

## Activity Sheet





“Identify an area of concern in your current coaching practice that you struggling with in delivery the content of skills” (E.g.: Child cannot throw a ball, or Child cannot perform a breaststroke kick)

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Using TREE Principle to address the issue/problem you have mentioned above

## The TREE Principle

The Tree Principle is a practical tool designed to support teachers and coaches to adapt and modify an activity to be more inclusive of students with a range of abilities.

The TREE acronym stands for:

 <p>TEACHING METHOD / COACHING STYLE</p>	<p>Communication and delivery strategies/ideas to assist students achieve success.</p>
 <p>RULES AND REGULATIONS</p>	<p>Simplifying or changing rules, then re-introduce as skill levels increase.</p>
 <p>EQUIPMENT</p>	<p>Using different sizes, shapes, colours, textures and/or weights of equipment</p>
 <p>ENVIRONMENT</p>	<p>Varying the length, height, zones, floor, and seating/standing conditions of a playing area.</p>

## Teaching Method/Coaching Style

Teaching method/coaching style refer to the way the game is communicated to the students. The delivery to a group can have a significant impact on how inclusive it is. Using a combination of strategies will help to ensure communication is effective and appropriate. Examples include:

- Keep instructions simple and concise
- Using visual aids, demonstrations and whistles
- Encourage participation, team work and problem solving
- Use questioning to check student understanding

*Beware of your emotion, body language and tone when communicating with your learners. The micro-expression of yours will also affect your relationship between you and your learners. A calm and self-regulated tone in communication will assist the learner to be at ease in any situation such as anxiety during competition or meltdown situation.*

## Rules

Some students may have difficulty understanding and following the rules of a game. Rules can be simplified or changed as needed, and then re-introduced as their skill levels increase. To support students you can:

- Begin activities with only few of the rules (easy to remember)
- Gradually introduce the rules (one at a time) once students understand the pattern or flow of the activity
- Try to minimize the time between giving instructions and starting the activity
- Begin teaching the activities in slow-motion e.g. using a slower moving ball or restricting player movements

*Beware of over modifying and compromise the integrity of the games.*

## Equipment

The appropriate use of equipment (in term of weight, size) according to the individual's ability does increase the success of playing. Some examples include:

Sport	Equipment
Boccia	<ul style="list-style-type: none"><li>• Bean Bag, koosh ball, paper or tape ball</li></ul>
Badminton	<ul style="list-style-type: none"><li>• Use balloon</li><li>• Use smaller and lighter racket</li></ul>
Goalball	<ul style="list-style-type: none"><li>• Basketball wrapped in as plastic bag or balls filled with rice or seed</li><li>• Using masking tape and string to make tactile lines for players</li></ul>
Swimming	<ul style="list-style-type: none"><li>• Swim bar instead of kick board for stability</li></ul>

*Be creative and innovative in this area, you can also use technology within this area to increase the participation rate or increase the interest in engaging the learners. Some learners may not be able to hold onto the equipment, you may have to modify by adding some kind of securing device of the equipment to their hand(s).*

## Environment





When planning activities, remember to consider whether or not the playing area is suitable for the mobility levels of all students. It is important to ensure:

- The floor surface allows smooth running of wheelchair or other mobility aids
- Benches or chairs are located at specific areas and can be used by students who have difficulty standing for extended periods
- Students that experience difficulty standing or walking can participate in activities from the floor e.g. from a sitting, kneeling, or side-lying position
- You create playing areas that have more space to negotiate tasks and make them achievable e.g. increase the size of the goals to improve the chances of scoring

*Consider the use of space to assist in correcting technique or skill you want to achieve for your learners within the sports.*

**Source: Australian Sports Commission, Disability Education Program**

The TREE Principle (Sport: \_\_\_\_\_)

 <p>TEACHING METHOD / COACHING STYLE</p>	
 <p>RULES AND REGULATIONS</p>	
 <p>EQUIPMENT</p>	
 <p>ENVIRONMENT</p>	

### Background

The Singapore Disability Sports Council (SDSC) caters to the needs of persons across a diverse range of disabilities. Founded in 1973, SDSC runs community, developmental and high performance programmes seven days a week, 365 days a year, to help persons with disabilities receive therapy and discover their talents through sports.

The SDSC is the only organisation in Singapore which reaches across all disability groups, offering a wide range of more than 20 sports at both elite and non-elite levels.

SDSC is heartened to be benefiting more than 300 athletes with disabilities weekly, and more than 1000 persons with disabilities annually. Inspirational individuals have emerged from our programmes and services, such as Paralympian Ms Yip Pin Xiu who is the youngest Nominated Member of Parliament and Asean medallist Mr Jason Chee who is a Singapore Youth Award recipient.

### Mission

Transforming the lives of Persons with Disabilities through sport

### Our Vision

To build a vibrant and inclusive community where persons with disabilities can pursue their sporting aspirations.



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