



SOUTH AFRICA

Three Tins

An aiming game that forms part of South Africa's heritage.

Age: 6 to 18 years.

How to play

- Two equal teams with a minimum of five people.
- A playing space 8m x 4m.
- Three tins are placed on top of each other.
- The first player has three attempts to knock the tins down.
- The player throws the ball from outside the marked playing area.
- If successful the player runs out, re-builds the tins, draws a square around the tins and hops over the tins three times.
- If the ball misses or is thrown too far the players shout 'Thayma' until the ball is returned.

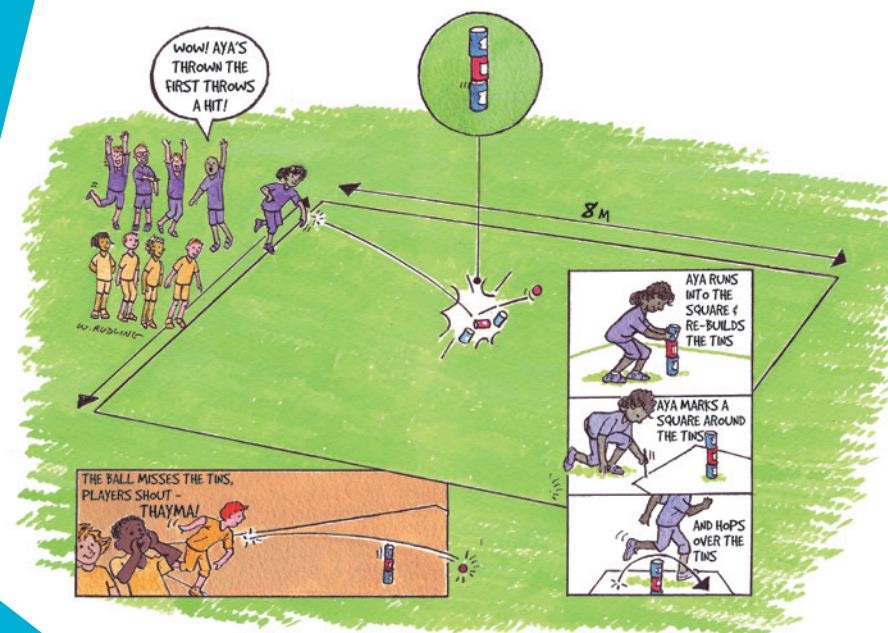
- If after three throws the player has been unsuccessful, the first player from the opposing team becomes the thrower.

Equipment

- Three tins, plastic blocks or other stacking objects.
- A small ball.

Safety

- A flat playing area free of debris.



International Inspiration



SOUTH ASIA

Kabaddi

An invasion/tagging game believed to be more than 4,000 years old, played all over Asia with minor variations.

Age: 12+

How to play

- Two teams of seven players – a 'raiding' (attacking) team and an 'antis' (defending) team.
- Each occupy half of the playing area.
- Each team may also call upon three reserves who can be swapped in for a player at any time.
- It is a game of two 20-minute halves with a five-minute half time.
- The playing space is 13m x 10m divided into two halves.
- A raider attempts to cross into the antis' half to tag one of their players and return to his or her own half.

- A raider takes a deep breath at the start of his or her turn and must hold this breath while attempting to tag an antis and return to his or her own playing space.
- A raider is sent off if he or she takes a breath before returning to his or her own half or goes out of the playing area.
- If an antis player is tagged they leave the playing space.
- The remaining members of the antis team form a chain to attempt to stop the raider from returning to his or her own half.
- If the chain breaks or the antis step out of the playing area they lose a player.
- Players are only allowed back into play when their team has completed a successful raid.
- The teams change over when all the antis or raiders are out.

Scoring

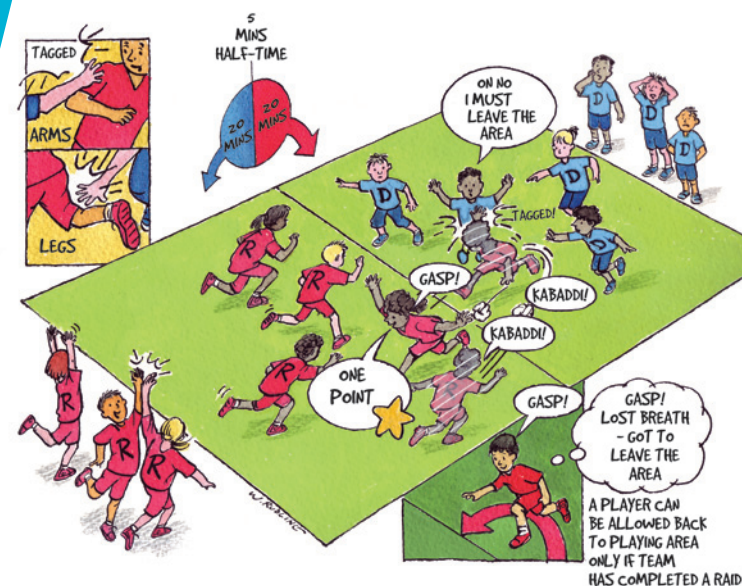
- If a raider makes a successful tag they score one point.
- If the antis team catches the raider before they return to their own half they score one point.
- An lona (two points) is scored if all antis are declared out.
- The team with the most points at the end of the match is the winner.

Equipment

- A flat playing area clear of debris.

Safety

- Tag on the torso.



International Inspiration



Adaptations and variations

Making the game easier

- **S**(pace): Increase the space.
- **T**(ask): NA.
- **E**(quipment): NA.
- **P**(eople): NA.

Making the game harder

- **S**(pace): NA.
- **T**(ask): NA.
- **E**(quipment): NA.
- **P**(eople): NA.

Including young disabled people

The Inclusion Spectrum offers specific guidance on how inclusion offers specific guidance on how inclusion of ALL young people in physical activity can be achieved to ensure maximum participation and achievement.

By applying the principles of STEP within the Inclusion Spectrum ALL young people will have the opportunity to achieve and progress their learning.

Inclusion Spectrum checklist:

- Work on the principle that ALL young people can take part at their own level of ability and be challenged in an appropriate way to improve.
- There are 5 options for inclusive activity for young people to progress learning and experience success:
 - Open – Naturally inclusive activities that need no modification.
 - Modified – Variations and adaptations (STEP) to modify the activity.
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 - Separate practice for individuals or groups enabling successful integration.
 - Disability sport activities for non-disabled and disabled young people (reverse integration).

Skills developed

- Aiming.
- Throwing.
- Changing direction.
- Coordination.

This activity can be used as

- A warm up.
- A skill-development activity.

Olympic and Paralympic Values this activity can develop

- Determination.
- Courage.

Who could use this card?

- Teachers.
- Young leaders.
- Sports coaches.
- Community leaders.
- Parents.





TANZANIA

Shake

A tagging game of uncertain origin played widely by children in Tanzania.

Age: 5 to 12 years.

How to play

- Two teams of six players.
- A grid (i.e. boxes with corridors) drawn on the ground the approximate size of a volleyball court.
- The defending team's players position themselves along any corridors within the grid.
- The attacking players position themselves outside the grid at one end.
- On a signal, the attacking team moves from box to box in an attempt to get to the opposite end of the grid.
- The defending team aims to tag the attackers whenever they pass through a corridor space.

Scoring

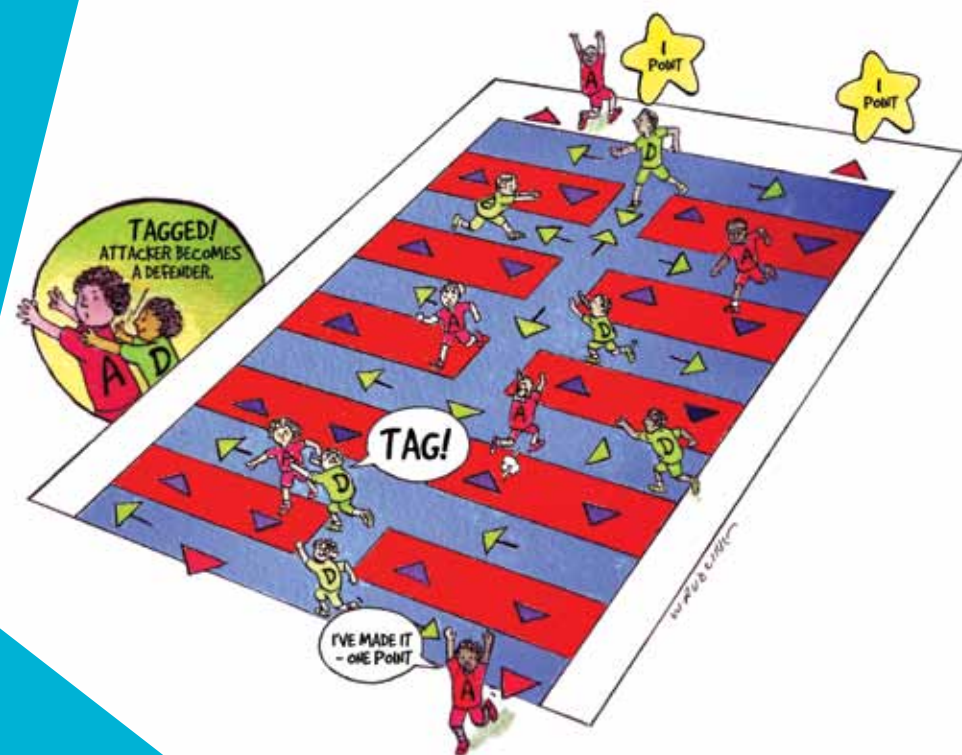
- Each member of the attacking team who reaches the opposite end of the grid without being tagged scores one point.
- The attacking team repeats the activity back to the starting line scoring in the same way.
- When an attacker is tagged in a corridor he or she becomes a member of the defending team.
- When the attacking team has had two attempts to score points the teams change over.

Equipment

- A playing area the size of a volleyball court marked with grids and corridors.

Safety

- A flat playing area free of debris.
- Defenders tag between shoulder and waist.



International Inspiration



Adaptations and variations

Making the game easier

- **S**(pace): Decrease the size of the corridor areas.
- **T**(ask): Attackers score one point for every box reached successfully.
- **E**(quipment): NA.
- **P**(eople): Increase the number of attackers.

Making the game harder

- **S**(pace): Increase the size of the corridor space.
- **T**(ask): Attackers must cross the grid there and back to score one point.
- **E**(quipment): NA.
- **P**(eople): Decrease the number of attackers.

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An adaptation for this game could be that an attacker scores one point for each box reached successfully.

Skills developed

- Running.
- Stopping.
- Changing direction.
- Teamwork.
- Planning and strategies.

This activity can be used as

- A warm up.
- A skill-development activity.
- A game.

Olympic and Paralympic Values this activity can develop

- Friendship.
- Determination.
- Inspiration.
- Courage.
- Equality.

Who could use this card?

- Teachers.
- Young leaders.
- Sports coaches.
- Community leaders.
- Students.





TRINIDAD AND TOBAGO

Moral

A rolling, bouncing and clapping game traditionally played in schools and local communities in Trinidad and Tobago.

Age: 6 to 12 years.

How to play

- One to five players.
- A playing area 8m x 8m equally divided into eight boxes.
- The playing boxes are numbered one to eight consecutively.
- The aim of the game is to roll and bounce the ball in turn into each box starting with box one through to box eight and back again from box eight to box one.
- While the ball is being bounced in each box the player must clap hands the same number of times as the number in the box.
- At the start of the game the player must roll the ball from behind the playing area near the first box.

- The ball is rolled into box one, retrieved in box one and bounced once in box one – when the hands are clapped once – before the player steps one foot into box one.
- The player continues stepping into each box in turn until box number eight is reached.
- Players must not step on any lines during their turn.
- The player continues from the starting point – roll the ball into box two, step one foot into box one, retrieve the ball in box two and bounce it twice, clapping hands twice after each bounce, then step one foot into box number two and continue stepping into each box in turn to reach box number eight.
- Continue this cycle from the same starting point to boxes three to eight.
- If the player successfully reaches box number eight then he or she turns round to complete a victory lap, still standing on one foot.

- Bounce the ball eight times in box eight clapping eight times between each bounce.
- Turn around on one foot and repeat in box seven before stepping on one foot into box seven.
- Repeat from boxes six to one.
- A player who fails to complete an action in the game is replaced by the next player in the group.
- The first person to complete the task is the winner!

Equipment

- A tennis ball or similar.

Safety

- A flat playing space free of debris.



International Inspiration



Adaptations and variations

Making the game easier

- **S**(pace): Larger boxes.
- **T**(ask): Throw up instead of bounce.
- **E**(quipment): Use a bean bag instead of a ball or a larger ball.
- **P**(eople): NA.

Making the game harder

- **S**(pace): Smaller boxes.
- **T**(ask): NA.
- **E**(quipment): Use a smaller, harder ball.
- **P**(eople): NA.

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Skills developed

- Coordination.
- Bouncing.
- Throwing.
- Balance.

This activity can be used as

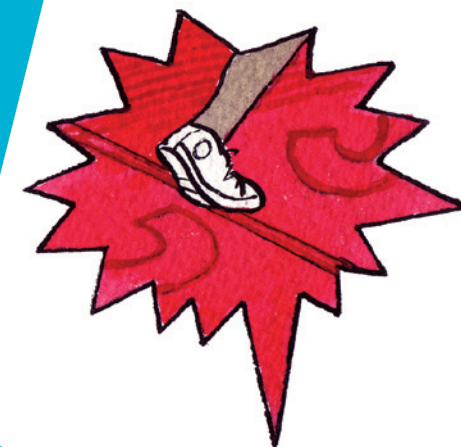
- A game.

Olympic and Paralympic Values this activity can develop

- Friendship.
- Determination.
- Team work (when game is played in pairs or groups).

Who could use this card?

- Teachers.
- Young leaders.
- Sports coaches.
- Community leaders.
- Students.





TURKEY

Hammam kubbe

A striking and aiming game passed from parent to child, updated in 2004.

Age: 9+

How to play

- A game for five players.
- Each player marks out a target area and places three stones beside their target.
- A line is drawn or a marker placed 3–5m behind the row of targets.
- A start line is drawn 6–10m in front of the row of targets.
- The first player moves to the start line and hits the ball towards any of the target areas.
- At the same time the player is hitting the ball, all other players may move to the right or left along the line behind the targets.
- If the ball does not land in the target area a new player becomes the hitter.

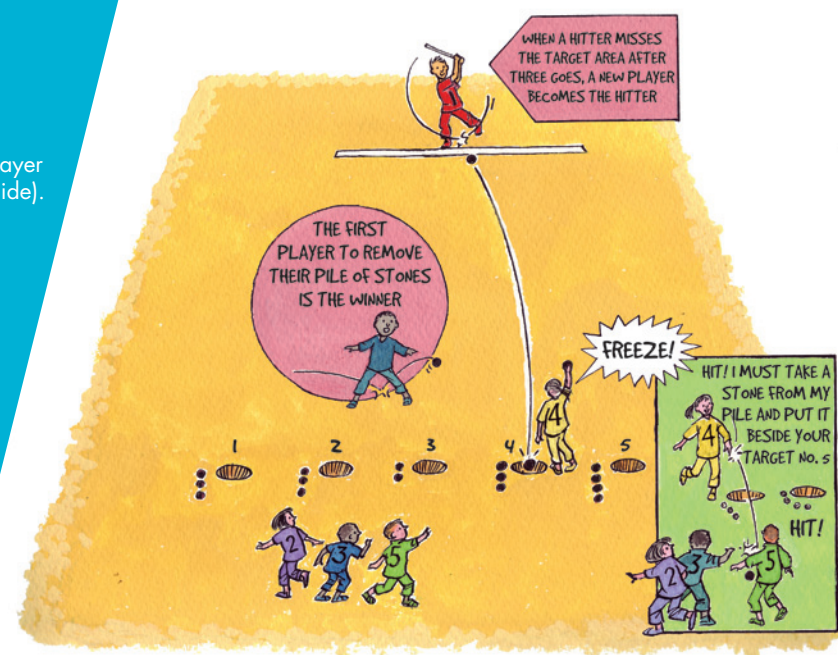
- If the ball lands within a target area the 'owner' of that area may run to retrieve the ball, hold it up and shout 'freeze'.
- The player with the ball can then throw the ball at any other players behind the targets.
- If they hit the player, that player must take another stone from the pile and put it beside their target.
- The player that threw the ball may remove a stone from their target and take another turn at hitting the ball from the start line.
- If the hitter misses the player with the throw they must take another stone and place it by their target and another player becomes the hitter.
- The first player to remove all the stones in their pile is the winner.

Equipment

- A stick.
- A small plastic ball or similar.
- Small stones (three for each player and an additional pile at the side).

Safety

- A soft ball.
- Throw the ball at torso and legs only.



International Inspiration



Adaptations and variations

Making the game easier

- **S**(pace): Decrease the space in front and behind the target.
- **T**(ask): Throw instead of hit.
- **E**(quipment): A small bat instead of a stick.
- **P**(eople): NA.

Making the game harder

- **S**(pace): Make the target areas smaller.
- **T**(ask): NA.
- **E**(quipment): NA.
- **P**(eople): NA.

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Skills developed

- Hitting.
- Throwing.
- Changing direction.

This activity can be used as

- A game.

Olympic and Paralympic Values this activity can develop

- Equality.
- Respect.
- Courage.

Who could use this card?

- Teachers.
- Young leaders.
- Sports coaches.
- Community leaders.
- Students.





UGANDA

Owel

A rhythmic movement activity – the Owel (crested crane) is Uganda's national symbol.

Age: 6 to 9 years.

How to play

- Children hold hands in a circle.
- Select someone to lead the following chant with the rest of the group chanting the chorus.
- The song with translation:
 - Leader: Owel! (Oh crested crane!)
 - Chorus: Owel ! (Oh crested crane!)
 - Leader: Oh Owel! Chorus: Owel!
 - Leader: Owel bende furo? (Does the crested crane dig?)
 - Chorus: Owel!
 - Leader: Owel bende rego? (Does the crested crane grind flour?)
 - Chorus: Owel!
 - Leader: Owel bende jweto? (Does the crested crane pick vegetables?)
 - Chorus: Owel!
- Leader: Chandi Omako owel. (When poverty strikes it)
- Chorus: Owel, owel goyagoya, owel goyagoya asaya. (Yet it takes pride in its crown)
- Children hop on one foot or the other keeping the rhythm within the circle.
- Variation: children sway their body side to side.
- At the last chorus, children express the pride of the bird in their own way (but gracefully, for example nodding the head).
- Once complete, change the leader until everyone has had a turn.

Safety

- Break into smaller circle groups if there are more than 30 children.



International Inspiration



Adaptations and variations

Making the game easier

- **S**(pace): NA.
- **T**(ask): Vary initial movement, for example hopping to jumping.
- **E**(quipment): NA.
- **P**(eople): A smaller number of children in a circle.

Making the game harder

- **S**(pace): NA.
- **T**(ask): Increase the number of hops or jumps per chant.
- **E**(quipment): NA.
- **P**(eople): NA.

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Adaptations for this game could be:

- instead of hopping, children can sway their bodies right and left; or
- work in pairs to support those who may need some help.

Skills developed

- Coordination.
- Flexibility.
- Strength.
- Cooperation.

This activity can be used as

- A warm up.

Olympic and Paralympic Values this activity can develop

- Friendship.
- Respect.
- Inspiration.

Who could use this card?

- Teachers.
- Young leaders.
- Sports coaches.
- Community leaders.
- Parents.



Adaptations and variations

Making the game easier

- **S**(pace): Reduce the playing space.
- **T**(ask): NA.
- **E**(quipment): NA.
- **P**(eople): Increase the number of taggers to start with.

Making the game harder

- **S**(pace): Increase the playing space.
- **T**(ask): NA.
- **E**(quipment): NA.
- **P**(eople): One tagger to start the game.

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An adaptation for this game could be to allocate 'safe' zones or channels for children with mobility difficulties.

Skills developed

- Coordination.
- Flexibility.
- Agility.

This activity can be used as

- A warm up.
- A game.

Olympic and Paralympic Values this activity can develop

- Determination.
- Equality.
- Respect.
- Courage.

Who could use this card?

- Teachers.
- Young leaders.
- Sports coaches.
- Community leaders.
- Parents.



Adaptations and variations

Making the game easier

- **S**(pace): Decrease the space.
- **T**(ask): NA.
- **E**(quipment): A larger ball.
- **P**(eople): NA.

Making the game harder

- **S**(pace): Increase space.
- **T**(ask): NA.
- **E**(quipment): Four stacking objects.
- **P**(eople): NA.

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Skills developed

- Balance.
- Hand-eye coordination.

This activity can be used as

- A skill development activity.
- A game.

Olympic and Paralympic Values this activity can develop

- Respect.
- Friendship.
- Determination.
- Courage.
- Equality.

Who could use this card?

- Teachers.
- Young leaders.
- Sports coaches.
- Community leaders.
- Students.

