# Accessible Sport Kit Contents

Each BSNZ Accessible Sport Kit contains the following items. Please ensure all items are placed back in the kit before returning. If any of the equipment is missing or damaged, please let us know.

* Large wheelie bag
* Instruction manual
* First aid kit (please let us know if this kit is used so we can ensure it is stocked as needed)
* Ball pump
* Coloured marker spots x 20
* Whistle
* Running tether x 5
* Blackout shades x 10
* Blackout shade storage bag x 2
* Knee pads x 10 pairs
* Knee pads storage bag x 1
* Senior goalball
* Junior goalball
* Blind football x 2
* Blind rugby ball x 2
* Blind basketball
* Tennis racquet x 4
* Blind tennis ball x 4
* Blind cricket ball x 2
* Cricket wicket x 2
* Cricket bat x 2
* Vortex x 2
* Sound ball x 6
* Yellow foam sound ball
* Bean bags x 6
* Squishy spiky ball

# Introduction to Blind Sport New Zealand

Blind Sport New Zealand (BSNZ) is the National Disability Sport Organisation for blind, deafblind and low vision sport and active recreation. We work to ensure all individuals living with a vision impairment can actively engage in sport and active recreation in their local community.

BSNZ supports individuals with a vision impairment to get active. We support individuals of:

* All ages
* All levels of activity (participation and competitive)
* All vision impairments including individuals with additional needs
* All sports and active recreation
* Anywhere in Aotearoa

We do this by:

* Connecting individuals with local clubs and coaches
* Upskilling sport organisations, coaches and schools so they can provide quality inclusive sport opportunities
* Advocating for inclusive sport opportunities in all areas of sport
* Supporting the sport community with programmes, event preparation and delivery
* Supporting our organisational members with their programmes and events
* Running youth programmes

We are connected to a wide range of disability specific and mainstream sport organisations and the wider blindness sector. This helps to ensure what we do is sustainable, local and led by the expert in that space.

# Introduction

This instruction manual has been designed to help introduce readers to the basics of blind and low vision sport and coaching considerations for someone with a vision impairment. This could include:

* Someone with a vision impairment wanting to know about different sports available
* A parent or caregiver with a child with a vision impairment
* Teachers with a child with a vision impairment in their class
* Resource Teacher Vision (RTV) wanting to learn more about adapted sport
* High school students learning about adapted sport
* University students studying sport and recreation or P.E.

It is not designed to replace skilled coaches and it is important to note that this instruction manual only includes the basics. For more information on any of these sports, we recommend you get in touch with us.

# Structure and Layout

This instruction manual has been split into sections based on different sports to allow users to find what they are looking for quickly. In each section you will find:

1. Overview of the sport – equipment, basic rules, court layout etc.
2. Introduction to skills needed to play
3. Where to find more information – complete rules, videos, further reading etc.
4. Teacher and coach resources including games and fun activities

# Teacher and Coach Resources

Each sport section includes a lesson plan designed to introduce primary, intermediate and secondary aged students to different adapted sports. They can be used by teachers and coaches both with and without a vision impaired student in their class. Sessions are designed to provide a fun and inclusive P.E./sport session while teaching students about adapted sport and the importance of inclusion.

Some lesson plans may require adaptations to suit the needs of individual students. Please do not hesitate to get in touch with Blind Sport New Zealand if you need support with this.

# Feedback

We would love to hear about your experience with the Blind Sport New Zealand Accessible Sports Kit. If you enjoyed using the kits or have ideas on how we can improve them, please get in touch with us.

# Contact Us

Please do not hesitate to get in touch with the team at Blind Sport New Zealand if you have any questions or require any further information.

**Phone:** (09) 930 1579

**Email:** [admin@blindsport.kiwi](mailto:admin@blindsport.kiwi)

**Website:** [www.blindsport.kiwi](http://www.blindsport.kiwi)

**Facebook:** [www.facebook.com/BlindsportNZ](http://www.facebook.com/BlindsportNZ/)

**YouTube:** [www.youtube.com/channel/UCNC0-dMCfHrTkmYTpAnymGQ](http://www.youtube.com/channel/UCNC0-dMCfHrTkmYTpAnymGQ)

# Classifications for Competition

Classification ensures the success of an athlete is determined by skill, fitness, power, endurance, tactical ability and mental focus. Athletes who are blind or have low vision, are classified into groups with individuals who have a similar level of vision.

Athletes must have a condition that leads to one or more of the following impairments:

* Impairment of the eye structure/receptors
* Impairment of the optic nerve/optic pathways
* Impairment of the visual cortex

The athlete’s impairment must be in both eyes and measured with the best eye with best corrected vision and must meet the following minimal eligibility criteria:

* Visual acuity is less than or equal to LogMAR 1.00 (6/60 vision) and/or
* Visual field that is less than a diameter of 40 degrees (20 degree radius)

In all Paralympic sports, only athletes classified B1, B2 or B3 can compete. In some other sports, athletes classified as B4 or B5 can also compete.

* **B1:** Visual Acuity is poorer than LogMAR 2.60. May have some light perception but unable to see shape of hand at any distance.
* **B2:** Visual Acuity ranges from LogMAR 1.50 to 2.60 inclusive; and/or a Visual Field that is constricted to a radius of 5 degrees (up to 2/60 vision).
* **B3:** Visual Acuity ranges from LogMAR 1.40 to 1.0 inclusive; and/or a Visual Field constricted to a radius of 20 degrees, (2/60 to 6/60 vision)

An athlete is classified by a formal evaluation process by trained sport specific classifiers. Classifiers for athletes with vision impairment are vision specialists and may include those who are an Ophthalmologist, Optometrist or Orthoptist.

Prior to the commencement of classification evaluation an athlete must sign a consent form. The athlete will then undergo a variety of assessments of the eyes and the appropriate competition sport class will be allocated according to the extent of the activity limitation resulting from the impairment.

Classifications are not required for participation or community events (e.g. youth programmes or local club trainings) but may be required if the individual wishes to compete against other athletes with a vision impairment at a national level.

For more information, you can check out the Paralympics New Zealand website ([www.paralympic.org/athletics/classification](https://www.paralympic.org/athletics/classification)) or contact them at [classification@paralympics.org.nz](mailto:classification@paralympics.org.nz).

# Introduction to Vision Impairments

Vision impairments come in all shapes and sizes and impact individuals in different ways. This information aims to give you a *brief* overview of some of the more common vision impairments within New Zealand.

## Cataracts

Cataracts are when the lens of the eye becomes cloudy.  This restricts the amount of light that reaches the retina and affects vision. Cataracts tend to develop slowly over several years, and in New Zealand are a leading cause of vision loss in older adults. Cataracts can also affect individuals from birth (congenital cataracts) or develop in children (childhood cataracts).

## Glaucoma

Glaucoma is a group of related eye conditions that cause damage to the optic nerve. Located at the back of the eye, the delicate optic nerve transmits visual impulses from the eye to the brain. Injury or damage to the optic nerve can lead to loss of vision or even complete blindness. The loss of vision is usually gradual and may not be noticed immediately because it first affects peripheral or side vision.

## Macular Degeneration

The macula is the central region of the retina, which is the light-sensitive inner layer of tissue at the back of the eye. The retina processes visual images, with the macula being responsible for central (i.e. straight-ahead) vision.  As the eye ages the macula deteriorates and the central sharp vision that is used for seeing detail is gradually lost. This means tasks such as reading, driving and recognising faces become more difficult.

## Retinitis Pigmentosa (RP)

Retinitis Pigmentosa, often called RP, describes several different hereditary diseases. Vision loss is caused by the breakdown and loss of cells in the retina called rods and cones. People with RP first notice difficulty seeing at night, when there’s low light or moving between light and dark places. Next they will find their peripheral (or outer) vision beginning to disappear. In some cases, the central vision is also affected.

## Diabetic Retinopathy

Diabetic retinopathy is the condition caused by damage to your retina through diabetes. In diabetes, damage to the blood vessels in the retina can cause problems. The blood vessels leak or clog up and don’t let enough blood through which can lead to vision loss.

## Albinism

Albinism is an inherited condition which affects the eyes and skin of some individuals, and only the eyes of others. It results from the body's inability to produce normal amounts of a pigment called melanin resulting in extreme sensitivity to light.

## Cortical Visual Impairment (CVI)

CVI is a condition where a reduced visual response occurs due to damage to the posterior visual system in the brain. Typically, the eye structure itself is normal.  CVI is one of the most common causes of severe visual impairment among children in developed countries.

# Introduction to Guiding

For some people, a sighted guide may be required to assist with moving around your venue or club. Below are some key points and tips for best practice when providing sighted guiding.

1. Introduce yourself and ask them if they would like a guide. Remember, not everyone needs or wants assistance. *“Hi, my name is Sarah. Would you like a guide?”*
2. If they would like a guide, ask if they would prefer you to stand on their left or right hand side. Some individuals may have a preference for example if they use a cane or guide dog. *“Would you prefer me to guide you on your left or right side?”*
3. Offer your arm to the person by touching the back of your hand to the back of their hand. They will then move their hand up your arm to just above your elbow in a ‘C grip’. *Note:* Some people (particularly if they are significantly taller than you) may prefer to hold onto your shoulder. Some children may also hold onto your wrist or hand.
4. Start walking at a pace that suits both you and the person you are guiding making sure to keep your guiding arm relaxed. There is no need to walk extra slowly or hold your arm extra stiff. *“Is this walking pace okay?”*
5. Make sure to communicate any changes in terrain or if there are any upcoming obstacles such as stairs or curbs. Make sure to let them know if the stairs are going up or down and if there is a handrail. You can also talk about what is around you or where you are heading. *“We are going to head up the stairs to level 1. There is a handrail on your left-hand side.” “We are stepping onto sand to head down to the beach.”*

**Note:** Using this method of linking together will result in you walking half a step ahead of the person you are guiding. Remember that when walking together you will be wider than normal and will need to allow extra space when moving past obstacles.

## Guiding through doorways and tight spaces

When going through a narrow door or passage, move your guiding arm backward toward the small of your back. This is a cue for the person being guided to move behind you and walk in single file.

When coming to a door, say whether the door opens toward or away from you, and whether the hinges are on the right or the left. Allow the person you are guiding to step behind you and take the weight of the door from you once you have passed through. Be mindful that the door does not swing back sharply or catch anyone’s fingers.

## Guiding to a seat

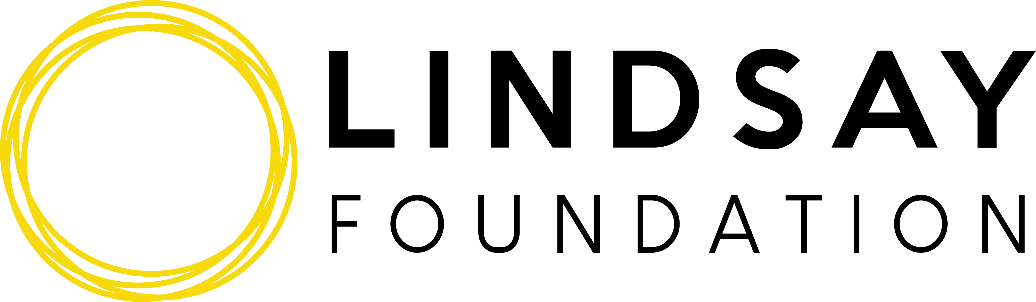
When guiding to a seat, place the hand of your guiding arm on the back of the chair/bench so the person can follow your arm and find the chair themselves. Do not try to place people into the seat.

## More Information

For more information on guiding, check out the guiding videos on the Blind Low Vision NZ website: [blindlowvision.org.nz/how-we-can-help/guiding-videos](https://blindlowvision.org.nz/how-we-can-help/guiding-videos/)

# Thank you to our supporters!

We would like to thank our supporters for helping to make blind and low vision sport accessible throughout Aotearoa.





# Coaching Considerations

When planning a sport session with someone with a vision impairment there are some coaching considerations to factor in to help create a fun and inclusive session for all.

## Advertising the Opportunity

It is important to advertise the sporting opportunity in a way that is not only accessible but welcoming to someone with a vision impairment. Printed advertising such as posters or flyers may not be accessible to someone with a vision impairment. Instead, make sure to diversify how you advertise the opportunity by also using digital advertising such as Facebook and email. Do not hesitate to contact Blind Sport New Zealand if you would like us to advertise your event or programme to our members.

It is also important to make it clear on your website and any promotional material that you welcome individuals with a vision impairment to attend your event/programme. This will ensure that individuals with a vision impairment know that it is suitable for them and won’t be concerned that you don’t have the equipment or experience to include them.

## First Contact with the Athlete

It may be beneficial for you to touch base with the athlete or their parent/caregiver before the first session. This will help to ensure you have all the information you need to create a successful first session. Information you might discuss may include:

* Transport arrangements
* Whether they will be bringing a guide dog
* Any previous experience or knowledge of the sport
* Level of vision and any factors that might support the individual in this space e.g. training inside/outside, colour contrast, light sensitivity, adapted equipment, extra support
* Any worries or concerns they might have

## Communication

It is important to understand the needs of each individual person (whether or not they have a vision impairment). Do not be afraid to ask questions to obtain information that will help you to offer the best experience.

* Remember to always introduce yourself by name to a participant with a vision impairment, even if you have already met before.
* Do not be afraid to ask about a new participant’s level of vision. This will help to give you a better understanding of how you can support them
* Try to establish if there is a preferred situation or environment e.g. if someone has better vision in their left eye making a small change to where you stand to explain a task may make a huge difference.
* Speak directly to the participant, rather than a guide or support person.
* “Doing a round” - ask everyone in the group to introduce themselves at the start of a session. Making this a standard part of your routine will help a visually impaired person know who is there and integrate with the group.
* Think about the acoustics of the area you are in and whether you can be clearly heard.
* Remember that a participant with a vision impairment may not be able to see visual cues, e.g. a smile, and if so, ensure that you replace these cues with verbal feedback.
* While it is important to use correct language, do not over think every sentence you say. For example, saying the term ‘See you later’ will not be offensive to the vast majority of people with a vision impairment.
* Clear communication is vital, so provide detailed, concise and accurate explanations of drills, rules etc.
* Verbalise all instructions because participants with a vision impairment may not always see hand movements, facial expressions or gestures.
* Use first names to ensure that the athlete knows when you are talking to them.
* Give precise instructions to help participants with a vision impairment find their way. For example, use “the equipment is on your left side” instead of “it’s over there” and pointing.
* Consider what descriptions you use when describing an activity or action. Some participants may not understand certain descriptions. This could be due to gaps in their knowledge or having no reference for that shape or action such as high knees or specific stretches.

## Getting to the venue

Consider how the individual might get to your club or training facility. Some questions you could consider include:

* Is our club near public transport?
* Is there a safe space for a taxi to stop and drop athletes off?
* Are other players driving in the same direction and could pick athletes up on the way?

## Physical Environment

Creating the right environment will help to ensure that the athlete with a vision impairment is set up to succeed from the beginning. Some areas to consider are:

* **Lighting** – good lighting is essential for athletes with low vision. Too much or too little can both be problematic depending on the individual
* **Noise** – as blind and low vision sports rely significantly on sound, try to minimise other noises where possible. This could include turning off any radios or music, scheduling the session when there will be less people, closing doors/windows to minimise outside noise and asking spectators to be quiet during the session.
* **Obstacles/hazards** – make sure to remove any obstacles that athletes might trip over (e.g. bags, extra equipment, benches). If there are obstacles that can’t be moved (e.g. walls, fixed seating, poles) make sure to verbally communicate where these are to the athlete before you start the session or better still, allow them to explore the area before you begin.
* **Colour contrast** – ensure there is a high colour contrast where possible. This could include using a different coloured ball while playing on a grass surface vs playing on an indoor surface.
* **Colour preference** – some athletes with low vision may be able to see some colours better than others. Look to change the colour of the ball or add bright tape to the edge of goals or end of equipment (e.g. cricket bats, hockey sticks).
* **Consistency** - setting up the environment in the same way each time will support familiarisation. If anything changes, let them know.
* **Visual clutter** – minimising the amount of ‘visual clutter’ in the environment can help support athletes focus on the activity/task. In a sporting context, this might include removing posters/information on the gym walls, storing unneeded equipment away from the activity area such as in a storage shed and using dividing curtains to split up the gym to only the space you need.

## Adapted and Accessible Equipment

A wide range of adapted equipment is available to help break down barriers to participation. While some equipment is specifically designed for someone with a vision impairment, other equipment is accessible simply by its design. Adapted equipment includes but is not limited to:

* Audible balls come in all shapes and sizes for different sports e.g. football, cricket, basketball, tennis, multi-use balls
* Tandem bikes
* Running tether (short rope used to guide someone while running)
* High visibility vests

## Tactile Modelling

Tactile modelling is used to help an individual with a vision impairment feel what the action is or how to move their body. For example, they may feel how your arms move when you run or how you hold a tennis racket. It can help give an idea of the motion required to complete a certain action which can sometimes be difficult to describe verbally.

Before using tactile modelling, ensure both the person being the ‘model’ and the individual with the vision impairment are comfortable with this process. Do not pressure either individual to use this technique if not comfortable.

## Tactile Markers

Tactile markers can be used to help individuals orientate themselves. In some sports such as goalball and blind tennis, the outlines of the court or key areas have thin rope taped down to the court. This enables players to feel the lines with their hands or feet and help orientate themselves within the court. Other ways of creating tactile markers include:

* Thin rope covered by duct tape (most common method)
* Hula hoops to help players locate certain positions on the court or playing field
* Spot markers to help players locate certain positions on the court or playing field

## More Information

For more information on these coaching considerations or if you have any questions, please do not hesitate to get in touch with Blind Sport New Zealand.

# Accessible Communication

Ensuring that your emails, social media, website and other forms of communications are accessible will make it easier for blind and low vision participants to engage in your programmes and other club activities.

## Email

If you are sending out emails including newsletters, they should be in accessible HTML format with the option of viewing in plain text:

* Provide the original Word document as well as the PDF.
* Include the document in the original email if the document is short.
* Provide a web link at the end of the text.
* Do not use a PDF file as the only communications tool.

## Social Media

### Images

* Include text that is in images in your post if it is informative.
* Ensure enough contrast between your text and background.
* Provide alternative text for informative images.
* Use emojis and emoticons sparingly.
* Caption informative images where possible.

### Video

* Provide captions for your videos. Closed captions are preferred.
* Provide audio descriptions for your videos.

### Readability

* Avoid jargon, acronyms and idioms.
* Use CamelCase for hashtags.
* Include hashtags or mentions at the end of your post.
* Create short links and remove redundant links.
* Tell users when linking to an image, video, document or audio file.
* Thread related Twitter posts on the same topic.

## Website

Websites should follow the New Zealand Government Web Standards, which includes:

* Conformance to WCAG 2.1 (the Web Content Accessibility Guidelines) at Level AA.
* Correctly marked-up HTML.
* Tagged/structured PDFs that are optimised for accessibility, including alt text on images and tagged tables.
* PDFs created from scanned content should not be used as the only communications tool. They cannot be read by screen readers and can be inaccessible to people with other impairments.

## More Information

Blind Low Vision NZ offers a free advice line providing quick tips and answers. They can also quote on a full service whether you want your current site evaluated or need to develop a new site. Give them a call on 0800 932 847 or email [access@blindfoundation.org.nz](mailto:access@blindfoundation.org.nz)

Blind Low Vision NZ - Accessible documents and websites

[blindlowvision.org.nz/how-we-can-help/businesses-and-professionals/accessible-documents-and-websites](https://blindlowvision.org.nz/how-we-can-help/businesses-and-professionals/accessible-documents-and-websites/)

Ministry of Social Development - Accessible document formats

[msd.govt.nz/about-msd-and-our-work/work-programmes/accessibility/accessibility-guide/document-formats.html](https://msd.govt.nz/about-msd-and-our-work/work-programmes/accessibility/accessibility-guide/document-formats.html)

Camp Abilities Instructional Videos

[www.campabilities.org/instructional-materials.html](https://www.campabilities.org/instructional-materials.html)

# Goalball

Goalball was invented in 1946 to help rehabilitate war veterans. It is the only sport designed specifically for individuals with a vision impairment opposed to adapted from a sighted sport. It is a fast-paced, physical sport which is able to be played by both those with and without a vision impairment.

## Equipment Required

* Senior goalball or junior goalball
* Blackout shades (one set for each player)
* Knee and elbow pads
* Protective cup (males)
* Chest protector (females)
* Tactile lines (see ‘court layout’ below)
* Goals (available for hire from Blind Sport New Zealand) or alternatively you can also use cones, benches or walls

## Court Layout

The game is played in an indoor gymnasium on a court measuring 18m x 9m which is the same size as a standard volleyball court. The court is divided into two halves by a centre line. Teams must remain on their own half of the court during the game. The goal runs the full length nine metres at each end of the court. Tactile lines are used to mark out the centre line and wing lines to help players orientate themselves while they are on the court. These can be made by taping down rope. For beginners, you could consider using yoga mats (or similar) to help players orientate themselves in the correct position.

## Basic Rules

The key objective of goalball is to score more goals than your opponent. Each team consists of three players who must all wear blackout shades or blindfolds.

The umpire will start the game by saying “quiet please” and all players and spectators must stop making any noise. This is to allow the players on the court to locate the ball without the distraction of other noises. The umpire will then say “play” and the game begins.

Once “play” is called, the team with the ball has ten seconds to bowl the ball along the ground (similar to ten-pin bowling) towards the opposition’s goal. The other team must try and stop the other team scoring by defending their goal with their body. At this stage one of four things can happen; the attacking team can score a goal, the attacking team can throw the ball out of play, the defending team can stop the ball or the defending team can block the ball out of play.

If the attacking team gets the ball past the defending team and into the goal, the umpire will say “goal”. The defending team then retrieves the ball and waits for the umpire to restart the game. The umpire will restart the game by saying “quiet please” followed by “play”.

If the attacking team bowls the ball out of the court without it touching the opposition team, the umpire will say “out”. The ball is then turned over to the opposition team who must wait for the umpire to call “play” before restarting play.

If the defending team stops the ball, they then have ten seconds to bowl the ball back to the opposition to try and score a goal. The person who stopped the ball can bowl it themselves or they can pass it to one of their teammates to bowl it.

If the defending team blocks the ball out of play the umpire will say “blocked out”. The umpire or line judge will then retrieve the ball and drop it inside the court where it was blocked out from. The defending team must retrieve the ball and wait for the umpire to say “play” before restarting the game.

Games consist of two twelve minute halves with a three minute half-time. At the end of both halves, the team with the most goals wins. For complete rules, please see ‘more information’ below.

## Introduction to Attacking

There are many different attacking techniques although we will only cover the most common technique here. Attacking (throwing the ball) from a standing position should take the form of one fluent movement, consisting of the six key stages. These are:

1. Hold the ball in one hand ensuring the hand is underneath the ball and the fingers are spread
2. With the other hand, support the ball on the top or side of the ball. If possible this hand should stop supporting once the ball begins to go backwards.
3. Step forward with the opposite leg to the one holding the ball. Both feet should point in the general direction that the ball is to be thrown in.
4. Bring the ball backwards. The supporting hand should withdraw once the ball begins to go backwards. If an individual has difficulty in doing this (e.g. a child with small hands or beginner), then the other hand can follow in support.
5. Bring the ball forward and release. The hand and arm containing the ball should come forwards as soon as the peak of the backswing has been reached. Both knees should begin to bend as the ball comes forward to the point of release.
6. Follow through with the throwing arm.

This complete motion is very similar to a simple ten-pin bowling action. To progress from this and in order to throw faster the player can build up to taking three or more steps before releasing the ball.

## Introduction to Defending

Ensuring correct technique when defending is essential. This will not only help stop the ball from going into the goal, but will minimise the risk of injuries.

1. **Set position** – this is the position you are in when the opposition has the ball and you are waiting to defend. There are three key ‘set positions’:

* **Sitting position:** Sitting on hip, legs out to side, arms in front with palms touching floor. **Advantage:** you are already on the floor, so there is less movement required to get into your block position. **Disadvantage:** harder to move to either side.
* **Squat/crouched position:** squat down to a comfortable position with both knees bent and your weight on the balls of your feet. **Advantage:** great for players who prefer to dive or slide to defend the ball. It also allows players to cover more space. **Disadvantage:** slower to get into defence position.
* **Side lunge position:** choose which side you prefer to dive or slide on, and stretch your opposite leg out to the side. For example, if you prefer landing on your right side, your right leg is crouched down with knee bent, your left leg is straight out to the left side of your body. You push with your left foot to slide right or you use your hands to slide left. **Advantage:** you are low to the ground and can cover good distance if required.

1. **Block/barrier position –** Slide or dive so that your body is lying full length stretched out with your arms above your head, your feet pointed and your body weight leaning slightly forward towards the incoming ball. Turn your head up towards the ceiling or down to the ground near your shoulder. This puts your head behind your top arm and stops your face being hit by the ball. The palms of your hands are facing towards the oncoming ball. You should brace your arms to stop the impact of the ball. You can have your hands slightly apart or thumbs interlocked for strength.

A video guide can be found on the Blind Sport New Zealand website under ‘Accessible Sports Kit’.

## Umpire Calls

* “**Quiet please**” – all players and spectators must be quiet to allow players on the court to hear the ball
* “**Play**” – to start or restart play
* “**Out**” – if the attacking team bowls the ball out of the court without it touching one of the defending team. The ball is then turned over to the opposition team to restart play.
* “**Blocked out**” – if the defending team blocks the ball out of play. The ball is given to the defending team who knocked the ball out to restart play.
* “**High ball**” – if the ball does not touch the ground before the ‘high ball line’ this results in a penalty.
* “**Passed out**” – if one of the players goes to pass the ball to their teammate and it instead goes out of play. The ball is turned over to the opposition team to restart play.

## Health and Safety Guidelines

Goalballs are large and heavy (1.25kg) which means that ensuring correct playing technique is essential. Before beginning a game, ensure all players know how to correctly defend (outlined above).

It is important that opposing teams are made up of individuals of similar size, strength and ability. This minimises the risk of injuries caused by having significantly older or stronger players playing against younger or less strong players.

Remove any obstacles that may cause players to trip or run into anything. For example, ensure any benches, bags or equipment is far away from the side lines. If there are obstacles (such as walls) that cannot be moved, ensure that the players are reminded of these obstacles to minimise risk of injury.

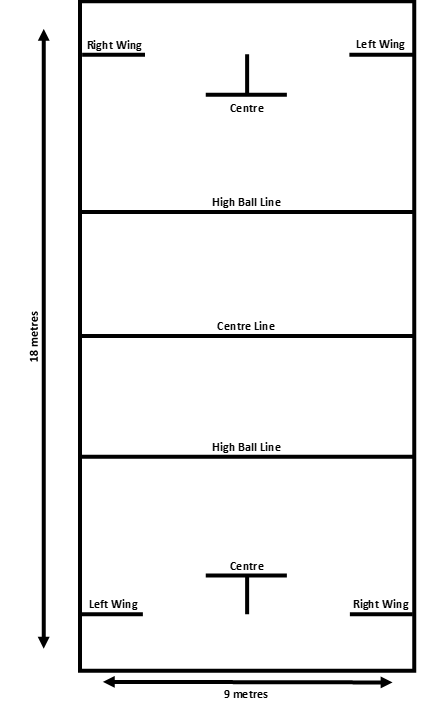
## More Information

United States Association of Blind Athletes ‘Goalball Video’: [www.youtube.com/watch?v=du5doesduIwandfeature=emb\_logo](https://www.youtube.com/watch?v=du5doesduIw&feature=emb_logo)

[National Center on Health, Physical Activity and Disability (NCHPAD)](https://www.youtube.com/channel/UCe6g__cr5MzrYQ12aOuwNWA) ‘Sport Series: Goalball’: [www.youtube.com/watch?v=K2dzetQqSlI](https://www.youtube.com/watch?v=K2dzetQqSlI)

Paralympic Games ‘Paralympic Sport A-Z: Goalball’: [www.youtube.com/watch?v=0bZ51jzmbAQandt=1s](https://www.youtube.com/watch?v=0bZ51jzmbAQ&t=1s)

# Goalball Court Layout



# Skill Development Games and Activities

## Simon Says…

**Objective:** Practice defensive position and reacting quickly to calls

**Number of players required:** 1+

**Age:** All ages

**Equipment needed:** n/a

**Set up and space:** Indoor court (e.g. school gymnasium or hall) with enough space for participants to lay down on either side without bumping into others

**How to play:** Played like standard Simon Says. All players start on their knees in the ‘set’ position. The caller then says ‘Simon says…’ followed by ‘left’, ‘right’ or ‘set’. Players then need to move into the correct position. Any player who moves into the incorrect position is out of the game. If the caller says ‘left’, ‘right’ or ‘set’ without saying ‘Simon says’ first, then any player that moves is also out.

**Added challenge:**

* The caller can add in an extra call ‘up’ and players have to stand on their feet
* Make the calls quicker so that players have to move faster
* Wear blackout shades while playing

## Under, Over and Throw!

**Objective:** Practice throwing the goalball, quick hand movements and working with team members

**Number of players required:** 3+

**Age:** All ages

**Equipment needed:** 1 x goalball per team

**Set up and space:** Indoor court (e.g. school gymnasium or hall)

**How to play:** Players are split into even sized groups and line up in their groups facing a goal (could be a proper goal, two marker cones or a wall). The ball starts with the person at the back of the line who then passes it over their head to the next person. The next person then passes it through their legs to the person in front. This ‘over’ ‘under’ process continues until the ball reaches the front of the line. The person at the front of the line then has to throw the goalball into the goal. Once they have thrown it, they need to race and get it and run to the back of their line. Once everyone has had a go throwing the goalball, the team sits down.

**Added challenge:**

* Wear blackout shades while playing to make players communicate with one another more
* Instead of a long goal, have a cone (or similar) that the players have to hit to improve accuracy

## Mind the Gap – Goalball

**Objective:** Improve orientation and team communication

**Number of players required:** 3+

**Age:** All ages

**Equipment needed:** 1 x goalball, blackout shades

**Set up and space:** Indoor court (e.g. school gymnasium or hall)

**How to play:** Players stand in a circle facing inwards while all wearing blackout shades. There should be a gap between players. One player starts with the ball and must roll it with correct technique to another player in the circle. The person must catch the ball and then roll it to someone else. If the ball rolls out of the circle, the player it was closest to is out. Encourage players to call out names so that they can help orientate where they need to throw.

**Make it easier:**

* Only have some players wearing blackout shades
* Players sit down with legs spread out in front of them
* Make the circle smaller with less gaps

**Added challenge:**

* Increase the gap between players
* Add a time limit on how long you can hold the ball for
* No talking so players must rely on sound of ball
* Add a second ball into the circle

## Around the World

**Objective:** Improve throwing accuracy and court orientation

**Number of players required:** 1+

**Ages:** All ages

**Equipment needed:** 1 x goalball, 6 x cones

**Set up and space:** Indoor court (e.g. school gymnasium or hall)

**How to play:** Spread six cones evenly along the goal line. While standing in one position, players then take turns to try and hit/knock over the first cone. Once they have hit/knocked over the first cone, they move onto the second cone, and then the third etc. until they have hit/knocked over all six cones. The player who knocks over all six cones first wins.

**Make it easier:**

* Players move so that they are directly in front of the cone (not throwing at an angle)
* Players move closer to the cones
* Use bigger cones/targets
* Use less cones/targets

**Added challenge:**

* Players wear blackout shades and have to try and orientate themselves to hit the cones
* Players move further away from the cones
* Use smaller cones/targets

# Lesson Plan

**Subject:** Physical Education

**Topic:** Adapted and Inclusive Sport

**Lesson Title:** Introduction to Goalball

**Year Level(s):** All ages

**Lesson Duration:** 45 minutes – 1 hour

## Learning Objectives

At the end of this lesson, students will be able to:

1. Demonstrate how to defend safely ensuring their face is covered by their arm
2. Throw a goalball using the basic underarm throwing technique
3. Understand and respond as needed to the six different umpire calls

## Summary of Tasks/Actions:

1. Introduction to goalball – 5 minutes

Watch ‘Paralympic Games – Paralympic Sport A-Z: Goalball’ on YouTube for students to understand the basic rules and objectives of goalball.

1. Defence practice (see ‘introduction to defending’) – 5 minutes

Without wearing blackout shades, students should practice correct defensive position with their bodies lying along the ground, hands above head, and face pointing down towards the floor protected by the top arm. Next, ask students to defend while wearing blackout shades. Ensure correct technique to minimise health and safety risks.

1. Game: Simon Says – 5 minutes
2. Attack practice (see ‘introduction to attacking’) – 5 minutes

Starting without wearing blackout shades, students should practice bowling the ball into the goal or to another person. Once confident with this skill, get students to practice while wearing blackout shades.

1. Game: Under, Over and Throw! – 5 minutes
2. Game: Mind the Gap – Goalball – 5 minutes
3. Goalball game – 15 – 30 minutes (5-minute games)

Review the basic umpire calls with the class (see ‘umpire calls’). Split class in even teams of three to five people per team. Set the space up (see ‘court layout’). Having the court set out perfectly is not overly important. Use tactile line or yoga mats to help players with orientation. For younger players you can have four to five players on the court at one time as opposed to the standard three players. Play games of up to five minutes swapping teams in and out so everyone has a turn.

## Materials/Equipment:

* Blackout shades/blindfolds (1 set per participant)
* Goalball x 1-3 (depending on class size)
* Tactile lines or gym/yoga mats to mark positions

## More Information:

* Introduction to Goalball video: [www.youtube.com/watch?v=0bZ51jzmbAQandt=1s](http://www.youtube.com/watch?v=0bZ51jzmbAQandt=1s)

## Reflection/Discussion:

* What did you find challenging about this session?
* Did you ever feel disorientated while wearing the blackout shades? If yes, how did you reorientate yourself?

# Football 5-a-side / Blind Football

Football 5-a-side follows similar rules to FIFA Futsal with some key adaptation to make it inclusive for players with a vision impairment. It was first played internationally in 1997 and is now played around the world.

## Equipment Required

* Blind football
* Blackout shades (one set for each player)
* Side-line barriers (to keep the ball in play)
* Goals (futsal sized)

## Field Layout

The field layout is the same as futsal with a rectangular field with a length of 40 metres and a width of 20 metres. The goals are futsal/field hockey sized goals (3.66m wide x 2.14m high). Side-line barriers are along the length of the field to keep the ball in play.

The field is split into three areas (defensive area, mid-field and attacking area). In each area the team’s sighted guide can communicate with the players (see ‘guides’ below).

## Basic Rules

**Objective of the game:** Like football or futsal, the key objective is to score more goals than your opponent. The team with the most goals at the end of the game wins.

**Team structure:** Each team is made up of four vision impaired outfielders and one sighted goalkeeper.

**Guides:** Each team is allowed three sighted guides who can give information and instructions to their players. The pitch is divided in three equal parts and one guide is allowed to talk to their players in each part. The team’s goalkeeper can give information in the defensive area, the coach can give instructions in the middle area, and a guide behind the opposition’s goals can give information when the team is attacking. Guides should give clear and concise information to their players.

**‘Voy’ rule:** Players challenging for the ball must say ‘voy’ (Spanish for ‘go’) or another similar short word to let their opponents know they are going to tackle. Similarly, if the ball is loose and players are looking for it or going to control it, they must say ‘voy’. If a player is running with the ball under control, they do not need to say anything. The use of the word ‘voy’ is an integral part of the game.

**4 second rule:** Players are not allowed to keep the ball still at their feet for longer than four seconds.

**Game length:** Games consist of two twenty minute halves with a ten minute half time.

**Off-side:** There are no off-sides and outfield players may stand anywhere on the field.

## Health and Safety Guidelines

Ensure players use the word ‘voy’ when they are on the pitch – this term is internationally recognised and is used by players to highlight their position on the pitch and helps to reduce collisions.

Remove any obstacles that may cause players to trip or run into anything. For example, ensure any benches, bags or equipment is far away from the side lines. If there are obstacles (such as walls) that cannot be moved, ensure that the players are reminded of these obstacles to minimise risk of injury.

## More Information

Paralympic Games ‘Paralympic Sport A-Z: Football 5-a-side’: [www.youtube.com/watch?v=Dk2PeDB9Bm4](https://www.youtube.com/watch?v=Dk2PeDB9Bm4)

IBSA Rules & Regulations:

<https://blindfootball.sport/about-football/rules-and-downloads/>

# Skill Development Games and Activities

## Mind the Gap – Football

**Objective:** Improve orientation and team communication

**Number of players required:** 3+

**Age:** All ages

**Equipment needed:** 1 x blind football, blackout shades

**Set up and space:** Open space (e.g. school gymnasium or field)

**How to play:** Players stand in a circle facing inwards while all wearing blackout shades. There should be a gap between players. One player starts with the ball and must kick it to another player in the circle. The person must stop the ball with their foot and kick it to someone else. If the ball rolls out of the circle, the player it was closest to is out. Encourage players to call out names so that they can help orientate where they need to kick.

**Make it easier:**

* Only have some players wearing blackout shades
* Players can stop the ball with their hands before kicking it to another player
* Make the circle smaller with less gaps

**Added challenge:**

* Increase the gap between players
* Add a time limit on how long you can hold the ball for
* No talking so players must rely on sound of ball
* Add a second ball into the circle

## Piggy in the Middle

**Objective:** Practice intercepting the ball and using ‘voy’

**Number of players required:** 3+

**Age:** All ages

**Equipment needed:** 1 x blind football, blackout shades

**Set up and space:** Open space (e.g. school gymnasium or field)

**How to play:** Players stand in a circle facing inwards while all wearing blackout shades. There should be a gap between players. One player (the ‘piggy’) stands in the middle of the circle wearing blackout shades. The ‘piggy’s’ aim is to get the ball off the other players by either intercepting or tackling the ball from them. One player in the outside circle starts with the ball and must kick it to another player in the circle. If the ‘piggy’ gets the ball, they swap positions with a player in the outside circle who then becomes the ‘piggy’. Remember, if tackling for the ball, the attacker must call ‘voy’.

**Make it easier:**

* Only have some players wearing blackout shades
* Reduce the number of people in the outside circle
* Have more than one ‘piggy’ in the circle

**Added challenge:**

* Players on the outside circle can’t talk so players must rely on sound of ball
* Increase the size of the circle so the ‘piggy’ has to cover more space

## Crocodile River

**Objective:** Improve dribbling, running with ball, shielding and defending techniques

**Number of players required:** 3+

**Age:** All ages

**Equipment needed:** 1 x blind football for each player, blackout shades

**Set up and space:** Open space (e.g. school gymnasium or field)

**How to play:** All players are wearing blackout shades. To start one player is selected as the Crocodile and they stand in the central coned area (The River). All remaining players have a ball each and start on an end line. The aim of the game is to cross the river, protecting your ball and keeping possession without being tackled by the crocodile. When a player is tackled and their ball has been kicked out of the area, they stand outside of the area. The winner is the last player with a ball. Remember, the Crocodile must use ‘voy’ when trying to get the ball from the players.

**Make it easier:**

* The crocodile can only walk
* Limit the area the crocodile can move in to make it easier for players to get past
* Make teacher/coach the crocodile

**Added challenge:**

* If a player loses the ball, they then become a crocodile until there is only one player left

## Rob the Nest

**Objective:** Team communication and ball control

**Number of players required:** 4+

**Age:** All ages

**Equipment needed:** Blind footballs or other audible balls, blackout shades, hula hoops

**Set up and space:** Open space (e.g. school gymnasium or field)

**How to play:** This game is played like standard rob the nest with a couple of key adaptations. Split the group into teams with a minimum of two participants per team. Each team has a hula hoop ‘nest’. In the middle of the playing area there is a central hula hoop ‘nest’ filled with ‘eggs’ (blind footballs). Each team will have a ‘sighted guide’ while all other team members must wear blackout shades. The sighted guide is responsible for verbally directing their team members (one at a time) to steal an egg from the central nest. They must then dribble the ball back to their own nest before the next team member goes. Once all eggs are stolen from the centre nest, players may then steal eggs from other nests. The team with the most eggs wins.

**Make it easier:**

* Use a smaller space so players don’t have to move as far
* Have a caller in the centre nest who is making a noise to help players orientate themselves
* Use tactile lines/markers on the ground that players can use to find the nests

# Lesson Plan

**Subject:** Physical Education

**Topic:** Adapted and Inclusive Sport

**Lesson Title:** Introduction to Blind Football

**Year Level(s):** All ages

**Lesson Duration:** 45 minutes – 1 hour

## Learning Objectives

At the end of this lesson, students will be able to:

1. Dribble the ball while listening for the bells as it moves
2. Demonstrate how to safely tackle/challenge another player while using the ‘voy rule’
3. Follow directions given by the sighted guides during a game

## Summary of Tasks/Actions:

1. Introduction to football 5-a-side – 5 minutes

Watch ‘Paralympic Games – Paralympic Sport A-Z: Football 5-a-side’ on YouTube for students to understand the basic rules and objectives of football 5-a-side. Make sure to discuss the importance of the ‘voy rule’ and how sighted guides support players.

1. Game: Mind the Gap – 5 minutes
2. Game: Rob the Nest – 10 minutes
3. Game: Crocodile River – 10 minutes
4. Football 5-a-side game – 15-30 minutes (5-minute games)

Split class into even size teams of four to five people per team. People who are not playing in the game can be the guides (see ‘guides’). Set up the pitch with two goals, one at both ends. Start off slowly with players walking/slow jogging before building up to full pace. Encourage players to keep blackout shades on. Play games of up to five minutes swapping teams in and out so everyone has a turn.

## Materials/Equipment:

* Blackout shades/blindfolds (1 set per participant)
* Blind football x 1-2
* Other audible balls for ‘Rob the Nest’ and ‘Crocodile River’ games

## More Information:

* Introduction to football 5-a-side video: [www.youtube.com/watch?v=Dk2PeDB9Bm4](http://www.youtube.com/watch?v=Dk2PeDB9Bm4)

## Reflection/Discussion:

* What did you find challenging about this session?
* Did you ever feel disorientated while wearing the blackout shades? If yes, how did you reorientate yourself?
* What types of calls or communication techniques worked best when directing players as a sighted guide/being directed by a sighted guide?

# Blind Cricket

Blind cricket follows similar rules and format to standard cricket with some key adaptations. The New Zealand Blindcaps are New Zealand’s national team.

## Equipment

* **Ball** – Blind cricket balls are made from a hard white plastic with metal ball bearings inside to make a rattling noise (similar to a maraca). They are the same size as a standard cricket ball and have tactile markings to imitate the seam.
* **Wickets** – Metal wickets with fixed bails and a large flat base are used instead of standard wickets. This helps to give a distinct sound when hit. They may also be used by bowlers and batters to help orientate themselves before bowling/batting.
* **Bat** – Standard cricket bats are used.
* **Protective equipment** – Standard protective equipment is used (helmet, pads, gloves, box, etc.). Some players prefer to wear shin pads instead of standard leg pads. Some B1 players may also wear knee pads when batting as many kneel to bat.

## Pitch and Field Layout

The pitch follows the same dimensions as a standard cricket pitch with the addition of a centre line across the middle of the pitch. This is the ‘no ball’ line. All deliveries must bounce once on either side of this line.

The boundaries in blind cricket are shorter than standard cricket. This is due to blind cricket balls being unable to travel as far as a standard cricket ball. Boundaries are marked with a thick rope.

## Team structure

Each team is made up of eleven players. This must include at least four B1 players, at least three B2 players and up to four B3 players (see ‘classification for competition’). In New Zealand, teams are often a mix of male and female players of all ages.

## Introduction to Bowling

The ball is delivered underarm in an action similar to fast ten-pin bowling or softball pitching. The ball must bounce once before the ‘no ball’ line. Front foot no balls and wides are the same as standard cricket.

Bowlers must use the ‘ready?’ ‘yes’ ‘play’ procedure. The player bowling the ball must ask the batter ‘batter ready?’ to which they must reply either ‘yes’ or ‘no’. When the opposition says ‘yes’, the player bowling must say ‘play’ before releasing the ball.

B1 bowlers may use the wickets to help orientate themselves with the batter. Their wicketkeeper will also call their name or “bowler” to also help orientate them. B1 bowlers have a very short or no run up before bowling. This is to ensure that they stay correctly orientated. B2 and B3 players will generally have longer run ups to help build speed.

## Introduction to Batting

The ‘sweep shot’ is the most common style of batting as it allows players the maximum chance of hitting the ball. Players will either crouch down or bend on one knee while batting. This allows them to be in the optimum position once the ball is released.

Like standard cricket, once the batter has hit the ball, they can choose to either run or stay in their position. B1 players have an appointed ‘runner’ who is responsible for running between the wickets. The runner is one of their teammates.

## Introduction to Fielding

Communication amongst fielders is extremely important. This is to both stop the opposition getting runs and to avoid collisions. The wicket keeper or bowler will generally call out to help orientate the fielders.

## Umpires

The role of the umpire is the same as in standard cricket. However, they must also give clear audible calls so the players know what has happened (e.g. wide, four, six etc.).

## More Information

World Blind Cricket Council:

[worldblindcricket.org](http://worldblindcricket.org/)

Auckland Cricket ‘Blind Cricket’:

[aucklandcricket.co.nz/about-auckland-cricket/get-involved/community-cricket/adapted-cricket/blind-cricket](https://aucklandcricket.co.nz/about-auckland-cricket/get-involved/community-cricket/adapted-cricket/blind-cricket/)

# Skill Development Games and Activities

## Around the World

**Objective:** Improve throwing accuracy

**Number of players required:** 1+

**Ages:** All ages

**Equipment needed:** 1 x blind cricket ball per player, 1 x cricket wicket, marker spots

**Set up and space:** Open space (e.g. school gymnasium or field)

**How to play:** Place the 5-8 marker sports in a circle with the wicket in the middle. A caller stands in the middle tapping the wicket to help orientate players as needed. Players take turns standing on one marker spot and throwing the blind cricket ball under arm or along the ground to try and hit the wicket. Once they successfully hit the wicket, they move to the next marker spot. The first player to successfully hit the wicket from all marker spots wins. Spread six cones evenly along the goal line.

**Make it easier:**

* Make the circle smaller
* Use bigger targets (e.g. multiple wickets in the centre)
* Use less marker spots

**Added challenge:**

* Players wear blackout shades and have to try and orientate themselves to hit the wicket
* Make the circle bigger

## Batting Relays

**Objective:** Practise running with the bat between the wickets

**Number of players required:** 4+

**Ages:** All ages

**Equipment needed:** 4 x wicket, 2 x cricket bat

**Set up and space:** Open space (e.g. gymnasium or field). Set up wickets approximately twenty metres apart.

**How to play:** Players are split into two even teams. Each team starts by standing next to their team’s set of wickets facing the opposite wicket which is approximately twenty metres away. The first person in each team holds onto the bat and runs to the other wicket and taps the bat on the ground before turning and running back to their team. They then pass the bat to the next person who does the same thing. Once everyone has had a turn, the team sits down.

**Added challenge:**

* Using the bat, players push the ball along the ground to the opposite wicket, turn around and return to their team
* Move between wickets in a different way e.g. running backwards, side stepping

## Channel Cricket

**Objective:** Hitting the ball accurately

**Number of players required:** 2-4+

**Ages:** All ages

**Equipment needed:** Blind cricket ball, cricket bat, marker spots, batting tee/cone (not included in kit)

**Set up and space:** Open space (e.g. school gymnasium or filed)

**How to play:** Create small groups (One batter and two fielders). Create a channel using the marker spots with the batting tee/cone at one end of the channel. The batter hits the ball off the tee/cone through the channel with a straight bat. If the ball passes through the marker spots at the end, it is worth two runs. The fielder retrieves the ball and passes it to the other fielder who places it back on the tee/cone. Players swap roles after six turns.

**Make it easier:**

* Move the batting tee further away to encourage the batter to hit harder
* Make the channel narrower to encourage accuracy

**Added challenge:**

* Make the channel wider

## Catch Me If You Can

**Objective:** Practise catching the ball correctly

**Number of players required:** 1+

**Ages:** All ages

**Equipment needed:** 1 x blind cricket ball per player

**Set up and space:** Open space (e.g. school gymnasium or field)

**How to play:** Each player has a ball and walks around carrying it in their hands. The coach calls out a number and the players stop and throw the ball up to themselves that number of times. After they have completed the number of throws called, they continue to walk around until another number is called.

**Added challenge:**

* Throw, clap and then catch – increase number of claps between catches
* Keep walking while throwing and catching
* Move in different ways e.g. running, skipping, hopping

# Lesson Plan

**Subject:** Physical Education

**Topic:** Adapted and Inclusive Sport

**Lesson Title:** Introduction to Blind Cricket

**Year Level(s):** All ages

**Lesson Duration:** 45 minutes – 1 hour

## Learning Objectives

At the end of this lesson, students will be able to:

1. Understand the basics of blind cricket rules
2. Be able to bowl underarm while using the right calls (‘ready?’ ’yes’ ’play’)
3. Orientate themselves while batting or bowling by using the wickets

## Summary of Tasks/Actions:

1. Introduction to blind cricket – 5 minutes

Introduce the different pieces of blind cricket equipment to the class. Depending on students’ knowledge of standard cricket, talk about the different roles of the batter, bowler and fielder.

1. Game (warm up): Catch Me If You Can – 5 minutes
2. Game: Around the World – 10 minutes

Before starting, introduce players to the underarm bowling style. This is a good opportunity to also go through the ‘ready?’ ‘yes’ ‘play’ calls used by bowlers in a game.

1. Game: Batting Relays – 5 minutes

This is a good opportunity for players to learn how to orientate themselves with the wickets as well as get a feel for how far apart the wickets are.

1. Game: Channel Cricket – 10 minutes

Before starting, introduce players to basic batting including how to hold the bat and what part of the bat to use when hitting the ball.

1. Mini blind cricket match – 10-25 minutes

Split the class into two teams. For large classes you may want to split into four teams and have two games running at the same time. One team is batting and the other fielding. Depending on participant age and ability you may set a minimum/maximum number of shots the batter can take before swapping batters. Make sure to rotate the bowler too.

## Materials/Equipment:

* Metal cricket wickets x 2
* Blind cricket balls
* Cricket bats

## More Information:

* New Zealand Cricket Superstar Cricket Academy Stage 1: [www.nzc.nz/media/3790/nzc-superstar-cricket-academy-stage-1.pdf](http://www.nzc.nz/media/3790/nzc-superstar-cricket-academy-stage-1.pdf)

## Reflection/Discussion:

* What did you find challenging about this session?
* What types of calls or communication techniques worked best when orientating yourself/your teammates while batting/bowling/fielding?

# Blind Tennis

Tennis was first adapted for players who are blind or have low vision in 1984 in Japan. While blind tennis has grown in popularity since it was first developed, the sport is still in its infancy, and player pathways and competitive opportunities are currently limited.

## Equipment Required

* Tennis racket
* Blind tennis balls (either black or yellow)
* Blackout shades (for B1 players)
* Tactile lines (see ‘court layout’ below)

## Court Layout

The court layout varies depending on the player’s classification (see ‘classification’ above for more details).

### B1 Court Layout

Tactile markings on perimeter lines (highlighted by solid lines below). The dotted lines need to be marked out by tape unless court lines are already visible. The tactile tramlines should extend past the baseline.

|  |  |
| --- | --- |
| **Singles**   * 12.8m x 6.1m * Service line = 1.8m from the baseline * Net height = 0.83m   **Doubles**   * 12.8m x 8.23m (singles tramline) * Service line = 1.8m from the baseline * Net height = 0.83m |  |
| Diagram of B1 court layout for singles including dimensions | **Diagram of B1 court layout for doubles including dimensions** |

### B2-B5 Court Layout

It is not a requirement to apply tactile markings for the court but extra wide tape may be preferred for greater visibility if not used.

|  |  |
| --- | --- |
| **Singles**   * 18.28m x 8.23m (singles tramline) * Service line = same as full court * Net height = 0.914m (3 feet)   **Doubles**   * 18.28m x 10.97m (doubles tramline) * Service line = same as full court * Net height = 0.914m (3 feet) |  |
| Diagram of B2-B5 court layout for singles including dimensions | Diagram of B2-B5 court layout for doubles including dimensions |

## 

## Basic Rules

Blind tennis rules are very similar to standard tennis rules with a few key exceptions.

### Bounces

**B1 and B2 players** = up to three bounces

**B3 players** = up to two bounces

**B4 and B5 players** = one bounce

### Serve

All players must use the ‘ready?’ ‘yes’ ‘play’ procedure. The player serving the ball must ask the opposition ‘ready?’ to which they must reply either ‘yes’ or ‘no’. When the opposition says ‘yes’, the player serving must say ‘play’ as soon as they release the ball to serve.

### Scoring

The same scoring system is used in blind tennis as in standard tennis.

## More Information

Metro Blind Sport ‘Blind Tennis - Part 1’: [www.youtube.com/watch?v=WnOHM7mBXvYandfeature=emb\_logo](https://www.youtube.com/watch?v=WnOHM7mBXvY&feature=emb_logo)

Metro Blind Sport ‘Blind Tennis - Part 2’: [www.youtube.com/watch?v=-QUXsFxYv0k](https://www.youtube.com/watch?v=-QUXsFxYv0k)

Metro Blind Sport ‘Blind Tennis - Part 3’: [www.youtube.com/watch?v=aiNcjf3pqpI](https://www.youtube.com/watch?v=aiNcjf3pqpI)

Tennis Foundation Guide to Visually Impaired Tennis:

[www.metroblindsport.org/wp-content/uploads/2016/12/A-Guide-to-Visually-Impaired-Tennis.pdf](http://www.metroblindsport.org/wp-content/uploads/2016/12/A-Guide-to-Visually-Impaired-Tennis.pdf)

# Skill Development Games and Activities

## Rolling Rallies

**Objective:** Players learn to listen for the ball and move in response to it

**Number of players required:** 2+

**Age:** All ages

**Equipment needed:** Tennis rackets, blind tennis balls, marker spots

**Set up and space:** Open space (e.g. tennis court or school gymnasium). Set up two marker spots two to three metres apart for players to stand on. This helps players to know where to stand and can help with orientating themselves.

**How to play:** In pairs, players use their racket to hit the ball along the ground to the other player. The other player then moves as needed to return the ball along the ground by hitting it with their racket. The rally continues until one player misses the ball. Teams count how many passes they can do and try to improve each time.

**Make it easier:**

* Players can stop the ball with their racket before hitting it back to the other player.
* Decrease the distance between players.

**Added challenge:**

* Increase the distance between players.
* Use forehand hits (instead of rolling).

## Roll and Splat

**Objective:** Players learn to listen for the ball and move in response to it

**Number of players required:** 2+

**Age:** All ages

**Equipment needed:** Tennis rackets, blind tennis balls

**Set up and Space:** Open space (e.g. tennis court or school gymnasium)

**How to play:** In pairs or a small group, the ‘server’ starts the rally by pushing the ball along the ground towards the other player/s. The other player/s then use their racket to trap the ball by ‘splatting’ their hand or racket on top of it to stop it. Try and count how many ‘splats’ you can make.

**Make it easier:**

* Use a larger and/or noisier ball
* Stand closer together
* Roll the ball slower

**Added challenge:**

* Stand further apart or roll the ball in different directions
* Roll the ball faster

## Hot Potato

**Objective:** Moving around the court

**Number of players required:** 2+

**Age:** All ages

**Equipment needed:** Blind tennis balls

**Set up and Space:** Tennis court

**How to play:** Players are in pairs standing on the baseline at opposite ends of the court. One of the players in each pair is holding a blind tennis ball. A caller (e.g. parent, coach or teacher) will shout out a number and then ‘hot potato’. Both players then run to the net in the middle to perform that many underarm throws and catches.

**Make it easier:**

* Players stand closer together when throwing the ball to their partner

**Added challenge:**

* Players start in different areas of the court
* Players stand further apart when throwing the ball to their partner
* Players wear blackout shades making finding the net more challenging

## Traffic Light

**Objective:** Players practise different movements while maintaining control of the ball

**Number of players required:** 2+

**Age:** All ages

**Equipment needed:** Tennis rackets, blind tennis balls

**Set up and Space:** Open space (e.g. tennis court or school gymnasium)

**How to play:** A caller (e.g. parent, coach or teacher) will say an action (e.g. bouncing the ball on your racket) and either red, orange or green. Players then do that action either on the spot (red), while walking (orange) or while running/fast walking (green). Actions could include; bouncing the ball on the ground, pushing the ball along the ground, throwing the ball in the air and catching with your hands, balancing the ball on your racket, rolling the ball around the edge of your racket.

**Make it easier:**

* Let the players decide how they want to move (red, orange or green)

**Added challenge:**

* Make the actions more challenging by making players hit higher or move faster

# Lesson Plan

**Subject:** Physical Education

**Topic:** Adapted and Inclusive Sport

**Lesson Title:** Introduction to Blind Tennis

**Year Level(s):** All ages

**Lesson Duration:** 45 minutes – 1 hour

## Learning Objectives

At the end of this lesson, students will be able to:

1. Move in the direction of the ball by listening to the sound of the ball
2. Understand the basic layout of the court including where net, service line and base line is
3. Bounce the ball on their racket and/or bounce the ball with their racket on the ground

## Summary of Tasks/Actions:

1. Introduction to blind tennis – 10 minutes

Watch Metro Blind Sport ‘Blind Tennis – Part 1’ to introduce students to the basic ideas of blind tennis. Introduce the different court sizes, number of bounces and give players the chance to orientate themselves with the court, going through the names of the different areas.

1. Game (warm up): Traffic Light – 10 minutes
2. Game (warm up): Hot Potato – 5 minutes
3. Game: Roll and Splat – 5 minutes
4. Game: Rolling Rallies – 5 minutes
5. Tennis rallies – 10-20 minutes

Split class into groups of two or four (singles or doubles). Depending on available space and participant skill level, rallies can take place either with or without a net. Games can be played either competitively or with participants trying to beat their own rally high score.

## Materials/Equipment:

* Tennis rackets – one per participant
* Blind tennis balls

## More Information:

* Metro Blind Sport ‘Blind Tennis – Part 1’: [www.youtube.com/watch?v=WnOHM7mBXvYandfeature=emb\_logo](http://www.youtube.com/watch?v=WnOHM7mBXvYandfeature=emb_logo)
* Tennis New Zealand ‘Tennis for Kids’: [www.tennis.kiwi/play/tennis-for-kids](http://www.tennis.kiwi/play/tennis-for-kids)

## Reflection/Discussion:

* What did you find challenging about this session?

# Athletics

## Running – Sprinting and Distance Running

Guiding an individual while running or sprinting follows a similar structure to guiding someone while walking (see ‘Introduction to Guiding’). Guides are responsible for ensuring that blind and low vision athletes stay in their lanes/on course and verbalise any upcoming hazards or changes in terrain (e.g. tree roots, puddles or uphill/downhill).

In competitions, B1 athletes run with the support of a sighted guide, B2 athletes can choose whether or not to run with a sighted guide while B3 athletes generally run unassisted (see ‘classifications’ for more information).

Instead of holding on to the guide’s elbow or shoulder, both guide and athlete hold onto a ‘guide rope’ which is a short rope with either a loop or knot at either end. Guides and vision impaired athletes then run side by side with guides verbalising any upcoming hazards or changes in terrain as needed. Clear and concise communication is therefore essential. This ensures that the athlete receives the information they need in a timely manner and can adjust their stride as needed. When beginning, we recommend guides and athletes hold on to the knot, as opposed to looping your wrist through the rope. This means that if either the guide or athlete stumbles/falls you won’t bring the other person down with you.

Ideally guides should be of similar height and stride length. Guides should also be faster than the vision impaired athlete although the guide must finish behind the athlete in races. Guides do not need to be the same sex and quite often female athletes will have a male guide at the Paralympics as they need to be faster than them. Both guides and vision impaired athletes should wear bright clothing or a high visibility vest while running.

## Field Events – Throwing and Jumping

Guides are used during field events to help orientate VI participants to the throwing, jumping or activity area prior to participating. A caller then uses sound to help the athlete orientate themselves whilst performing. A coach or teammate could perform these roles if required.

During throwing events, the safety of bystanders is essential. A sighted support (e.g. coach or teammate) should always confirm that the throwing area is clear before a throw takes place, and that no one is behind or in front of the thrower. Some athletes will need support orientating themselves so that they begin the activity facing the right direction and are aware of where they are in relation to the activity area (e.g. which way they are throwing). Some athletes may need verbal orientation to help ensure they stay facing the right direction. This could be someone clapping or calling out in the throwing area or at the end of the long jump pit.

Give athletes the opportunity to familiarise themselves with the area. This may be through detailed description and/or physically moving around the area and allowing them to gauge distances and feel objects or surface texture with their feet or hands (e.g. the length of a long jump runway, the feeling of the take-off board and landing area).

During a training session it may be useful to allow athletes the opportunity to take part in measuring the length of the throw or jump to help them develop their understanding of distances, and to appreciate improvements in their own performance, and that of their peers.

## More Information

British Blind Sport ‘A Guide for Supporting Visually Impaired Adults and Children in Athletics’: [britishblindsport.org.uk/wp-content/uploads/2017/07/VisuallyImpairedFriendlyAthletics.pdf](https://britishblindsport.org.uk/wp-content/uploads/2017/07/VisuallyImpairedFriendlyAthletics.pdf)

# Fundamental Movement Skills

Fundamental movement skills provide the building blocks necessary to participate in active recreation and sport. Being able to competently perform these skills will often help to create a more enjoyable experience.

Individuals with a vision impairment tend to have lower levels of fundamental movement skills compared to their sighted peers of a similar age and/or develop skills at a later age. This gap often increases with individuals who are born blind or with low vision versus those who acquired their vision impairment at a later age.

Many vision impaired individuals will work with an orientation and mobility specialist (often referred to as an O and M specialist) to support them to develop the skills they need for daily living. This can vary greatly between individuals depending on a number of factors including their life stage and level of vision. Some individuals will also be supported by an occupational and/or physical therapist depending on their personal needs. O and M specialists working with toddlers and children will often use play and fun games and activities to help develop these skills.

There are three fundamental movement skill categories. These are:

* **Locomotor skills** - involve the body moving in any direction from one point to another. This can include walking, running, dodging, jumping, hopping and skipping.
* **Stability skills** - involve the body balancing either in one place (static) or while in motion (dynamic). This can include landing, balance (static and dynamic) and rotation.
* **Manipulative skills** - involve handling and controlling objects with the hand, the foot or an implement (stick, bat or racket). This can include throwing and catching, striking with the hands, feet and an implement (e.g. kicking, volleying, batting and dribbling).

## Developing Fundamental Movement Skills

Developing fundamental movement skills should be done in a way that is fun and enjoyable for the participants. All children, not just those with a vision impairment, need time and patience to develop these skills. However, different techniques and equipment may be useful to help introduce vision impaired participants to these skills.

The Blind Sport New Zealand Accessible Sport Kit has been designed with sport, active recreation and play in mind. A range of activities and games outlined in this guide could be used to help develop these skills. The equipment can also be used for general play or any other activities. Below are examples of other ways this equipment could be used.

* **Bell balls** – balls with bells inside are a great tool for learning different manipulative skills. The bells can help the participant locate the ball (e.g. as it moves towards them) and the audible and physical feedback helps them understand how their action impacted the ball (e.g. if they hit it on the full or if it was kicked cleanly).
* **Tactile markers** – tactile markers come in all shapes and sizes and can be used in a wide range of ways. They are a great tool for learning locomotor and stability skills as well as encouraging participants to stand in the right spot. Examples of tactile markers include; marker spots, hula hoops, taped down rope and cones.
* **Audible cues –** audible cues such as clapping, clicking, calling, or tapping can be used to help participants move in the right direction (e.g. towards the finish line). This enables physical autonomy and may increase independence and confidence.

### Questions you could ask to help develop these skills:

* What sound did it make when you hit the ball cleanly with the tennis racket/cricket bat, etc? Can you tell the difference in sound between that and when you only hit part of the ball?
* When you kick the ball away from you, does the sound get quieter or louder? How about when the ball comes towards you?
* What call/word can we use so you know when the ball is coming to you? Does a countdown help you prepare (e.g. 3, 2, 1, throw)? **Note:** using names when playing games is a great way to ensure everyone knows when the ball is coming towards them or what else is happening on the court.

## More Information

Sport New Zealand Fundamental Movement Skills Resource:

[www.sportnz.org.nz/resources/developing-fundamental-movement-skills/](http://www.sportnz.org.nz/resources/developing-fundamental-movement-skills/)

Sport Wellington Fundamental Movement Skills Resources:

[www.sportwellington.org.nz/support-and-development/education/fundamental-movement-skills](https://www.sportwellington.org.nz/support-and-development/education/fundamental-movement-skills/)

Camp Abilities Instructional Videos:

[www.campabilities.org/instructional-materials.html](https://www.campabilities.org/instructional-materials.html)

Orientation and Mobility for Blind Babies and Toddlers

[www.familyconnect.org/browse-by-age/infants-and-toddlers/transition-to-independence-iandt/orientation-and-mobility-for-blind-babies-and-toddlers/](http://www.familyconnect.org/browse-by-age/infants-and-toddlers/transition-to-independence-iandt/orientation-and-mobility-for-blind-babies-and-toddlers/)

Perkins School for the Blind ‘Motor Skills Resources’

[www.perkinselearning.org/scout/resources/motor-skills](https://www.perkinselearning.org/scout/resources/motor-skills)