Motor Activity Training Programme (MATP®)

COME AND TRY EVENT

For use with primary and secondary SEN schools.

For use at intra, inter and county School Games events.

A full MATP® Come and Try event training can be accessed by emailing: matp@sogb.org.uk

Quick introduction

MATP® was developed by Special Olympics and is a movement-based sports programme that provides meaningful sport and physical activity for young people with severe/profound, multiple impairments (PMLD) and Complex Support Needs.

The Come and Try event is like a School Games activity festival for students with PMLD and Complex Needs.

It is a great way to introduce people to MATP® and let them have a go.

It's an opportunity to showcase MATP® and show off the fun and progress that can be achieved through the programme.

Health and safety

- Participants with PMLD and complex health needs will have a support worker present who can support their specific complex needs.
- Work with the MATP® athletes and their support staff to explore the variety of motor skill activities on offer.
- Ensure you have relevant equipment to meet the needs of the participants, i.e. ramps, hoists and changing beds (if needed).

Getting started

The MATP® Come and Try event involves:

Setting up a mixture of eight (or as many as needed) stations consisting of the FOUR core sport specific MATP® skill areas.

These include:

1. Mobility (gross motor skills) x 2 activity stations
2. Dexterity (fine motor skills) x 2 activity stations
3. Kicking (lower body skills) x 2 activity stations
4. Striking (upper body skills) x 2 activity stations

It is important to have a variety of activities pitched at different ability levels as with MATP® there is always a wide spectrum of needs and abilities.

Have a warm-up activity – parachute games work really well. Balloons on the parachute, using two parachutes and throwing balls from one to the other and support it all with loud upbeat music.

When the warm-up is finished, direct people to move around in smaller groups to try different activity stations.

Have a cool-down activity to finish. You may want to use the parachute again but in a more relaxed way with relaxing music. You could use a sensory cooldown with fans and scarves to help athletes relax. This will provide a clear ending to the event.

Equipment

- Variety of equipment needed for all the stations. This could include sensory and tactile objects, bats, balls, hoops, ramps, scarfs, markers, benches, targets – the list is endless! With MATP® you do not need fancy expensive equipment – just an imagination to adapt different activities to include everyone.

TOP Tip

Explore and have fun! MATP® is all about individuality – think outside of the box on how to make tasks fun and relevant to individual preferences.

NB: The Special Olympics Great Britain MATP® team need to sign off and sanction all MATP® Challenge events and MATP® ***Come and Try*** due to trademark, branding, health/safety and connectivity requirements. ***To complete this short process please contact*** matp@sogb.org.uk

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Organising the game session

Set up the stations in the four distinct MATP® skill areas:

Mobility: Any activities that involves an individual moving themselves.

- Assisted walk (can be slalom or obstacles too)
- Self-propelling in a wheelchair (can be slalom too)
- Moving across a mat (log roll)

Dexterity: Activities around fine manipulation and throwing.

- Throwing activities
- Grasp and release activities
- Knocking down skittles using a variety of balls/ramps
- Bean bag lift and drop

Kicking: Moving anything with their lower body.

- Pushing a ball/skittles/cones with legs or feet
- Walking through skittles

Striking: Moving anything with the upper body.

- Hitting balls with any racket to a target
- Sliding an item off a table
- Knocking a ball down a ramp with the hand/arm/shoulder/head
- Hitting items suspended at eye-level or shoulder height

Brief staff/volunteers/peer leaders on how the activity works and how the equipment can be used. The lead person can describe each activity station at the beginning of the session.

Make sure that there is member of staff/volunteer who understands the activity.

Brief volunteers to not be afraid of leaving their station to engage the participants asking them if they'd like to try their activity and bringing them over.

Keep the atmosphere up with music playing and make sure that all your staff/volunteers are clapping and cheering the participants on as they complete the activities.

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Officiating/Leadership

Young people (peer leaders/coaches) can help to lead or support each station's activities. They can also have roles within registration, awards or sound/music which is very important for these MATP® Come and Try events.

Think Inclusively – STEP

MATP® is all about individuality – it is all about including everyone by adapting lots of fun activities to suit functional ability and individual needs.
Use the STEP model to adapt activities and skills.

Space:

- Increase or decrease the size of the playing area or distance to target.
- Vary the distance to be covered in practices to suit different abilities or mobility levels.

Task:

- Ensure that everyone has equal opportunity to participate.
- Break down complex skills into smaller component parts if this helps players to more easily develop skills.
- Use different parts of the body to perform simple skills.

Equipment:

- In ball activities increase or decrease the size or density of the ball to suit the ability of the athlete.
- Provide options that enable people to send or receive a ball in different ways.
- The use of bell or rattle can assist the inclusion of some players.

People:

- Match athletes of similar ability in activities.
- Balance numbers according to the overall ability of the group.

Keeping it fun

Keep the atmosphere lively by playing music and make sure that all your staff/volunteers are encouraged to clap, cheer and support the participants on as they try out the various activities.

Sporting ME
Spirit of the Games

Excellence through competition

Passion: I am passionate to showcase my skills learnt and celebrate my achievements.

Self-belief: I fully believe in myself and I am determined to showcase my achievements to others.

Motor Activity Training Programme

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