Barry
Inclusive Activities for All

Ken Black
Independent Advisor
Inclusive physical activity & disability sport
Board Member, English Federation of Disability Sport (EFDS)

Current & recent projects:
Youth Sport Trust, EFDS, UK Sport (Zambia),
Project CONADIS (Peru), Foreign & Commonwealth Office (Sudan),
& visiting lecturer, Loughborough University

www.theinclusionclub.com
Air Guitar
Tony Iommi
Django Reinhardt
Labels
Inclusive Activities for All

Themes

• Many ways of reaching the same outcome

• Model-based approach
Why is sport for disabled people relevant in post-disaster situations?

- Disabled people already there, but perhaps not revealed
- Disaster creates more impairment
- Community re-building must include ALL people
- Supports rehabilitation process
Physical activity, sport & disabled people

Adapted physical activity

Disability sport
Inclusive physical activity & sport

• Bringing disabled and non-disabled people together in sport
• Providing a platform for understanding and cooperation
• Creating meaningful interaction and opportunities for social cohesion
Principles of inclusion

• A social approach to inclusion

• A wide interpretation

• Creating an inclusive environment

Emphasis on the *actions* of the teacher/coach
- not *reaction* to the individual
Different
Models of Inclusion

Practical application of the social environmental approach

• The Inclusion Spectrum

• STEP
The Inclusion Spectrum: a practical model for inclusive physical activity

What is it?

• A structure for inclusion in physical activity and sport
• A flexible tool for use with a range of activities and abilities
• A continuum of participation
• A social-environmental approach
Inclusion Spectrum: where it’s used
Inclusion Spectrum: international

- Finnish Association of Sports for the Disabled (SIU)
  ‘Ota Minut Mukaan’
The Inclusion Spectrum model, incorporating STEP
OPEN activity
Everyone can play

Everyone doing the same activity without adaptation or modification - or in their own way without conditions
E.g.

• warm up or cool down activities
• inclusive games, i.e. everybody’s contribution counts
• continuous activity: individual differences less obvious
• importance of inclusive language
Open - Everyone can play: examples
MODIFIED activity
Change to include

Everyone doing the same activity, but changes made to rules, space and equipment used in order to promote inclusion

E.g.

• adjust the space

• make changes to the task

• change or modify the equipment

• the way the people (children) interact with each other
The STEP tool

- Space
- Task
- Equipment
- People
PEC India & PEC Ability

Walking - Foundation Skills

Use these activities to
- Understand body postures
- Actively engage all muscles of the body
- Move different parts of the body
- To hold different static positions
- Improve movement, strength, endurance and flexibility

Progression
- Lie down on the stomach with arms stretched out in front (1)
- Position yourself on your knees, raise your hips to form a tunnel (2)
- Stand up straight with arms by the sides, move your feet apart and arms at shoulder height, make a Y of both arms, bring your arms down and feet apart, come to standing straight position (3)
- Sit with arms raised at shoulder height, raise arms over head, bend trunk forward and try to touch your feet (4)
- Place an object (bean bag/book) on the head and walk (forwards / backwards) (5)

Extension Games

Bridges & Tunnels
- One player forms a tunnel and the other crawls through the tunnel (6)

Balancing Act
- Place the object on different parts of the body eg. shoulder, elbow, back of hands, knees, feet etc.
- Play lemon and spoon race (7)

Equipment
- Bean bags, books, spoon, lemon etc.

THE PEC Resources have been produced in a technical collaboration between UNICEF, HERIE, Youth Sport Trust UK and the British Council under a partnership programme with WHO, WHO, UK Sport and UNICEF.

30/10/12
ICSSPE - Communities & Crisis - Rheinsberg 2012
PEC Ability - STEP

Walking - Foundation Skills
Use the STEP model to modify these activities. Try the modifications suggested below or devise your own.

Space
- Increase and decrease the space as per activity, ability and numbers of students. For example, ensure that each student has space appropriate to their movement capabilities.

Task
- Walk on hands and knees together
- Place obstacles on the way
- Explore movement in specific parts of the body - this may help to include children who have movement restrictions. For example:
  - Ask everyone to think of all the ways that they can move their upper limbs and body - this may help to include wheelchair users.
  - Or ask the children to find lots of ways of moving their hands and feet - this may help include those who have severe movement impairments.
- Use mirroring (see Extension games)

Equipment
- Vary the equipment to develop progression in the activities. For example:
  - In the lemon and spoon game, begin with only the spoon, then add the lemon, and finally move towards using small balls, like table tennis balls;
  - When balancing items, begin with soft objects, like scarves, then move towards balancing bean bags and paper balls.
  - Use table tennis racket & ball

People
- Add more tunnels (in other words, more children make tunnels); or, make the tunnels longer by getting children closer together
- Make the children participate in balancing relays.
- Wheelchair users can form tunnels with a partner, holding a short stick between them.

Extension game
- Mirroring
  This is a good way of helping children with inhibited movement to work together with a more able partner to improve their skills.
  In pairs, children face each other and take turns at leading their partner in simple movements of the arms, body and legs: the partner who leads should have some movement competency; their less able partner follows by moving in a 'mirror image'.
  Once the follower has acquired simple movement skills and some confidence, they should take atum at leading their partner. Change partners frequently.

Safety measures
- Use a clean and clear ground having no stones or sharp objects
- Watch out for others while doing activities

Curriculum link
- Linked to the learning objective nos. 8, 12 and 13 in the CBSE School Health Manual and the Theme on Movement Awareness in the NCERT Syllabus: What are the other forms of movement?

Self Assessment
- How many different symmetric and asymmetric shapes can I show?
- How long can I keep still when balancing?

PEC INDIA

THE PEC resources have been produced in a technical collaboration between CSSE, NCERT, Youth Sport Trust UK and the British Council under a partnership programme with AHRID, MAVAG, UK Sport and UNICEF.
Modified - Change to include: examples
PARALLEL activity
Ability groups

Participants are grouped according to ability – everyone participates in the same activity but at an appropriate level

E.g.

• versions of the same activity or game (e.g. standing or seated)
• a range of small-sided activities
• ability-matched zones within a larger activity
Parallel - Ability groups
Alternate / separate activity

An individual or group do purposefully planned separate activity

E.g.

• young people prepare individually or in a group (team) for a disability sport event
• individual practise of specific skills
• Note: this should not be most of the time!
• In the school context: physio is not PE!
Alternate / separate activity: examples
Disability sport / adapted physical activity

‘Reverse integration’ – non-disabled people take part in disability sport

E.g.

• include aspects of activities from disability sport or adapted activity programmes in ‘mainstream’ physical education

• focus on disability sport-specific activities, e.g. boccia, goalball, or sitting volleyball
Disability sport / adapted physical activity
Inclusion Spectrum: summary

The Inclusion Spectrum is a practical structure for inclusion that supports:

• an emphasis on ability not disability
• different abilities (whether disabled or non-disabled)
• varying rates of development

and

• is a tool for inclusion and integration
Inclusion Spectrum References


Inclusion - some basics

• Use the expertise of parents, carers and specialised support staff.
• Ensure that activities are progressive and attainable.
• Avoid team selections that leave the special needs child the last to be selected.
• Whenever possible, create tasks that build upon the capabilities of the individual; this develops self-respect.
• Make use of the wealth of resources available online and consult with relevant organisations and agencies.
TOP Sportsability

Online inclusion resource

• Providing activity options for specific populations
• A vehicle for inclusion of disabled and non-disabled young people
• A basic introduction to a wide range of sports and activities
Web links

Youth Sport Trust – Inclusion site
http://inclusion.youthsporttrust.org/page/introduction/index.html

Australian Sports Commission

THENAPA 2
http://www.thenapa2.org/publications/products/Cards/index.htm
More information

Design for Sport
Anxo Cereijo Roibas,
Emmanuel Stamatakis &
Ken Black (eds)

Two chapters on ‘Inclusive
design for sport’ and
‘Designing Inclusive
games and activities’
including the Inclusion Spectrum

http://www.gowerpublishing.com/isbn/9780566088599
Quote: G9CLT35
Coaching Children in Sport
Ian Stafford (ed) May 2011

Chapter on
‘Coaching Disabled Children’
Ken Black

(paperback)
ISBN 978-0-203-85068
(e-book)