getting tagged.

*Adaptations*
• For children with reduced mobility, you can add ‘safe zones’, such as by marking out a circle on the floor using red dots. These children should wear a ribbon and are allowed to briefly catch their breath in a safe zone.
• Children in a wheelchair or with walking difficulties are allowed to use an aid such as a soft stick to make it easier for them to tag children.
• Children in a wheelchair are limited in terms of the different ways in which they can move across to the other side. Try to come up with a different task they have to execute while moving across to the other side, such as having them clap their hands ten times as they move across.
• To add an additional competitive twist to the game, you can have the children keep count of how often they managed to get to the other side without being tagged. When children are tagged, it will not be game over for them, but they will lose 1 point. The player with the highest score at the end wins.
• To complicate the game for the player who is it, you can restrict the area within which he or she can move.
• To make the game easier for the player who is it, you can restrict the area within which the other children can cross the gym.
The idea behind running games is for children to get moving and develop speed. As part of athletics, this can include skills such as starting and turning. In PE lessons, however, these skills are generally not the core of an exercise, and PE teachers often have to accommodate children with greatly varying walking and wheeling ability, which makes general instructions largely pointless. These skills are therefore not detailed here. There are, however, instructions for specific exercises, which have therefore been included with the Dice Run and Object Run exercises. The media cards specify ways to increase the level of difficulty of a running game.
How to play
The children are split up into teams. Each team has its own lane, with a cone at the far end. The PE teacher throws a big dice. The roll of the dice determines how many times the children have to run (or move in a different way) to the far end of their lane, around the cone and back. Every child tries to run to the end of his or her lane and back as quickly as possible, and then tags the next child in line. The children try to complete the required number of runs as quickly as possible as a group.

Materials
- A large dice
- A cone for each lane

Instructions for pupils
- Try to run to the end of your lane and back as fast as you can.
- When you get back to the start, tag the next person in line whose turn it is to run.
- Make sure you are ready to start running when your teammate comes running back towards you.
- Run as closely as possible around the cone at the far end of the lane.
- When starting to run or wheel, strongly push off against the ground or in the wheelchair. Start out with small steps or strokes.

Adaptations
- Place a small dice next to each cone. Once a runner or wheeler reaches the cone, he or she has to roll the same number as the teacher rolled with the large dice, and can only run or wheel back down the lane after having done so. This gives slower children a greater chance of winning.
- To even out the groups in terms of speed, you could place obstacles in the lane of the fastest children. Children can also be grouped as such that all groups have roughly the same average speed.
- To make the game more challenging, you can change the way the children are supposed to move up and down their lane. You can have the children run forwards or backwards, go on all fours, hop on one leg, dodge obstacles in their lane, etc.

Object Run

How to play
There are six mats spread out across the gym. Children stand on five different mats in small groups of 2 or 3. Each of the five mats also has an object on it, such as a bean bag, ring, stick, ball or cube. One of the mats is empty. The PE teacher holds up one object from the bucket. The children who have this same object on their mat must move to the empty mat as fast as they can, remembering to take their object with them.

Materials
- 6 mats
- 5 different objects, such as a bean bag, ring, stick, ball or cube
- A bucket with the same 5 objects

Instructions for pupils
- If the teacher holds up your object, move to the empty mat as fast as you can.
- Remember the object you have to look out for.
- Agree with your teammates on who will take the object to the next mat.

Adaptations
- If there are children for whom it is difficult to stand on or move between mats, mark six boxes on the floor using tape or chalk that are the same size as the mats.
- The way in which the children have to move between mats can be changed to make it more challenging. You can have the children run forwards or backwards, go on all fours, hop on one leg, dodge obstacles between mats, etc.
- You can also have the children start from a position other than standing up, such as sitting or even lying down.
- Having more empty mats is also an option. The teacher can then hold up several objects at the same time, forcing several teams to move to an empty mat all at once.
- One variation on this game is to have an object on each mat. The children will then still have to move to the unoccupied mat when the teacher holds up their object, but now they have to leave their object behind. They will subsequently have to be alert to the object they find on their new mat.
While exercise to music is all about fun, it does include a learning element, as children learn to move to the beat of the music, either individually or as a group. Which steps to practise depends on the ability and level of the children, and will therefore have to be adapted accordingly. The Game of Dice exercise will have children do the steps that go with each number of the dice. With the Baseball Cap exercise, children have to use their creativity to come up with their own dance moves. The descriptions of these two exercises will cover several focus points, while the media cards for exercise to music will provide further practice options for exercising to the beat of the music.
How to play

All children spread out over the gym. The music is playing. The PE teacher has a large dice, which he or she rolls. Depending on the number rolled, everyone starts to move to the beat of the music in a particular way, such as:

1. Star jump.
2. V step, arms move as well.
3. Side step, arms move as well.
4. Running/moving on the spot.
5. The children hold hands to form a circle, and make it turn together.
6. Toe touch (left hand to right foot and right hand to left foot).

By using visuals on the dice or on the wall, you can make it easier for the children to see which move goes with which number of the dice.

Materials

• A sound system to play music (different tempos)
• A large dice

Instructions for pupils

• Look at the teacher with the dice and remember which move goes with which number.
• Try to do the exercise to the beat of the music.

Adaptations

• Children in a wheelchair can try to join in with as many of the moves as possible. You can agree on different versions of a certain move for them to do. You can change move 6, for example, by having them touch their knees instead of their toes.
• To make it a bit easier for the children, the teacher can clap to mark the rhythm of the music.
• Needless to say, there are many other moves you can think of for the different numbers.

How to play

All children move to up-tempo music all over the gym. Next, the teacher puts a baseball cap on one of the children. This child starts to dance or move in a way he or she has thought up. The other children try to copy the moves. The child with the baseball cap then goes over to another child and gives the cap to him or her. This child does his or her moves and the rest of the group tries to copy him or her. And so on and so on.

Materials

• A sound system to play (up-tempo) music
• A cap (or something similar)

Instructions for pupils

• Try to copy the moves of the child with the cap as well as you can.
• Move to the beat of the music as well as you can.

Adaptations

• If the group includes children in a wheelchair, a possible additional rule could be that the child with the baseball cap always has to include arm movements, so that children in a wheelchair can also copy them.
• If children have trouble moving to the beat, the PE teacher can clap to emphasise the beat.
• This exercise can also be done with additional materials, such as maracas.
Balance exercises can be done with various objectives in mind. Children can practise balancing things or balancing themselves. This latter kind of balance exercise can also be combined with overcoming a fear of heights. With balancing exercises, the instructions depend greatly on the type of exercise and the child doing the exercise. The core elements include keeping the body steady, standing or sitting up straight as you move (either walking or in a wheelchair) and being mindful of movements. These elements are crucial in the *Keep it Straight* and *Balancing On Benches* exercises. For the latter exercise, the balance exercise media cards describe separate balancing obstacle courses for walkers and for children in a wheelchair.
How to play
The group is split up into four teams. Each team has its own lane, with a cone at the far end. The children move up and down this lane while balancing an object. All children start with 3 points, losing 1 point every time they drop the object. Once all team members have had their turn, their points are added up. The team with the most points wins the game. Speed is not a factor in this exercise. Things you can have the children balance include a foam frisbee or a bean bag on their head, a balloon or ball on a racket, or a cone with a tennis ball on top.

Materials
- A cone for each lane
- The same balancing objects for each team

Instructions for pupils
- You have to go round the cone.
- Stay in your own lane.
- You can only set off when the team member ahead of you has made it all the way back; or the next one in line can set off when the child before him or her has reached the cone (this adds extra difficulty as children have to be careful not to bump into each other, and reduces waiting time).

Adaptations
- If these balancing exercises are too difficult for some children, you can try objects that are easier to balance. Options include a bean bag on a racket or a ball in an upside-down marker cone.
- If the objects keep falling, you can increase the number of points children get at the start to prevent them going down to zero.
- If the game turns out to be too easy, have the children clear obstacles in their lane, such as having them step over a bench or slalom between cones.

Materials
- Benches
- Obstacles, such as cubes

Instructions for pupils
- Try to do as many of the exercises as you can.
- Ask your fellow pupil for help if you find an exercise difficult or feel nervous about it.

Adaptations
- These exercises are not suitable for wheelchair-bound children. They can instead practise balancing by wheeling over mats or obstacles, or practising with thresholds and slopes. For more ideas, check the media cards on balancing exercises for wheelchair users (card 5).
- Children who cannot walk across benches can go on all fours instead, or they may be able to do it with some extra support from the teacher.
- This exercise can also be incorporated into a course of different exercises. For further ideas and tips on how to do this, check the media cards on balance exercises for walkers (card 4).
Throwing and catching are the key skills needed for dodgeball. Both these skills will therefore be covered in this section. The throwing technique described here can also be used in other sports, such as to pass the ball in korfbal or to pitch in a game of rounders. Catching skills also translate to other ball sports. After instructions on how to throw and catch the ball, we will move on to elements of differential learning and errorless learning that can be applied to both skills. The Points Dodgeball game is a variation on traditional dodgeball, while Chaos Dodgeball is all about having the children practise their aim. The media cards provide further aim training exercises.
### Catching

**Internal focus of attention**
- Move your arms and hands towards the ball.
- Make sure your hands are open and your elbows are bent slightly.
- Move your arms inward towards your body slightly as you catch the ball. Make sure your thumbs are positioned behind the ball.

**External focus of attention**
- Position your body towards the ball and look at the ball. Make sure you are ready to catch the ball.
- Pull the ball towards you as you catch it.

**Errorless learning**
- Catch high or low balls.
- Catch the ball after it has bounced on the floor.
- Try a one-handed catch.
- Catch the ball against your body or with your hands only.
- Use a bucket or a net to catch a ball.
- Catch different kinds of balls.

**Analogy**
- Pretend you are sucking the ball towards you when catching it.

**Differential learning**
- Catch the ball after it has bounced on the floor.

**External focus of attention**
- Position your body towards the ball and look at the ball. Make sure you are ready to catch the ball.
- Pull the ball towards you as you catch it.

**Errorless learning**
- Catch high or low balls.
- Catch the ball after it has bounced on the floor.
- Try a one-handed catch.
- Catch the ball against your body or with your hands only.
- Use a bucket or a net to catch a ball.
- Catch different kinds of balls.

**Analogy**
- Pretend you are sucking the ball towards you when catching it.

**Differential learning**
- Catch the ball after it has bounced on the floor.

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### One-handed overarm throwing

**Internal focus of attention**
- Hold the ball in your right hand in front of your chest (possibly supported by your left hand).
- Put your left foot forward and move your hand backwards past the right side of your head.
- Your right elbow should now be below the ball.
- Turn your body inward and move your right arm forwards in a straight line past your head.
- As soon as your arm is straight, fold your wrist downwards. Point at the ball after you have released it.

**External focus of attention**
- Assume a stable stance and hold the ball in one hand.
- Step forwards and move the ball all the way backwards.
- Move the ball forwards overarm in a straight line past your head, towards the target.
- Move the ball as far forwards as possible before pushing it away towards the target.
- Point at the target the ball has to hit.

**Errorless learning**
- Start out with a large target and make it smaller as the children get better at throwing. You can do this by marking a square on the wall using tape and making this square smaller and smaller. Only make the target smaller when the children are really good at hitting the larger target. You can also have the children start out by standing closer to the target and then move back gradually as they get better.

**Analogy**
- Pretend to throw a paper plane very hard.

**Differential learning**
- Practise passing the ball to a classmate or throw it against a wall and catch it.
- Try throwing with your left hand.
- Throw different kinds of balls.
- Use different targets to aim at, such as a hoop, mat, cube or even moving targets.
- Throw at your target from different distances and angles.
- Vary the throwing height.
ThAnking & catching tips

**Differential learning**
- Practise with different kinds of balls.
- Play the game with one ball or multiple balls at once.
- Try to throw the ball under or over something.

**Errorless learning**
- When having the children practise in pairs, make sure they start at a short distance from each other. As soon as they get good at that, they can move further apart. This allows the children to gradually get better at throwing and catching over a larger distance. The children can also first practise using a large lightweight ball that is easy to catch. As soon as they get good at that, switch to a smaller or heavier ball.
**Points Dodgeball**

**How to play**
In this variation on dodgeball, the gym is divided into three small dodgeball courts. The children are evenly spread out over these courts. The children on one side of the gym are a team, as are the children on the other side of the gym. Each of the two teams is spread out over three halves of the dodgeball courts. Both teams have a team hoop that is placed next to the far court. These hoops are used to keep score by placing small cubes in them. The goal is to accumulate as many cubes in the team hoop as possible. Each child plays individually, trying to either hit a child in the other half with the ball or catch the ball. If a child hits a child in the other half or catches the ball, he or she moves up one court towards the hoop. A child in the far court who hits a child on the opposing team with the ball or who catches the ball puts a cube in the hoop and moves back to the first court.

**Materials**
- 3 soft balls
- A bucket with small cubes (or something similar)
- 2 hoops

**Instructions for pupils**
- ‘No head shots’: head shots do not count.
- Try to accumulate as many cubes in your team hoop as possible.
- To move on to the next court, you have to either catch the ball or hit someone in the other half of the court.
- If there are no children left in the other half, just wait.

**Adaptations**
- Before you start, agree on what does and does not count as a hit for children in a wheelchair.
- A ball that hits a wheelchair after bouncing on the floor must be given to the child in the wheelchair.
- Depending on their abilities, certain players can be allowed to defend themselves using their arms, these children will wear a ribbon.
- If it is complicated for children to move up to the next court, there is a variation on the game that you can use. Although still played on three separate courts, the children stay in their respective halves, meaning that there are six teams. Each team has its own team hoop, which is placed outside their half. When a child hits a child in the other half with the ball or when a child catches the ball, he or she can put a cube in the team hoop. He or she will not move to the next court. The first team to accumulate ten cubes in their hoop wins the game. As soon as all games are finished, switch opponents.

**Chaos Dodgeball**

**How to play**
Divide the gym into two halves. String an elastic cord along the centre line. At the back of each half, line up five cones, each with a bean bag on top. Split the children up into three teams. Two teams are on the court, and one team waits on the sidelines. The teams must try to knock each other’s bean bags off the cones. They can only throw the balls under the elastic cord. The first team to knock three bean bags off the other team’s cones wins the game. The winning team plays on, while the losing team makes way for the waiting team. After a team has won three games in a row, they must change. After every team change, the bean bags are placed on the cones again. If there is no winner after 5 minutes, the team that is behind loses the game.

**Materials**
- 10 cones
- 10 bean bags
- An elastic cord
- Foam balls

**Instructions for pupils**
- Try to knock the bean bags off the cones using the ball.
- You can only throw or roll the ball under the elastic cord.
- You cannot cross the centre line.
- The new team starts with all the balls.

**Adaptations**
- The height of the elastic cord can be varied to make the game harder or easier, or to adapt the game to the abilities of wheelchair-bound children.
- Depending on the children’s abilities, cones can be placed closer to the centre or further away.
- If the cones are too far away for some of the children, you can give these children a special role in the game, such as by allowing them to throw while standing in a hoop on the other side of the centre line. These children cannot walk with the ball, the ball must be passed to them by a teammate.
- This game can be played with large teams, more balls and more cones in a big playing area, or with small teams, fewer balls and fewer cones in a smaller playing area.
- Start out with targets that are easy to knock over. As soon as the children get good at that, you can consider ‘hiding’ the targets by putting them in between foam blocks. This will make it increasingly difficult to hit the targets.
- Instead of rolling or throwing the balls under the elastic cord, you can have the children throw the ball over the elastic cord. This requires a different technique.
Basketball is a game with many different elements to it. The Criss-Cross exercise lets children practise dribbling, while the Passing Game, as the name suggests, is all about practising passing the ball. The basketball media cards describe a further variation on the game of basketball that has the children work on their shooting skills. Since children need dribbling, passing and shooting skills when playing basketball, all three skills will be covered here. Aside from that, there are a few general differentiations within the game of basketball that can be used, and we will provide general principles for errorless learning. Whenever there are different rules for wheelchair users, these will be described along with the specific exercise.

**Differential learning**
- Use different kinds of balls.
- Practise with different targets.
- Alternate the different skills that are used in basketball.
- Have all children try playing in a wheelchair.

**Errorless learning**
- Have the children practise a specific skill on its own first, before they have to use it in a match setting.
- Start with static skills and gradually move on to practising dynamic skills.
**Dribbling**

**Internal focus of attention**
- Position your left foot a little bit further forward than your right foot.
- Bend your knees a little bit, but keep your torso and head straight.
- Bend your dribbling arm and keep it close to your body. Your lower arm should be roughly horizontal. Hold your other arm in front of your body to protect the ball.
- Spread out your fingers and push the ball to the floor with a movement of your wrist. Only your fingers touch the ball.

**External focus of attention**
- Keep your lower arm roughly parallel to the floor.
- Use your other hand to protect the ball.
- Push the ball to the ground, do not hit it. Make sure the ball does not bounce up higher than your hip.

**Analogy**
- Pretend you are repeatedly trying to push the ball into the ground.
- Pretend the ball is stuck to your hand.

**Differential learning**
- Try to dribble high and low.
- Dribble fast and slowly.
- Move forwards, backwards or sideways as you dribble.
- Try to dribble with your eyes shut.
- Dribble with both hands or try to dribble from one hand to the other.
- Dribble while seated on the floor, while squatting, or while standing with your legs together or spread out wide.
- Dribble through a cone course.

**Errorless learning**
- The children can start their dribbling training by bouncing the ball only once and catching it. When they get the hang of the single bounce and catch, they can gradually increase the number of bounces before they catch the ball. As soon as the children manage to bounce the ball several times in a controlled manner, the dribbling exercise can be extended by introducing movement while dribbling. Start out by having the children walk slowly as they dribble, and slowly increase the pace until they are dribbling and running. Another element you can introduce is an opponent who tries to steal the ball from the dribbler. This teaches children to defend the ball and keep the ball under control after an unexpected movement.

**Passing**

**Internal focus of attention**
- Stand with your feet shoulder width apart.
- Hold the ball between the fingertips of both hands in front of your chest, with your thumbs behind the ball.
- Step out and stretch your arms forward.
- With a chest pass, stretch your arms out straight. With a bounce pass, stretch your arms out angled towards the floor.
- Move your hands outwards as you throw the ball.

**External focus of attention**
- Assume a comfortable and stable standing position.
- Hold the ball up in front of you and look at your target.
- Take one step towards your target.
- With a chest pass, aim the ball straight ahead. With a bounce pass, aim at the floor at two thirds of the pass distance.
- Try to throw the ball in a straight line.

**Analogy**
- Pretend you are trying to push someone over.
- With a bounce pass, make a kind of V shape with the ball, whereby the first line of the V is slightly longer than the second.
- With a chest pass, imagine there is a rope between your and your teammate’s hands, and the ball has to travel along the rope.

**Differential learning**
- For both forms of passing, it is a good idea to start out with a short distance between the children. As they get better, you can gradually increase the distance. Once they get good at passing from a static position, they can try passing while walking or running.
- The bounce pass can also be made easier by marking the exact spot on the floor where the ball has to bounce. When they manage to hit that spot repeatedly, they will be able to judge it themselves. Passing will also be easier with a lightweight or large ball. This is an option for when children struggle. Only give them a smaller or heavier ball once they have built up confidence with the lightweight or large ball.

**Errorless learning**
- For both forms of passing, it is a good idea to start out with a short distance between the children. As they get better, you can gradually increase the distance. Once they get good at passing from a static position, they can try passing while walking or running.
- The bounce pass can also be made easier by marking the exact spot on the floor where the ball has to bounce. When they manage to hit that spot repeatedly, they will be able to judge it themselves. Passing will also be easier with a lightweight or large ball. This is an option for when children struggle. Only give them a smaller or heavier ball once they have built up confidence with the lightweight or large ball.
**Internal focus of attention**

- Position your feet shoulder width apart, with your left foot slightly further forward than your right foot.
- Raise your arm and bend it at a right angle.
- Fold your wrist back so that the ball can rest on your hand. Place your other hand against the side of the ball for balance.
- Bend your knees and at the same time move your throwing hand down towards your chest.
- Straighten your knees and straighten your arm in the direction of the basket. Fold your wrist forward. If you want, you can jump up for extra propulsion.

**External focus of attention**

- Assume a stable standing position facing the basket.
- Hold the ball in a way that allows you to look over it and see the basket.
- The ball will first move down with you before you push it up and shoot.
- Point at the ball as it travels towards the basket.
- Throw the ball with an arc.
- Aim for the back of the rim or the black square on the backboard.

**Differential learning**

- Aim for various kinds of targets, such as through a hoop or onto a mat.
- Have a go at shooting while sitting down.
- Shoot while standing on a vaulting box.
- Try shooting over an obstacle, such as a fat mat or a screen in front of the basket.
- Try shooting with your eyes shut.
- Shoot with your left hand or with two hands.

**Errorless learning**

- Have the children start close to the basket and lower the basket to its lowest position. As the children get good, gradually raise the basket to the desired height, while also having the children shoot from further away.
- You can also start the children off with a smaller or lightweight ball. This can be a different size basketball ball, but also a foam ball, korfball or volleyball. When the children are getting the hang of shooting with a lightweight, small ball, you can move on to a heavier or larger ball.
- The target can also be altered. If a basket proves too tricky, the children can start out by throwing into a low-hanging basket or at a target on the wall. You could, for example, make a large square on the wall using sticky tape, which you can subsequently gradually make smaller and move higher up. You can do this until the square on the wall is the same size and at the same height as a basketball backboard.

**Analogy**

Make the shape of a swan’s neck with your arm when releasing the ball.

Pretend you are taking a cookie from a cookie jar on a shelf that is high up.
**Criss-Cross**

**How to play**
Have all the children practise their dribbling in the gym.
Have them criss-cross the playing area. As soon as this is going well, one child returns his or her ball and enters the playing area to try and steal the ball from one of the other children. This way, the children are practising both dribbling and defending the ball.

**Materials**
- A basketball for each child.

**Instructions for pupils**
- Try to only move across the playing area while dribbling.
- Try to protect your ball by keeping your body between the ball and the person who is trying to steal it from you.

**Adaptations**
- Children in a manual wheelchair bounce the ball once and then move forwards two strokes.
- Children in an electric wheelchair bounce the ball once and then move forwards while counting to three.
- If wheelchair-bound children are unable to bounce the ball at all, they can be allowed to move around with the ball in their lap. Fellow pupils can then try to knock the ball out of their lap, so that the child in the wheelchair still learns to defend. A child in a wheelchair may also be able to knock the ball out of the hands of other players.
- If children have not quite gotten the hang of dribbling yet, you can let them dribble with two hands as they criss-cross the playing area.
- If, however, the children are very good at dribbling, you can opt to increase the level of difficulty of the game.

**Passing Game**

**How to play**
Have the children line up in two rows that face each other. They must try to pass the ball to each other in the way shown in the illustration. Once they manage this well with one ball, an extra ball is introduced into the game. You can gradually add more balls. Do make sure, however, that it does not become impossible to keep passing the ball.

**Materials**
- Balls (basketball or foam ball)

**Instructions for pupils**
- Before you pass, make sure the other person is ready to receive the ball.
- You are all one team, try to keep passing with as many balls as possible.
- Try to pass the ball in a way that allows your teammate to catch it.

**Adaptations**
- Bounce passes can be allowed if a child has trouble passing the ball at the right speed and height, or if a child finds it hard to catch a ball without a bounce.
- If several players are unable to throw the ball properly, you can have them roll the ball to each other.
- There is also a more active variation on this game. Instead of the children staying in the same position after passing the ball, you can have them walk after the ball and take the place of the child who caught his or her pass. The last child in the row dribbles to the front and takes the place of the first child to start the game again from the beginning.
Hitting the ball is often considered the most important element of rounders. As using a flat bat to hit the ball is a common technique used in PE lessons at primary schools, this technique will be described here. Another batting technique that we will go into here is hitting the ball with a traditional round bat, because more advanced children will sometimes be able to manage that as well. The principles of differential learning and errorless learning can be applied to both batting techniques and will therefore be covered after these techniques. For the fielding team, catching and throwing are also very important skills in a game of rounders. These techniques are described in the section on dodgeball on pages 24 and 25. The descriptions of the *Throw and Run* exercise and *Team Rounders* include variations that will make the game accessible to all. There are also adaptations that will make the game more challenging by adding extra elements. The rounders media cards cover the different steps of the batting technique.
Batting with a flat bat

Internal focus of attention
- Hold the ball in your left hand and the flat bat in your right hand.
- Position your left arm in front of your body and stand with your left foot forward and your body facing the playing field.
- Swing your right arm backwards and subsequently forwards to hit the ball out of your hand.
- Let your batting arm follow through.

External focus of attention
- Hold the ball up in front of your body.
- Swing the flat bat backwards first and then forwards, hitting the ball in front of you.
- Let the flat bat swing all the way through.

Analogy
- Make a swinging movement with your arm or the flat bat.

Batting with a round bat

Internal focus of attention
- Position your feet at least shoulder width apart and with your body towards the stand that has the ball on it.
- Grip the bottom of the bat, with your right hand above your left hand.
- Move your hands towards your right shoulder and put your weight on your back leg.
- Turn your body inwards, swing your arms forwards in one powerful movement, and shift your weight onto your front leg.

External focus of attention
- Assume a stable standing position, facing the stand with the ball on it.
- Hold the bottom part of the bat.
- Move the bat back over your right shoulder.
- The bat should now be pointing backwards and upwards at an angle.
- Swing the bat forwards at great speed and hit the ball with the fat part of the bat.

Analogy
- Move as if you are making the bat slide on a table.
- Sniff your arm pit to emphasise that your elbows are pointed upward.

Batting tips

Differential learning
- Try to hit different kinds of balls.
- Practise with different bats, such as round bats, flat bats, rackets, etc.
- Hit the ball into the air for an arc trajectory or hit it straight.

Errorless learning
- The steps of errorless learning for batting are covered by the media cards, starting out with batting with a flat bat, batting a ball on a stand using a round bat, and ultimately batting balls pitched by yourself or a pitcher. There are also other possibilities for errorless learning. You can, for example, start easy by using a large ball, which is easier to hit. Once the child hits the large ball without any problems, you can move on to a smaller ball. This lets you slowly work towards a ball the size of a ‘genuine’ rounders ball.
Throw and Run

How to play
Split the class up into a fielding team and a running team. Position two buckets out in the field, roughly 5 metres apart. One member of the running team throws the ball into the field. As the fielding team tries to get hold of the ball and put it in the basket, the runner has the time to move as many bean bags as possible from one bucket to the other (one by one). As soon as a member of the fielding team has put the ball in the basket, he or she shouts 'freeze' to end the runner’s turn. If the runner has a bean bag in his or her hands, he or she has to return it to the first bucket. Teams change sides as soon as the running team has moved ten bean bags to the other bucket.

Materials
- A ball
- A basket
- 2 buckets
- 10 bean bags

Instructions for pupils
- Move as many bean bags as possible from one bucket to the other.
- Your turn ends when the fielding team has put the ball in the basket.
- Try to throw the ball to a place in the field where it will be hard for the fielding team to get to.

Adaptations
- Instead of putting the ball in the basket, wheelchair users can place it in their lap or hold it up to freeze the runner.
- The buckets containing the bean bags can be placed on a chair to make it easier for wheelchair users to grab the bean bags.
- Children who struggle to throw the ball or who have trouble seeing the ball can throw a ball that takes a little longer to reach the other side.
- To make the game more challenging, you can include obstacles between the bean bag buckets. This will limit the number of bags children can transfer during one turn.
- To make it a more active game, you can have two courts next to each other, so that children can play in smaller teams and have to wait less between turns.
- Instead of changing sides after moving ten bean bags, the teams can play rounds of 5 minutes. Each team must then try to move as many bean bags as possible within that 5-minute time span. The team with the most bean bags moved wins the game.

Team Rounders

How to play
Split the children up into a fielding team and a batting team. The batting team’s objective is to score as many points as possible. A point is earned when a child has run past all the posts without penalty points. A home run (all posts rounded in one go) is worth 2 points. The fielding team’s objective is to get the ball into the basket as quickly as possible to force the batter to stop running. As soon as the ball is out of play, the batter’s turn is over and all members of the batting team who are in play must be on a base. If a batting team member is not on a base, he or she will get a penalty point and is out. If a fielding team member catches the batter’s ball, the batting team also gets a penalty point. Teams change sides when the batting team has scored ten points or has three penalty points.

Materials
- 5 posts
- A flat bat
- A soft ball
- A basket

Instructions for pupils
- After hitting the ball, you have to place the bat in the circle at home base, otherwise you get a penalty point.
- If the fielding team catches the ball, the batting team gets a penalty point.
- As soon as the ball is put in the basket by the fielding team, all batting team members in the field must hold on to a post. If they do not, they get a penalty point.
- There can be no more than two children by a post. A third child will have to run to the next post.

Adaptations
- Instead of putting the ball in the basket, wheelchair users can place it in their lap or hold it up to freeze the batter.
- You can place red dots on the floor as ‘intermediate bases’ between the posts. Children who need a little more time to move between posts can use these intermediate bases. These children will wear a ribbon during the game.
- Children who have difficulty batting can be allowed to throw a different kind of ball, one that will give them enough time to reach first base, instead of batting with the flat bat.
- Instead of posts, you can use obstacles to serve as bases, such as a vaulting box that children have to climb over, a bench they have to walk across, or other obstacles that are suited to the children’s abilities. A player is safe when he or she reaches an obstacle, but he or she can still continue to overcome the obstacle after the ball has been put in the basket. After clearing the obstacle, he or she will have to wait until the next player has brought the ball back into play.
Football

Football is the most popular sport in the Netherlands, especially among boys. It is important for everyone to be able to join in with a game of football. This can be very difficult for children with an impairment, however, as the ability to kick the ball is the most important element of football. The technique needed to kick a football is detailed in this section. Team play must not be underestimated either. The Sitting Football and Fat Mat Football exercises focus particularly on the team aspect. Adaptations to accommodate players with different levels of ability are also covered here. A number of principles of differential learning and errorless learning can be applied to the sport of football as a whole.

Differential learning

- Practise playing while wearing shoes, socks or no footwear at all.
- Play with different kinds of balls.
- Shoot with your left foot or your right foot.
- Play on a large or a small pitch.
- Vary the number of players on a team.
- Play with or without a goalkeeper.
- Try to either only pass the ball over the ground or only through the air.

Errorless learning

- The easier it is to survey the playing area, the easier football is, so start out with a small pitch and only a few players. When practising attacking and scoring, you can consider having more strikers than defenders. And when practising defending, you can have more defenders than strikers.
- Use a lightweight, softer ball that everyone will find easy to kick.
**Shooting**

**Internal focus of attention**

- Start your run-up with small steps. Make the last step before shooting the ball a large one.
- That last step should place your non-kicking foot right next to the ball, with your toes pointing in the direction of your shot.
- Strike the ball just below the centre with the instep of your kicking foot.
- Lean your body back slightly to make the ball go up. Let your shooting leg follow through.

**External focus of attention**

- Stand to the left behind the ball.
- Start your run-up with small steps and end with a large step. You can perfect your run-up by tracking it using cones that the teacher has placed at exactly the right distance from each other.
- Make sure you are facing the goal.
- Strike the ball just below the centre.
- Shoot the ball with an arc.

**Analogy**

Pretend you are scooping up the ball with your foot to make it go into the air.

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**Differential learning**

- Shoot with or without a run-up.
- Try starting with your back towards the goal.
- Shoot with your eyes shut.
- Aim for a goal with or without a goalkeeper.
- Shoot with your left foot or your right foot.
- Practise shooting from different angles.

**Errorless learning**

You can gradually increase the level of difficulty of shooting the ball in various ways. First of all, you can have the children start out by standing closer to the goal. Once they get the hang of that, you can have them take a step back or shoot from different angles. The size of the goal can also be varied. Start with a large unmissable goal. Make the goal smaller as the children get better at shooting the ball. This will gradually require more aiming precision. You can also start out without a goalkeeper and only use a goalkeeper at a later stage.

**Adaptations for wheelchair-bound children**

For children in a wheelchair, you could consider using an aid that enables them to shoot the ball, such as a hockey stick. You can also allow them to score by using their wheelchair to roll the ball against the goal, in which case you may want to opt for a goal without a goalkeeper. The descriptions of Sitting Football and Fat Mat Football contain further tips for adaptations.
Fat Mat Football

How to play
Split the children up into teams of 3 to 6 players. Use two fat mats as goals. Each team has a goalkeeper who stands on his or her team’s fat mat. To score a goal, a team has to get the ball onto the other team’s fat mat. Hitting the side of the mat does not count as a goal. The first team to score 5 points wins the game.

Materials
• 2 fat mats
• A foam ball or a football

Instructions for pupils
• Try to score by shooting the ball onto the mat, hitting the sides does not count.
• Remember to pass the ball to a teammate when he or she is in a better position to score.

Adaptations
• A child that is unable to kick the ball can be allowed to use a foam hockey stick, but the ball will have to be light enough.
• Children in a wheelchair who cannot kick the ball can be allowed to score by rolling the ball against the mat or by throwing the ball.
• If one or more of the players are in a wheelchair, you can consider using a special ball for wheelchair football.
• If the game proves too difficult, play without goalkeepers.
• The number of players and the size of the pitch can be varied to make the game more active and make it easier or harder to score. You can also split the gym up into two pitches and have two simultaneous games side by side.
• To make the game more dynamic, you can play with more than one ball.
• Instead of playing for 5 minutes, you can have the teams play until one team has scored three goals, for instance.

Sitting Football

How to play
Split the children up into three teams of 3 to 6 players. Two teams play each other, while the third team waits on the bench. Place a gymnastics bench on its side at either side of the pitch to serve as goals. Have everyone sit on the floor. Each team must try to score as many points as possible by kicking the ball against their opponents’ bench. After 5 minutes, the game is over and the losing team makes way for the third team. The winning team plays on. After a team has won three games in a row, they are substituted.

Materials
• A foam ball or a football
• 2 gymnastics benches

Instructions for pupils
• Try to score a goal by kicking the ball against the other team’s bench.
• Pass the ball to a teammate who is in a better position to score.
• Position yourself to make it easy for a team member to pass the ball to you.

Adaptations
• Children in a wheelchair, or who have reduced leg function, can be allowed to score by rolling the ball against the bench using their wheelchair.
• A child that is unable to kick the ball can be allowed to use a foam hockey stick, but the ball will have to be light enough. Make sure they are careful not to hit children sitting on the floor.
• If there are children playing who cannot get up out of their wheelchair, you can have the other children sit on chairs as well. This does, however, change how the game is played sitting down. As the children are forced to stay in one place, team play and passing the ball will become even more important.
• Instead of sitting on the floor or on chairs, you can also have all the children play this game while sat in a wheelchair. The children will then be allowed to move around the playing area.
• You can also have the children practise passing and shooting the ball from a seated position first, before having a proper match.
• The number of players and the size of the pitch can be varied to make the game more active and make it easier or harder to score. You can also split the gym up into two pitches and have two simultaneous games side by side.
• To make the game more dynamic, you can play with more than one ball.
• Instead of playing for 5 minutes, you can have the teams play until one team has scored three goals, for instance.
Korfball is a game where passing and scoring are key. In this section, we will detail two different scoring techniques: the jump shot and the running shot. This is followed by tips for differential learning and errorless learning that can be used for both scoring techniques. For details on how to pass the ball in korfball, refer to the one-handed overarm throwing technique in the section about dodgeball on page 25, and the chest pass technique in basketball on page 33. The Ten Ball exercise focuses mainly on passing, while the Shoot-out exercise lets children hone their scoring skills. The korfball media cards also go into scoring.
**Shooting**

**Internal focus of attention**
- Stand with your feet shoulder width apart.
- Hold the ball with your fingers in a W shape, at shoulder height.
- Bend your knees and lower your hands somewhat.
- Straighten your knees and move your arms upwards. Throw the ball when your arms are straight and jump up. Keep your arms in that position after throwing.

**External focus of attention**
- Face the basket.
- Hold the ball tightly between your fingertips.
- Move the ball downwards first before propelling it upwards.
- Throw the ball overarm. Let go of the ball at the highest point and aim for the back of the basket.
- Throw the ball with an arc.
- Jump up as you throw and point at the ball after releasing it.

**Analogy**
- Pretend to be a spring that is first compressed and then stretched.
- Make the shape of a 6 using the ball.

**Running shot**

**Internal focus of attention**
- Hold the ball with two hands underarm.
- Take two steps towards the basket.
- Move the ball downwards first before propelling it upwards.
- Throw the ball overarm. Let go of the ball at the highest point and aim for the back of the basket.
- Throw the ball with an arc.
- Jump up as you throw and point at the ball after releasing it.

**External focus of attention**
- Take two steps towards the basket.
- Hold the ball away from your body.
- Make sure your last step before shooting is into the circle the teacher has marked on the floor.
- As you jump, move the ball up as high as you can.
- Release the ball when it is at the highest point.
- Point at the ball as it travels towards the basket.

**Analogy**
- Hold the ball as if it were a bowl.
- After jumping and shooting, emphasise the fact that you keep walking.

**Errorless learning**
- To begin with, have the children shoot from a static position. Once they are managing that, have them practise the final step, continuing to walk after shooting. Only then can they start practising the entire move, including the run-up. You can also gradually reduce the size of the ring to increase the level of difficulty. One option would be to start with a hoop that someone holds up horizontally or is placed between two vaulting boxes. Gradually make the ring smaller until it is the size of a regular korfbball basket. You can also gradually raise the height of the ring.
Jump shot & running shot tips

### Differential learning
- Also throw one-handed.
- Throw while standing still or while moving.
- Shoot with your eyes shut.
- Shoot while sat on a chair or in a wheelchair.
- Shoot while standing on a vaulting box.
- Aim for various kinds of targets, such as a hoop.
- Practise with or without a defender.
- Try shooting different kinds of balls.
- Try shooting over an obstacle, such as a fat mat or a screen in front of the basket.

### Errorless learning
You can start the exercise with the basket on the floor. As soon as the children have mastered throwing the ball into the basket, you can start putting it higher up. You can also have the children throw from close to the basket in the beginning, and then gradually have them take a step back away from the basket.
Ten Ball

How to play
This game is played with two teams. When one team has the ball, they must try to keep it in their team by passing it to each other ten times. A player is not allowed to pass the ball back to the player who passed the ball to him or her. If a team succeeds in passing the ball ten times without the other team intercepting the ball, they get 1 point. If they fail, the other team gets to have a go at passing the ball ten times. The team with the most points wins the game.

Materials
- A korfball ball

Instructions for pupils
- Try to pass the ball ten times as a team.
- You are not allowed to walk with the ball.
- Make sure you are not marked so that your teammates can pass the ball to you.
- Do not all swarm around the player who has the ball.

Adaptations
- If it is hard for a child in a wheelchair to catch the ball, you can allow him or her to let the ball bounce once before catching it.
- You can also agree on the rule that the child with the ball can take two steps to make it easier to find a teammate to pass the ball to. A child in a manual wheelchair can then be allowed to move forwards two strokes, while a child in an electric wheelchair can be allowed to move forwards while counting to three.
- The children can also learn to pivot.
- Start out with a large playing area, so that it is easy to stay unmarked.
- If it proves difficult to pass the ball with defenders around, you can play with more attackers than defenders.
- If ten passes proves too difficult, you can lower the number of passes.
- In case of a large group, you can play with more than two teams and have teams take turns. Or you can have two games of ten ball at the same time side by side.

Shoot-out

How to play
The children are split up into small groups. They are lined up behind each other. The first child in line stands 2 metres away from the basket and tries to shoot the ball into the basket. If he or she scores, he or she moves back to the back of line. If he or she misses, he or she enters the danger zone. This means that the child will be out if the next child in line scores, but he or she will still be in the game if the next child also misses.

Materials
- One basket for each group
- A korfball ball for each group

Instructions for pupils
- Try to throw the ball into the basket

Adaptations
- Before playing in a match setting, have the children practice their shooting. The children are split up into small groups per basket. Hoops are laid out in front of the baskets, gradually further away from the basket. Each child starts in the hoop that is closest to the basket. If he or she scores, he or she moves back one hoop at his or her next turn. As long as he or she misses, he or she will continue to throw from the same hoop.
- Children will be standing still a lot in this game, but this can be reduced by playing with smaller groups. Children should then be grouped together based on their level of ability.
- The basket height can be altered to match group members’ ability or strength. You can also opt to place the basket on the floor.
- This game can also be played using the running shot.
- If the same children keep being out quickly, you can opt to play this game in teams, making sure the average skill level of each team is roughly the same. Try to score ten times as a team as quickly as possible. The first team to score ten times earns a point.
In badminton the focus is on the different strokes. This section will go into the underarm forehand, the backhand and the overarm forehand. This is followed by general tips for differential learning and errorless learning. The various techniques can be used for all badminton exercises. The Island Badminton game is all about team play, while Sitting Badminton is more about how to score a point. The exercise descriptions will detail the different ways in which the game can be adapted to children’s different abilities. Although not everyone may be able to get a specific badminton stroke right, everyone will be able to participate in the various games. The badminton media cards will follow this up with details on how to keep a badminton rally going.
Underarm forehand

Internal focus of attention
- Put your right foot forwards and your left foot back.
- Hold your right arm out in front of you.
- Next, move your arm backwards and then forwards with a short and quick stroke, hitting the shuttlecock.
- Let your hitting arm follow through with an upward swing, but not all the way over your shoulder.

External focus of attention
- Hold your racket up in front of you. Make sure the flat face of your racket faces upwards.
- Move your racket backwards, and then forwards with a quick stroke.
- Point after the shuttlecock with your racket, but do not swing your racket all the way over your shoulder.

Analogy
- Hold your racket like a handshake.

Underarm backhand

Internal focus of attention
- Step forwards towards the shuttlecock with your right foot at an angle.
- Move your right arm to the left side of your body with your elbow bent.
- Strike the shuttlecock underarm, with a quick and brief swing of your arm and wrist, while straightening your elbow.

External focus of attention
- Step out towards the shuttlecock.
- Move your racket forwards at an angle, to the left of your body.
- Strike the shuttlecock underarm, hitting it with a quick and brief stroke.
- Point after the shuttlecock with your racket.

Analogy
- Move as if you were throwing a frisbee.
**Overarm stroke**

**Internal focus of attention**
- Stand with your right foot back and your left foot forwards.
- Hold up your arm, making a 90-angle with your elbow.
- Point at the incoming shuttlecock with your left arm.
- Move your right arm backwards and then forwards with a quick stroke.
- As you do that, straighten your arm so that you strike the shuttlecock above your head.
- Follow through by swinging your hitting arm downwards, towards your left knee.

**External focus of attention**
- Stand with your left foot pointing in the direction of the incoming shuttlecock.
- Hold your racket up.
- Move your racket back, without lowering it. Swing your racket forwards in one quick movement.
- Try to strike the shuttlecock when your racket is at its highest point.
- Swing your racket down towards your left knee.

**Analogy**
- Hold your racket like a handshake.
- Pretend to swat a fly.

**Tips for a forehand, backhand & overarm stroke**

**Differential learning**
- Practise with different kinds of rackets, such as a badminton racket or a tennis racket, with a short or a long handle.
- Use different kinds of shuttlecocks or, for example, a ping pong ball, a balloon or a beach ball.
- Play with or without a net, or vary the height of the net.
- Change the size of the playing area.
- Aim at different targets.
- Make the shuttlecock fly with an arc or in a straight line over the net.
- Aim for the left or right side of the court, just behind the net, or close to the baseline.

**Errorless learning**
- A shuttlecock is very small and fast, and therefore difficult to hit. Children should therefore start out with a shuttlecock or balloon that is easier to hit and a racket that is easier to handle. This will give children more time to execute their strokes correctly. As soon as they are getting their strokes right, you can gradually up the level of difficulty until the children are able to use a normal badminton racket to hit a normal shuttlecock over the net.
- Errorless learning can also be applied to aim training. Lay out different targets across the court for the children to aim at. Start out with easy targets, such as a mat in the middle of the court. When that is going well, pick smaller targets and more difficult positions on the court, such as in a corner, by the baseline, or just below the net. This will help the children perfect their strokes and aim. To increase the level of difficulty to a proper rally, check the badminton media cards on page 98.
Island Badminton

**How to play**
Split the children up into pairs. Have them stand in hoops and face each other. Each pair must try to hit the shuttlecock to each other ten times, while always keeping at least one foot or one wheel in the hoop (i.e. on the island). As soon as they have completed a rally of ten, they earn 1 point. The pair with the most points wins the game.

**Materials**
- A hoop for each child
- A badminton racket for each child
- A shuttlecock for each pair

**Instructions for pupils**
- Try to hit the shuttlecock to each other ten times.
- Always keep at least one foot or one wheel on the island.
- Try to get the shuttlecock over to your teammate in a way that allows him or her to hit it back to you without leaving the island.

**Adaptations**
- Children who cannot use a racket can be allowed to throw the shuttle. Another option is to have them be part of a team with a child who can use a racket. This way, one child catches the shuttlecock (using a small bucket, if need be) and the other hits it back. Again, both children have to stay on their respective islands.
- For children in a wheelchair, you can draw the island on the floor using chalk to eliminate the hoop as an obstruction.
- If it proves tricky for some children to hit the shuttlecock to each other, they can start by catching the shuttlecock while standing on the island, and then hitting it back to the teammate. Once they get the hang of this, they can try hitting it back and forth.
- If striking a shuttlecock is still difficult, you can let children practise with a balloon or beach ball.
- Reduce the number of times they have to hit the shuttlecock back and forth if the children find it difficult to get to ten.
- If the exercise proves too difficult, you can make the island bigger.
- Depending on children’s ability, change the distance between the two hoops.
- This game can be played with or without a net.

Sitting Badminton

**How to play**
This game is played on a volleyball court. There are 6 to 8 children on each team. All children sit on a chair and are not allowed to get up. Children in a wheelchair are not allowed to move either. After each serve, the children move one position, so that everyone moves positions and gets to serve. If there are wheelchair-bound children playing, everyone must take their chair with them as they move on to the next position. The team that hits the shuttlecock and gets it to drop on the floor in the opposing side’s half, scores a point. After scoring a point, the scoring team gets to serve. If that same team scores three points in a row, the other team gets to serve. The first team to score 10 points wins the game.

**Materials**
- A volleyball net
- A chair for each child
- A badminton racket for each child
- A shuttlecock

**Instructions for pupils**
- Try to aim at a spot in the other team’s half that is difficult to get to.
- Make sure your racket does not hit the floor.

**Adaptations**
- Children that are having trouble hitting the shuttlecock with a badminton racket can be allowed to use something else to hit the shuttlecock.
- If the game is too fast with a shuttlecock, you can use a balloon or beach ball to slow it down.
- If the children cannot quite manage a rally yet, you can allow them to catch the shuttlecock or balloon first and then return it.
- The competitive element can be removed from the game by making it about keeping a rally going for as long as possible. When going for this option, it is important that you make sure that everyone gets to hit the shuttlecock and it is not just the skilled children hitting the shuttlecock back and forth.
- If not all children get to have a go during a game, you can play with fewer children on each team and on a smaller court.
Boccia is a ball sport that anyone can play and where aiming skills are key. Players can aim the balls by throwing or rolling them over the floor, or rolling them off a ramp. The following will provide detailed instructions on how to throw a ball overarm and underarm. The Connect Three and Ladder and Dice exercises describe different playing options that will allow players to practise aiming the balls. It also includes tips on how to make these games more challenging. The boccia media cards are also centred on aiming skills, which will gradually increase the required level of precision. Boccia as a sport also lends itself well to both differential learning and errorless learning.

**Differential learning**

- Practise with different kinds of balls.
- Throw with your left and your right arm.
- Aim at different targets, such as lines or circles on the floor, or try to throw the ball into a bucket.
- Try different throwing techniques: overarm, underarm, over the floor, or in an arc.
- Alternate the objectives of the exercise: to roll with precision, to knock other balls away or to knock your own ball closer to the target.

**Errorless learning**

- Start out by having the children aim at a target that is nearby, such as a chalk circle on the floor. As soon as they are managing that, you can gradually move the target further back. Only move the target when the child has properly mastered aiming at the target closer by. The size of the target can also be varied.
- Have the children aim at a large circle first, for example. Once they are getting a lot of balls into that target, you can start reducing the size of the target to increase children’s aiming precision.
### Throwing overarm

**Internal focus of attention**
- Hold the ball tightly in your hand.
- Move your arm backwards, with your hand at head height.
- Swing your arm forwards in one rapid movement.
- Try to straighten your arm and release the ball when your arm is straight.

**External focus of attention**
- Hold the ball tightly.
- Look carefully at where you want the ball to go.
- Move the ball backwards past your head.
- Now move the ball forwards as fast as you can and release it at the furthest point away from you.

**Analogy**
- Pretend to throw a paper plane very hard.

### Throwing underarm

**Internal focus of attention**
- Move your arm backwards while keeping it low.
- Look carefully at where you want the ball to go.
- Move your arm forwards as far as you can.
- Throw the ball when your arm is completely straight.

**External focus of attention**
- Look carefully at where you want the ball to go.
- First move the ball backwards close to the ground next to your chair/wheelchair.
- Now move the ball forwards and release it at the furthest point away from you.
- Throw the ball in an arc or roll the ball on the floor.

**Analogy**
- Move your arm like the pendulum of a grandfather clock.
Connect Three

How to play
Connect Three is played by two children. In front of them, they have a square of 3 by 3 metres drawn on the floor in chalk or marked out with tape, which is split up into nine squares. Both players sit on a chair at roughly 3 metres from the square. They take turns throwing a boccia ball, trying to make the ball land in one of the squares. The first child to connect three squares wins the game.

Materials
• Boccia balls
• A chair for each child

Instructions for pupils
• Try to be the first to connect three.
• Remember that you may sometimes have to use a defensive shot to prevent your opponent from connecting three.

Adaptations
• If throwing a boccia ball proves difficult, players can use a special boccia ramp to guide the ball.
• The size of the squares can be adapted to the children's abilities. Children can also sit closer or further away to change the level of difficulty.
• The game can be made more dynamic by also having the children try to knock other balls out of the squares or knock their own balls into a better position.
• If players are persistently failing to connect three, you can add the rule that there can be two balls in each square. The opponent will then only be blocked if there are already two of the other player's balls in a square.
• To increase the level of difficulty, you can turn this game into Connect Four.

Ladder and Dice Game

How to play
This game uses a ladder that is positioned sideways on the floor in front of the children. Children play individually. The child whose turn it is, throws two dice and adds up the numbers. Next, this child tries to throw the sum on the ladder using boccia balls, for which he or she has a maximum of five turns. For example, when he or she has thrown a 5 and a 3, the sum is 8. He or she can then either throw a ball directly into the 8, or one ball into the 6 and one into the 2, as long as the sum is also 8. If the child succeeds, he or she earns 1 point. If the sum exceeds the roll of the dice, his or her turn is over. The idea is to score as many points as possible.

Materials
• 2 dice
• A ladder with 12 spaces (can also be made of tape or drawn in chalk)
• Boccia balls

Instructions for pupils
• Try to throw the sum of the numbers on the dice using the boccia balls.
• Help each other work out in which spaces to throw the balls.

Adaptations
• If it is hard for a child to throw boccia balls, he or she can be allowed to use a ramp.
• This game can also be played using bean bags instead of boccia balls.
• To make it more difficult, mix up the values of the different ladder spaces or create a different pattern for children to aim at.
• You could position the ladder lengthways, which would make it harder to get balls into the higher numbers because they are further away. You can opt to practise without dice first; have the children try to throw to the next space every time.
• This game can also be played in teams. When playing in teams, have children take turns throwing a ball and try to match the sum of the dice.
Before children can play a sport such as volleyball, they need to master several different skills. This section will detail the overhand technique, underhand technique and a form of attack. The principles of errorless learning and differential learning can be applied to all these techniques. Volleyball also requires ball control and judgement, which will therefore also be covered in the exercises. The Throwing and Catching Challenges have children practise controlled throwing of a ball that they, or a teammate, also have to catch. This makes this game not only suited for volleyball training, but also for other ball sports, such as basketball and korfball. Balloon Volleyball can be used to work on various volleyball techniques, or other ways of getting the ball over the net, using a balloon or beach ball. The volleyball media cards will go into the basics of the game of volleyball, such as passing, hitting the ball over the net and changing positions.

**Errorless learning**

All techniques can first be practised without a net. When this is going well, have the children hit the ball over a low-hanging net, which can be raised gradually. If there are many different levels of ability within a class, consider having multiple small courts with the nets at different heights. If this is not possible with nets, use a rope or something similar. When practising the overhand and underhand technique, split the children up into pairs. Have them stand close together. One child throws the ball, and the other tries to return it using either the overhand or underhand technique, ensuring that the other player can catch the ball. Change roles. As soon as both children manage to do this, have them return the ball without catching it first. To up the level of difficulty even more, have them play the ball over a net. You can also have three children pass the ball to each other.

**Differential learning**

- Practise with different kinds of balls.
- Play with or without a net. Adjust the height of the net.
- Adjust the size of the playing area.
- Have players play sitting down or standing up.
- Alter the various techniques while practising.
**Overhand technique**

**Internal focus of attention**
- Position your feet shoulder width apart and face your body towards the ball.
- Bend your knees and elbows slightly, and hold your hands up in front of your face. Make a triangle with your thumbs and index fingers.
- Before playing the ball, bend your knees and elbows a bit further.
- Play the ball with your fingertips and straighten your body and arms all the way. Follow the ball through with your fingers.

**External focus of attention**
- Make sure you are positioned underneath the ball when playing it.
- Bend your knees first and then stretch out towards the ball.
- Play the ball in an arc.
- Point at the ball after you have released it.

**Analogy**
- Move your body up and down like a spring.

**Differential learning**
- Play the ball one-handed.
- Jump up as you play the ball.
- Try to play the ball forwards, backwards or sideways.
- Play the ball up into the air for yourself or pass it to a teammate.

**Underhand technique**

**Internal focus of attention**
- Position your feet shoulder width apart, with your body facing the ball.
- Keep your knees bent and your torso bent forwards.
- Fold your hands together with your arms straight.
- Angle your arms towards the floor.
- When the ball comes in, bend your knees further. Let the ball land on your lower arms and play the ball by straightening your legs.

**External focus of attention**
- Stick a piece of tape on the part of your arms where the ball should hit and try to make the ball land on that precise spot when playing the ball.
- Strike the ball exactly in the middle.
- Make sure the ball travels in an arc.

**Analogy**
- Pretend you are cheering after someone has scored a goal.

**Differential learning**
- Play the ball up into the air for yourself or pass it to a teammate.
- Try to play the ball close to the ground or higher into the air.
- Play the ball straight ahead or to the left or right.
- Try to play the ball over the net or to a teammate.
Attacking

Internal focus of attention
Take a run-up. Take a big step forwards with your right foot, and then close your legs by putting your left foot next to your right foot.
Bend your knees, and move your arms backwards to give your jump an extra boost.
Jump and swing both your arms in an upward direction. Your left hand points towards the ball, while your right arm moves backwards over your shoulder, and then swings forwards to hit the ball with the palm of your hand.
Note: This is a rather complicated technique. You can gradually work up to it using the errorless learning method.

External focus of attention
Take a run-up towards the net from the side.
Jump and strike the ball when it is at its highest point.
Try to hit the ball downwards to make it bounce in the other team’s half.
Strike the top side of the ball.

Analogy
Make the shape of a pitched roof with your hand if you want the ball to go the floor fast.
Pretend you are high-fiving the ball.

Differential learning
Hit the ball straight ahead or downwards.
Try to hit to the left and right side of the court.
Hit the ball while standing on a vaulting box to make it easier to hit it downwards.
Try to hit the ball while another player tries to block the ball.
Aim at different objects in the playing area.

Errorless learning
Have the children practise this technique from a stationary position first, where the ball is thrown towards them and the children try to hit it in a downward direction. Once they are managing that, include the jump. Only when they have gotten the hang of that should you add the run-up before the jump. Each of these steps can also be practised without a net first. You can then add the net later, and gradually raise the net. To get the children to practise their aim, you can draw a large square on the floor on the other side of the net (using chalk, for example) for the children to hit the ball into. When they get good at hitting that target, you can make it smaller to make it just a little bit harder to aim at.
Balloon Volleyball

How to play
Split the children up into teams of 2 to 4 players. Have all children sit on the floor in a playing area. The game is played with a balloon. The players try to move the balloon by tapping or hitting it, and they score points by making the balloon land in the other team’s half. To start a rally, the balloon is served from the centre of a team’s own half.

The team that has scored a point gets to serve. Players can pass the balloon to each other in their own half a maximum of three times before playing it over the net.

**Materials**
- Stands with a rope or a net
- A balloon or beach ball

**Instructions for pupils**
- Try to make the balloon hit the floor in the other team’s half. This will earn you a point.
- Serve stays with the scoring team.
- Players on a team take turns serving.
- After playing the balloon over the net, move back to the centre of your half.

**Adaptations**
- Children who find it hard to sit upright can be given something to lean their backs against.
- If there are children playing who are in a wheelchair, you can have the other children sit on chairs as well.
- Children who lack strength in their arms can be given an aid to hit the balloon, such as a racket, or they can be allowed to head the balloon.
- If the children’s abilities allow it, you can have them play the game while lying on their backs. They can then hit the balloon with their hands or kick it with their feet.
- Also when children have problems using their arms, but do much better with their legs, you can position them in a way that allows them to kick the balloon.
- Instead of scoring points, the objective of the game can also be to keep a rally going as long as possible. This will force the two teams to work together.
- Instead of having the rule of a maximum of three passes before playing the ball across the net, have the teams pass the ball to each other at least two or three times to prevent children from playing the ball straight back across the net. This will foster team play.
- If children struggle to control the balloon, they can be allowed to catch it first and then throw it up for themselves and pass it to a teammate or play it over the net.
- If the players have gotten really good at playing the game with a balloon or a beach ball, have them play with a regular volleyball.

Throwing and Catching Challenges

**How to play**
The children have been split up into pairs and each pair has found a place in the gym to do the exercise. They will be taking on various challenges together. The PE teacher chooses the challenge. The challenges are intended to have the children work on their ball skills. There are many different challenges that involve throwing the ball up high and catching it. Have the children, for example, throw up the ball with one hand or two hands, catch the ball themselves or have their companion catch it, catch the balloon after a bounce (maybe even in a loop) or without a bounce, and you can even have them play the game sitting down. There are various possible variations on this exercise for additional challenges.

**Materials**
- A volleyball for each pair

**Instructions for pupils**
- When throwing up the ball for yourself, make sure you throw it as straight into the air as possible.
- If someone else has to catch the ball, try to make sure you throw it in a way that allows him or her to catch it without having to move from their position too much.
- Keep your eyes on the ball while doing the challenges.

**Adaptations**
- This exercise can be expanded based on the children’s abilities. Consider splitting the class up into pairs or groups based on ability, so that children practise with other children who have the same level of ability. For children with good ball skills, come up with more difficult challenges or have them do multiple challenges in a sequence. Examples of more difficult challenges:
  - Throw up the ball, clap your hands once in front of you and once behind your back, and catch the ball.
  - Throw up the ball, do a 360-degree turn and catch the ball.
  - Throw up the ball, touch your head, shoulders, knees and toes, and catch the ball.
  - Throw up the ball and swap places, the other player catches the ball.
- Use a lightweight ball if children have trouble throwing and catching the ball, or if they are scared of the ball. However, if the children are very good at throwing and catching the ball, you could opt to use a heavier ball.
The sport of hockey has a number of key elements to it: passing, scoring and ball control. The techniques detailed here will go into the first two of these skills, i.e. the push stroke that is either used to pass the ball or to score, and the trap that is used mainly when receiving a pass. These techniques feature both in the Slide Ball exercise and on the media cards focused on passing the ball. Aside from that, this section also presents the Ring Hockey exercise. This game includes many of the elements that are also used in regular field hockey, such as the push pass. The principles of differential learning and errorless learning can be applied to multiple elements of the sport of hockey.

**Differential learning**
- Use different balls.
- Practise with different kinds of sticks.
- Play on a large or a small pitch.
- Vary the number of players on the pitch.
- Try playing while walking, sitting down or lying down.
- Use multiple goals.
- Play with multiple balls.

**Errorless learning**
The push and trap techniques are used together to pass the ball, which the children can practise in pairs. Have the children start by passing the ball over a short distance to make it easier. Gradually increase the distance as they get better at it. You can also start the children off with a soft, lightweight ball. Such a ball will be easier to trap and hit, and it will minimise the chance of accidents.
**Push pass**

**Internal focus of attention**
- Hold your stick with both hands, with your left hand at the top and your right hand in the middle.
- Position your feet shoulder width apart. Turn your left shoulder in the direction of your pass.
- Step out with your left foot. Move your arms forwards and push your right arm in the passing direction.
- Point at the ball after you have released it.

**External focus of attention**
- Hold your stick in front of your body.
- Position the stick behind the ball.
- Step out in the passing direction.
- Move the stick forwards on the ground and maintain contact with the ball as long as possible.
- Make sure the ball rolls on the ground and does not take off.
- Follow the ball through with your stick (with the head pointing upwards).
- Hold your stick close to the ground.

**Analogy**

**Differential learning**
- Aim at different targets, such as a goal, a cone, a cube or a spot on the wall.
- Push from the left side or right side of your body.
- Push from different angles and in different directions.
- Practise passing while standing still or while dribbling with the ball.
- Use balls that vary in size or weight.

**Errorless learning**
- When practising the push pass, you can also practise aiming. You can use different goals, where scoring in the easy ones, where children will almost always succeed, will earn them only a few points and scoring in the hard ones will earn them more points. Given that they can always score points, they still get to experience success.

**Trapping**

**Internal focus of attention**
- Hold the stick with your left hand above your right hand.
- Position your feet shoulder width apart, with your left foot slightly further forwards than your right foot, and with your knees bent.
- Make a step with your left foot forward, bend your knees further and push the stick against the floor.

**External focus of attention**
- Position yourself so that the ball comes straight at you.
- Hold your stick in front of you.
- Step out and lower your stick to the ground.
- Trap the ball using the handle and not only the head.
- Tilt the stick forwards a little bit so that the ball cannot shoot over the stick.

**Analogy**

**Differential learning**
- Trap balls coming at you from all sides.
- Try to trap both slow and fast balls.
- Try trapping a ball with the wrong side of your stick.
- Practise with different kinds of balls and sticks.

**Errorless learning**
- Start out by trapping a ball that is coming in slowly. This will give children plenty of time to assume a good position and be ready to trap the ball. When this is going well, reduce the time children have to prepare for an incoming ball by rolling the ball faster or reducing the distance. When this is also going well, increase the level of difficulty even further by passing the ball to somewhere that the player will first have to run to.
Slide Ball

**How to play**
This game is played by four players. The playing area is split up into four squares. In each corner, there is a mat with the front corners raised on two cones to make four goals. The children each have their own square to play from. They have to intercept balls and aim them into the other players' goals. Players cannot retrieve balls from under their mat. The game is over when all balls are under the mats. The player with the fewest balls under their mat wins the game.

**Materials**
- 4 small mats
- 8 cones
- 4 hockey sticks
- Small, lightweight balls, such as perforated plastic balls or tennis balls

**Instructions for pupils**
- Try to play the ball under another player's mat.
- Stay in your square.
- Balls under your mat are out of play.
- It is not allowed to lie down in front of your goal or block balls with your feet.
- Balls must be played with a sliding motion, so that the balls stay on the floor.

**Adaptations**
- You can add two-pointers to the game: different kinds of balls that are worth 2 points.
- The game can be made more difficult or easier by, for example, varying the size of the playing area, having more children play (with their own mat), or playing in teams.
- Another option is to place obstacles in the playing area, such as cones or cubes. When a player hits an obstacle, he or she gets a penalty point, and has to put the obstacle under his or her mat, so that they can be counted when the game is over.
- Wheelchair-bound children can be allowed to play with a shorter-than-usual hockey stick.
- When there are children in a wheelchair playing, you can opt to have everyone play sitting down, either also in a wheelchair, on a regular chair, or on the floor.
- The weight of the hockey stick can also be adapted to a child's level of ability.
- If there is not enough room to make a goal for each player, you can have them play in pairs, with one child playing and the other coaching, or one child trying to score and the other defending. They switch roles when another team scores against them.
- If scoring proves too difficult, change the size of the goals or play without fixed squares. This will allow children to move freely across the playing area.
- An exception can also be made for children who lack strength by allowing them to partly enter another player's square. Have these players wear a ribbon.

Ring Hockey

**How to play**
Split the children up into three teams, one of which waits on the bench. Make a goal out of two cones at either end of the playing area. The children must try to score points by slinging a ring into the other team's goal using a stick. Players can also pass the ring to a teammate who is in a better position to score. After six goals or 5 minutes, the losing team makes way for the third team. The winning team keeps playing until they have won three games. At the start of each game, the teams have an equal number of rings.

**Materials**
- A stick (plastic or wood) for each player
- 6 rubber rings
- 4 cones

**Instructions for pupils**
- Make sure you do not swing the stick above hip height.
- You are not allowed to cross the centre line.
- Sling a ring by placing your stick through the ring and swinging the stick forwards.
- Block an incoming ring by sticking your stick through the ring or holding your stick up in the ring's trajectory. You are not allowed to use your feet to block a ring.

**Adaptations**
- Wheelchair-bound children can be allowed to use a shorter stick.
- When there are children in a wheelchair playing, you can opt to have all players sit in a wheelchair.
- When there are players who are unable to score because the centre line is too far from the goal, you can add extra rules, such as to allow one child on each team to enter the opponents' half. This particular child will then only be allowed to score using a ring that is passed to him or her by a teammate.
- Instead of aiming at a goal, you can have children aim at cones or other objects that can be knocked over.
- To foster team play, you can add the rule that the ring must be passed at least once before it can be slung towards the goal.
In the first part of this handbook, the principles of errorless learning were used to adapt exercises to ensure that everyone can join in. However, errorless learning can also be used to gradually raise the complexity of exercises. By doing this gradually, children will find themselves playing increasingly difficult games that are getting closer and closer to the actual sports from which they are derived. These gradual steps in errorless learning generally focus on specific skills, allowing children to really hone these skills.

This set of media cards contains a series of exercises for each sport covered in this handbook, whereby the complexity is gradually increased to facilitate learning. These cards include illustrations so that they can be used to explain these exercises and help children visualise them. They can also be used for future reference whenever the children need it.
1 Tag games

Card A - Name Tag
How to play
For this game, you need at least five players. Everyone runs around in the gym, or part of the gym. The PE teacher (or a child that has been assigned this role) calls out the name of one of the children. This child is it. From the moment the child who is it has been named, he or she gets a certain amount of time, such as 30 seconds, to tag as many children as possible. Children who have been tagged stay in the game, but the child who is it cannot tag the same child twice without tagging another child first. When the time is up, the teacher calls out another name, and that child is it. This game can be played with a competitive element by keeping score of which child has tagged the most children.

Card B - Tag 'it'
How to play
One of the children is now permanently it. This child must try to score as many points as possible and receives 1 point for each child tagged. The PE teacher (or a child that has been assigned this role) calls out the name of a child that must then try to tag the child who is it. When the teacher calls out another name, this child must try to tag the child who is it. If the child who is it is tagged by the child whose name was called out, the child who is it will lose all the points he or she had accumulated up to that moment.

Card C - Tag 'it' with obstacles
How to play
This game is the same as the one described on card B, but now with added obstacles in the form of several benches in the playing area. During the game, the children are not allowed to jump over the benches; they have to run round them.

2 Running games

Card A - Train v Pursuer
How to play
This game is played in groups of at least four children. Three children hold a (skipping) rope, which they cannot let go of during the game. This group (the train) then starts to run around the cones that have been placed in a circle. Once the train is halfway into its lap, the fourth child (the pursuer) starts to run, and the clock starts. The pursuer’s objective is to catch up with the train as quickly as he or she can. The pursuer is probably faster because he or she is on his or her own. As soon as the pursuer tags the last child of the train, the clock stops. The first child of the train then becomes the pursuer and the previous pursuer joins the back of the train. The pursuer with the fastest time wins the game.

Adaptation
If the pursuer is unable to catch up with the train, he or she can be allowed to start earlier. Children in a wheelchair can be allowed to tag the last child of the train using a soft stick.

Card B - Train v Pursuer with obstacles
How to play
The game is the same as the one described on card A, but now with added obstacles around the cones. The pursuer will now probably catch the group faster, as negotiating the obstacles is easier for one child by itself.

Possible obstacles:
- Go through a hoop/bicycle tyre/large rope. If there are children playing who are wheelchair-bound, make sure the opening is large enough and the bump not too high, so that a wheelchair can wheel through it.
- Zigzag between cones.
- Duck to pass underneath a hurdle.
- Walk lengthways across a bench without stepping on the floor.
- For wheelchair-bound children: a mat with sticks underneath it to create a wobbly track for them to wheel over.

Card C - Train v Pursuer with obstacles and a ball thrower
How to play
This game is the same as the one described on card B, but now one child from the train stands behind a line outside the circle, holding a foam ball. The pursuer will now not try to tag the train, but instead run as many laps as possible within a pre-agreed time span. The ball thrower tries to hit the children in the train and the runner with the ball. When a child is hit by the ball, he or she must run a lap around a penalty cone that is positioned several metres away from the circle, after which he or she can return to the game. When one of the children in the train is hit, the whole train must run a lap around the penalty cone. The train must try to run just as many laps as the runner. After time has run out, the runner becomes the ball thrower, the first child of the train becomes the runner, and the ball thrower joins the back of the train.
Card A - Mannequin

How to play

All children dance or move freely to the music in the gym. When the music stops, everyone must freeze. The child that takes the longest to freeze is out and must stand on the sideline. The game continues until there is only one child left. The idea is to respond quickly to the starting and stopping of the music. Some children will not be able to stand completely still. For these children, you have to look at how well they have understood the idea behind this game. During the first round, the PE teacher is the judge. After the first round, if possible, the child that is out takes over as judge for the next round.

Card B - Mannequin Memory

How to play

The exercise starts in the same way as the game described on card A. When the music stops, two children are picked from the group. They have to take a good look at the group and then leave the gym. The PE teacher then chooses two children who have to change their pose. Next, the two other children are invited back into the gym and have to figure out which children changed their pose. If they get it right, they get to give the sign for everyone to start moving again, and the music starts again.

Adaptation

Instead of giving the sign for everyone to start moving again, they can also unfreeze everyone gradually. They must do so by naming a body part that the children are allowed to move, such as a hand or an arm, and then another one. This continues until the children can move their whole bodies again.

Card C - Mannequin with tasks

How to play

The children are still moving to the music, but now the PE teacher (or a designated pupil) decides how the children have to move. The trick is that all children have to try to synchronise their moves to the beat of the music. This can involve different dance steps, such as the ones listed for the dice game on page 16. Again, everyone must try to freeze as soon as the music stops.

Adaptation

If there are wheelchair-bound children taking part, you can choose moves that children in a wheelchair can also do to a large extent, such as by including arm movements, turns or forward and backward movements.

Card A - Balancing on benches

How to play

Three benches are positioned lengthways next to each other. The first bench is upright as normal, the second has five cubes on top of it, and the third is upside down. The children must try to walk over all three benches in small groups. They can ask for help, such as for someone to hold their hand.

Card B - Balancing on benches on two climbing frames

How to play

The first bench is hooked into a climbing frame to create a ramp, and the second bench is positioned between this climbing frame and the second climbing frame. The children walk along the two benches and jump from the second climbing frame onto the fat mat. Based on children’s level of ability, you can place the first bench at a steeper angle.

Card C - Balancing on a see-saw

How to play

Make a see-saw by placing a bench on the floor, placing a mat across it at a right angle, and then another bench on top of the mat, also at a right-angle to the first bench. Children must work together in pairs, with one child trying to keep his or her balance on the top bench and the other child helping. After that, they switch roles.

Adaptations

The level of difficulty of this activity can be increased by having the child walk along the top bench or having two children try to keep their balance on the bench together.

The three different set-ups can also be combined into one large course. The set-ups for wheelchair users and walkers can be combined to turn it into a game of tag with obstacles.

Exercise to music

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Adaptations

The level of difficulty of this activity can be increased by having the child walk along the top bench or having two children try to keep their balance on the bench together.

The three different set-ups can also be combined into one large course. The set-ups for wheelchair users and walkers can be combined to turn it into a game of tag with obstacles.
Card A - Mat course with small mats

How to play
The children move from mat to mat, where the mats are arranged as follows:
- Small mats in a row.
- A long mat with small mats underneath one side of it.
- A long mat with small mats underneath both sides. There are also ropes hanging over the long mat, which have to be avoided. The PE teacher moves these ropes to make it harder to avoid them.

Card B - Mat course with sticks

How to play
Like with card A, the children move from mat to mat, but now there are sticks instead of small mats underneath the long mats. You can also place multiple sticks next to each other underneath the mats.

Card C - Mat course with a slope

How to play
This course includes a height element. There is now a stack of small mats underneath the long mat. At the highest point, this stack is just as thick as a fat mat. It is okay for the end of the course to be a bit steeper than the start.

The three different set-ups can also be combined into one large course. The set-ups for wheelchair users and walkers can be combined to turn it into a game of tag with obstacles.

Card A - Aiming at a wall climbing frame

How to play
In small teams of 2 to 3, the children take turns trying to throw a ball through the spaces of the climbing frame on the wall. When a child manages to throw a ball into a specific space between the rungs, this space is marked using one of the team’s ribbons. The first team to have a ribbon in five different spaces wins the round.

Adaptation
To increase the level of difficulty, you can turn this game into Connect Three.

Card B - Throwing newspapers off the wall climbing frame

How to play
The game set-up is the same as for card A, but now with one added element. A newspaper sheet is draped over each horizontal rung of the wall frame. The children take turns throwing a ball to try to knock a newspaper sheet off the frame, until there are no newspaper sheets left on the frame. The team that has knocked off the most newspaper sheets wins the game. This game can also be played using bean bags instead of balls.

Card C - Aiming at an open vaulting box

How to play
Place a vaulting box in the centre of the playing area and remove the top part. Agree on a throw line on both sides of the vaulting box. Split the children up into two teams of between 2 and 6 players and have each team stand behind their throw line. Both teams get the same number of balls, and each team has its own colour. The teams must try to throw the ball into the vaulting box from behind their throw line. The first team to have all balls in the vaulting box wins the game. Balls that land outside the vaulting box can only be retrieved when the team has run out of balls and the PE teacher has called a time-out.
Card A - Aiming at hoops

How to play
The children practise in small groups of about 4 children. Each group has several hoops laid out in front of them, some further away than others. The nearest hoop is worth the least points, and the furthest the most. You could write the points for each hoop inside the hoop using chalk or tape. Children take turns trying to throw a ball into a hoop, with each child having his or her own ball. The idea is to score as many points as possible within a certain time span or a certain number of turns. The aim can be to score as many points as possible as a team or to have the team members compete with each other.

Adaptations
The weight and size of the ball and the distance to the hoops can all be adapted to the children's level of ability. You can also scatter the hoops all over the gym, instead of arranging them in a line.

Card B - Aiming at a basketball or korfball basket

How to play
The objective of this exercise is the same as for card A. The children must try to score as many points as possible, but now they are aiming at a basketball basket or a low-hanging korfball basket instead of a hoop. Scoring in the korfball basket earns 1 point and scoring in the basketball basket earns 2 points.

Adaptations
Children in a wheelchair or with less muscle strength than the rest of the group get 3 points for scoring in the korfball basket and 2 points for scoring in the basketball basket.

Card C - Aiming at a basketball or korfball basket from different distances

How to play
The basic idea is the same as for card B, but now hoops are placed at different distances from the basketball basket and the korfball basket. Everyone starts in the nearest hoop. If a child scores from that hoop, he or she gets 1 point. After scoring, this child throws from a hoop further away in his or her next turn, and will earn 2 points for scoring, etc. If a child misses, he or she moves forwards one hoop for his or her next turn. The hoops do not necessarily have to be arranged in a straight line.

Card A - Danish rounders with a flat bat

How to play
Danish rounders is a variation on the game of rounders that has children run back and forth between two bases instead of a lap past four bases. The children are split up into two teams with the same number of members. A playing area made up of one large area and two narrow strips at either side is laid out in the gym. The batting party lines up in one of the strips. After hitting the ball using a flat bat, the batting player must run to the strip on the other side and back. If he or she makes it back, the team earns 2 points. If he or she can only get to the other side, he or she can stay there and run back when another team member is at bat. This will earn the team 1 point. A player's turn ends when the fielding team has gotten hold of the ball and shouted 'stop!'.

In either of the three following cases, the batting player is out:
• If a player on the fielding team catches the ball.
• If a player on the fielding team has the ball in his or her hand and tags the running player while he or she is crossing the large centre area.
• If a player from the batting party is still running across the centre area when the fielding team has gotten hold of the ball and yells out ‘stop!’.

After three outs, the teams change positions.

Adaptations
For this game, you can use the same adaptations as described for Throw and Run on Page 42 and Team Rounders on Page 43.

Card B - Danish Rounders, hitting the ball off a stand using a round bat

How to play
This game is the same as the game described on card A, but instead of a flat bat, the players use a round bat and they hit the ball off a stand.

Card C - Danish Rounders, batting from a toss-up

How to play
This game is the same as the game described on card A. However, the batting player now tosses up the ball to hit it or has another child toss up the ball for him or her. The batting player uses a round bat.

Adaptations
You can use a slightly larger, more lightweight ball to make it easier to hit the ball.
Card A - The Moving Goal Game
How to play
Two children holding a stick horizontally between them calmly walk around the gym. The other children must try to score a goal by kicking the ball and making it pass underneath the stick. The scoring child takes the place of one of the stick holders.

Adaptation
Children in a wheelchair score by wheeling under the stick while holding the ball. The stick holders must then raise the stick a little bit. Children in a wheelchair can also be allowed to play the game with a hockey stick.

Card B - Block Football
How to play
Each child has a block that they place on the floor anywhere in the gym. Children must try to knock over each other’s blocks by kicking the ball against it. Children earn a point for every block they knock over. The child whose block has been knocked over has to deduct one point from his or her tally (negative scores are not allowed).

Card C - Chair Football
How to play
Each child has a chair or stool that they have to defend. They can score points by shooting the ball and making it pass underneath another child’s chair. For children in a wheelchair, agree on a spot on the wheelchair that the other players must hit to score a point.

Adaptation
There is a possible addition to this game. When someone has shot the ball underneath a chair, the defender of that chair has to play while staying seated. This child can only get up and continue playing the normal way after having scored from a seated position or when someone has shot the ball underneath the chair again.

Wheelchair-bound children who are unable to kick a ball can be allowed to roll the ball. Hitting a chair will be enough for them, the ball does not have to pass underneath the chair. When a wheelchair-bound child has the ball, and another player wins it off him or her, this other player is not allowed to kick the ball against the wheelchair right away.

Card A - Cone Robbery
How to play
The children are split up into two small groups. Each group has one shooter and one rebounder, and the other children wait in line. Each group has a korfball basket with five cones next to it. The shooter shoots at the korfball basket from about 3 metres away (marked by a cone). If the shooter scores, he or she can steal a cone from the other team. The rebounder retrieves the ball and gives it to the first player waiting in line. This child is now the shooter, the shooter becomes the rebounder, and the rebounder joins the back of the line. The first team to steal all of the other team’s cones wins the game.

Adaptations
To make the game accessible and equally hard for all, you can vary the height of the basket and the distance to the basket. You could also have two baskets per group, with some children throwing into the high basket and some into the low basket. With a large class, you can make four groups of at least three children and have two games side by side.

Card B - Cone Robbery with an active rebounder
How to play
The set-up is the same as on card A, but now the rebounder must try to catch the ball straight from the basket. If the rebounder manages to catch the ball without it hitting the ground first, the team scores a point and can take one of the other team’s cones. Players change positions after each turn. Teams also still earn points for scoring.

Adaptations
If having the two rules makes the game overly complicated, start out by only awarding points for the rebound, and put off awarding points for scoring until the rebounding is going smoothly. If there are children who find it hard to react quickly to an incoming ball, you can allow them to let the ball bounce once before catching it. You could also consider allowing the use of an aid to make it easier to catch the ball, such as a bucket or a net.

Card C - Cone Robbery with the rebounder as a defender
How to play
The set-up is still the same, but the child that would normally be the rebounder is now a defender playing for the other team. The defender tries to prevent the shooting team from scoring by tapping the ball away or making it harder for the shooter to score. After four tries, the shooter becomes the defender, and the defender rejoins his or her own team at the back of the line. You can use ribbons to clearly mark the teams. A point, i.e. a cone, is earned only by scoring.
Card A - Hit and Catch
How to play
This exercise is done in pairs. The children stand opposite each other in a playing area with a net between them. One child hits the shuttlecock over the net and the other tries to catch it. He or she then hits the shuttlecock back over the net, where the first child catches it. The team earns a point for each time the shuttlecock is caught without hitting the floor. The idea is to score as many points as possible. If the shuttlecock hits the ground, the points tally is reset to zero and the team has to start over.

Adaptations
Children who find it hard to catch the shuttlecock can be allowed to use an aid, such as a basket. Children can also be allowed to use a larger racket if they have trouble hitting the shuttlecock. Instead of a shuttlecock, players can use a balloon or beach ball to give themselves more time to get their stroke right.

Card B - Rally
How to play
This game is the same as the one described on card A, but now the children are not allowed to catch the shuttlecock. They have to return it using the racket. The children try to play a rally for as long as possible while counting their strokes.

Card C - Rally with point scoring
How to play
The basics of the game are the same, but now the children can also try to score points by making the shuttlecock hit the floor in the other player’s half. Five blocks are lined up at either side in front of the net. Every time a child wins a rally, he or she gets to tip over one block. The first player to have all five blocks flat wins the game. During a rally, encourage children to vary their strokes, hitting the shuttlecock long, short, to the left and to the right.

Adaptation
If players do not play rallies, but only hit the shuttlecock back and forth once or twice and then score a point, you can add the rule that the shuttlecock must be played back and forth at least four times before a player can try to score a point.

Card A - Cone Ball
How to play
Split the group up into two teams and make two throw lines at the same distance from the centre of the playing area. Each child gets three boccia balls. In the centre of the playing area, mark out an imaginary ditch with a width of around 1 metre using whatever materials there are available. Line up five cones in front of each team’s throw line. The children have to throw the balls over the ditch and try to knock over the other team’s cones. The first team to knock over all the other team’s cones wins the game. Balls that end up between the throw lines cannot be retrieved during the game. Balls that pass the throw line can be retrieved and used. If there are too many balls out of play between the throw lines, you can call a time-out to collect these balls and distribute them evenly between the two teams.

Adaptation
If the distance is too great for some players on the team, you can give them a ribbon and allow them to throw from spots marked with dots or hoops. Only children with a ribbon can throw from these spots.

Card B - Cone Ball with an obstacle
How to play
This game is the same as the game on card A, but the level of difficulty is now increased slightly by placing one or several cones in the ditch. Players must try not to hit these cones. When a team knocks over one of these cones, they instantly lose the game. Instead of a cone, you could place one or several posts in the ditch, which are even more difficult to avoid.

Card C - Drive Ball
How to play
Both teams line up behind their throw line, but instead of a ditch, there now lies a ball between the two teams. On the PE teacher’s signal, the teams start throwing balls at the ball in the centre. The idea is to drive the ball over the opponents’ throw line by hitting it with boccia balls. The team that manages to drive the ball over the other team’s throw line wins the game.
Card A - Volleyball game: throw and catch

How to play
This game is played by teams of two children. The ball is thrown over the net. After throwing, the two players on the team change places. The catcher chooses a spot in the team’s own half and throws the ball back over the net. The receiving players also change places after returning the ball.

Teams score points by catching the ball or making the ball hit the floor in the other team’s half.

Adaptation
If catching the ball is too difficult, you can allow the children to let the ball bounce once before catching it. If the ball is heavy or hard to catch, you can use a larger, more lightweight ball.

Card B - Volleyball game: throw, catch and pass

How to play
The set-up and point scoring is the same as for the game described on card A. The player who catches the ball is now not allowed to move; he or she must throw the ball from the spot where he or she caught it. The ball is now first passed to the teammate who has moved to a good spot in their half to be able to throw the ball over the net.

Card C - Volleyball game: overhand throw, catch and pass

How to play
The game is the same as on card B, but now the players must throw the ball overhand, with two hands.

Adaptation
When throwing and catching is going smoothly, you can add another dimension to the game by having the players use the overhand volleyball technique, as described on page 74. The player playing the ball over the net can toss up the ball for himself or herself and strike the ball overhand. You can add further elements to gradually turn it into a proper game of volleyball.

Card A - Passing the ball

How to play
Two groups of 2 or 3 children line up facing each other, each with their own cone. The cones are about 5 metres apart. The first player in line push passes the ball to the first player on the other team, and joins the back of the line of his or her own team. The receiving player stops the ball using his or her stick, passes the ball back and moves to the back of the line.

Adaptation
If the children are standing still too much, have them follow their pass to the other side and get in line there. This will keep the players moving.

Card B - Passing the ball with a middleman

How to play
The set-up remains the same as on card A. This time, the children play in groups of three, with one player by each cone and one player in the middle. The player who has the ball passes it to the ‘middleman’. The ‘middleman’ stops the ball and passes it on to the third child standing by the other cone. He or she must also stop the ball, and then pass it back to the ‘middleman’. After five turns, another child becomes the ‘middleman’.

Card C - Passing the ball with a dribble and a lap

How to play
The set-up is the same as on card B, but without the middleman, so there are now two players standing by one of the cones. The game starts at the end where the two children are. The first child dribbles the ball to the middle and does a small lap there while controlling the ball with his or her stick. Next, he or she passes the ball to the child by the other cone, following the ball and taking up a position at the cone on the other side from where he or she started. The child that has received the ball now dribbles the ball to the middle. This exercise can continue like this the whole time.
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