

TOP Sportsability

Introducing the Inclusion Spectrum

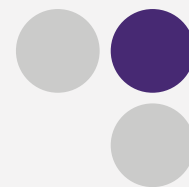
Sample practical session



Youth Sport Trust

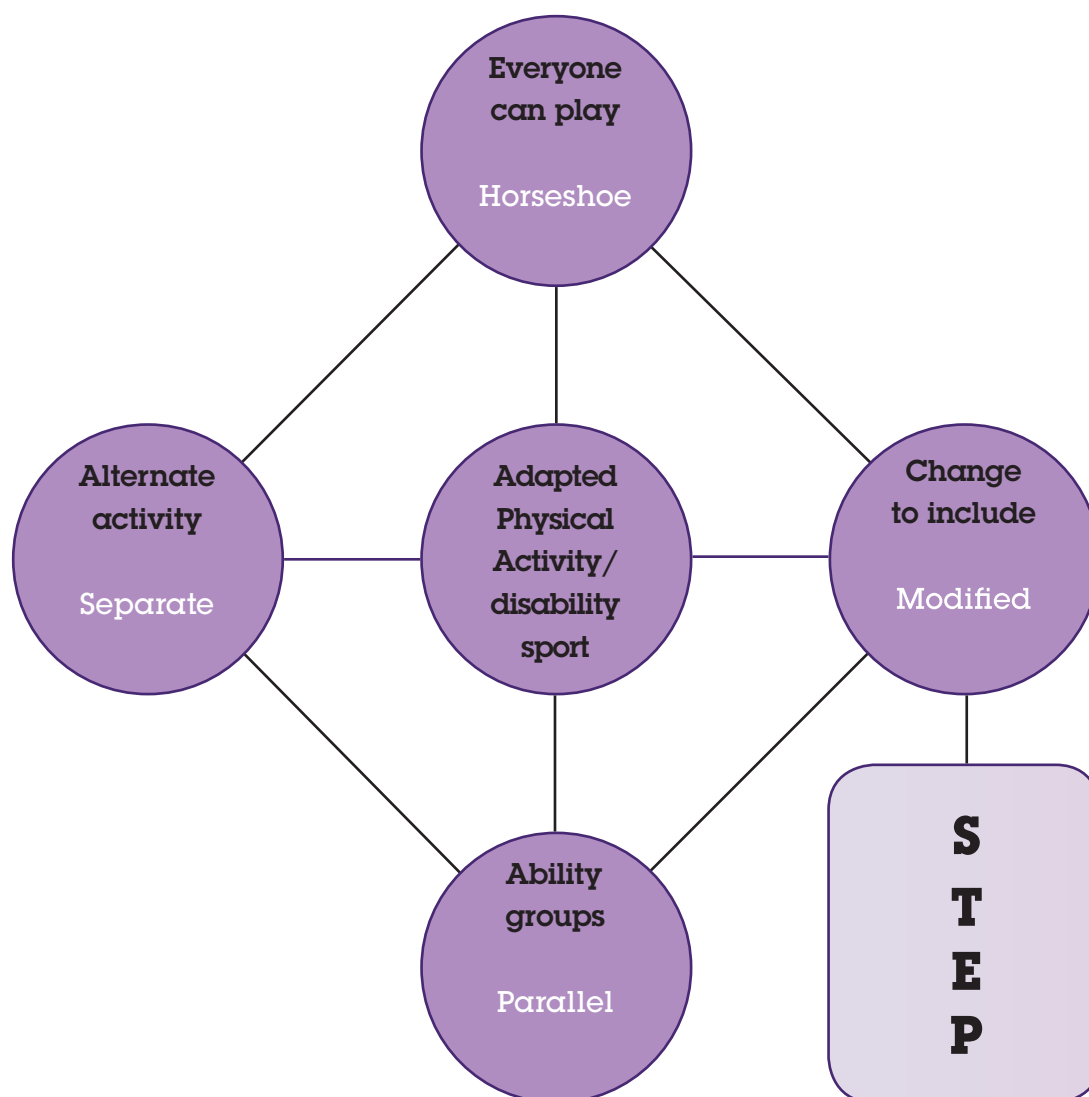
TOP Sportsability User Manual

Introducing the Inclusion Spectrum

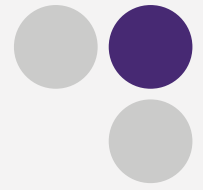


The following activities are grouped according to the approaches outlined in the Inclusion Spectrum model.

However, remember that any activity can be adapted and modified using the **Inclusion Spectrum** and **STEP** tools.



Pam Stevenson/Ken Black 2011



‘Everyone can play’ (Open) activities

Everyone can play – a simple activity based on what the entire group can do with little or no modifications

Examples:

- Warm ups and cools downs, where children can find the level of participation that suits them.
- Unstructured play, where children participate in ‘free play’, but perhaps around a specific theme, like ‘ways of moving’.
- Collecting or gathering games, for example, gathering up objects scattered around the playing area with the task of arranging them into like colours.
- ‘Continuous’ games, where everyone in the group participates together; for example, the whole group use balls to knock down empty plastic water bottles - as everyone is taking part at the same time, individual differences in capabilities are not emphasised.

Games examples (see TOP Sportsability online resource activity cards and video clips):

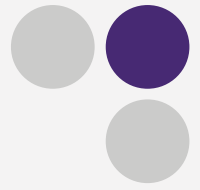
Use these activities, or select your own or others from the resource, to orientate participants to this aspect of the Inclusion Spectrum.

Bean Bag Games – Individual Skills and Games

- Balance Bean Bag
- Toss and Catch
- Body Catch

TOP Sportsability User Manual

Introducing the Inclusion Spectrum



Inclusive Zone Basketball

- Countdown

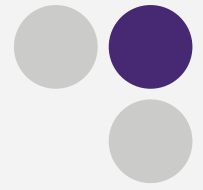
Volleyball & Sitting volleyball

- Blanket Ball

Swimming

- Simon Says
- Treasure Hunt

Use these activities to help tutors explore aspects of inclusion using activities that everyone can play.



‘Change to include’ (Modified) activities

Change to include – everyone does the same activity with adaptations to challenge the more able and support the inclusion of everyone

The **STEP** model can be used as a guide to adapt and modify activities. **STEP** stands for **space**, **task**, **equipment** and **people**.

Examples:

- Adjust the **space**, for example, increase or decrease the distance to a target.
- Make changes to the **task**, for example, ask the children to count how many times they can perform a skill, like tossing and catching a paper ball, within a given time limit.
- Change or modify the **equipment**, for example use a brightly coloured ball to help children who have partial sight with tracking.
- Be flexible about the way the **people** (children) interact with each other; for example, allocating specific roles to children in a game according to their abilities.

Games examples (see TOP Sportsability online resource activity cards):

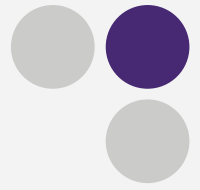
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Boccia

- Make a target

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Introducing the Inclusion Spectrum



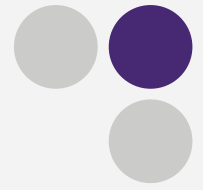
Goalball

- Team Pass

Polybat

- Polyskittles
- Polysnooker

Use these activities to help tutors change activities in order to include the widest range of abilities.



Ability Group (Parallel) activities

Ability groups – children are grouped according to ability – each group does the same activity but at appropriate levels

Examples:

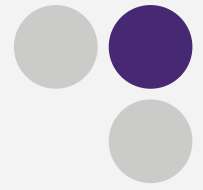
- Create two or more versions of the same activity, for example, a standing version of volleyball and a seated version; children take part in the version that matches their abilities in that activity.
- Arrange individual skill practices based on ability groups; for example, a badminton group using the hand and a balloon, a group using large light racquets and a beach ball, and a group using regular racquets and a shuttlecock.
- Creating different aspects of a specific practice; for example, to practise throwing a ball in from the field in a cricket or rounders-type game, the children whose skills are most developed can aim at a single stump, those who have intermediate skills can use a regular wicket; and those who are still developing skills can use two sets of stumps placed together to form a larger target; as their skills improve, they move to the next target, or stand further away.

Games examples (see TOP Sportsability online resource activity cards):

Use these activities, or select your own from the resource, to orientate participants to this aspect of the Inclusion Spectrum.

TOP Sportsability User Manual

Introducing the Inclusion Spectrum



Cricket

- Target Bowling (groups aim at different targets)

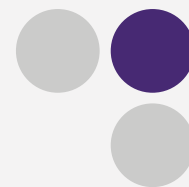
Polybat

- Polyskittles (individual)
- Polybat (pair)
- Octopoly (team)

Volleyball and Sitting Volleyball

- Keepy Uppy (developmental group)
- Sitting Volleyball (active seated group)
- Integrated Volleyball (mixed standing and seated group)

Use these activities to help tutors understand the use of ability groupings.



‘Alternate’ (Separate) activities

Alternate/Separate activity – it may be useful for an individual or group to do a purposefully planned different activity away from the main group.

Examples:

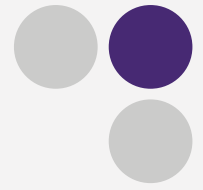
- A young person works to develop and improve competencies and skills so that later integration will be more successful.
- Young people prepare individually or in a group (team) for a disability sport event; entry into a specific event for young disabled people, like the Special Olympics, may entail individual or group peer practice.
- *Note: this should not be most of the time!*

Discussion

A practical experience of this aspect is not appropriate. Instead use a whole group or small group discussion to review this approach.

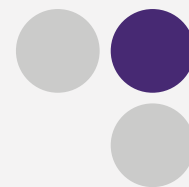
The type of activity that may be required could include the following:

- Movement skills – walking, running, jumping, hopping or moving proficiently whilst using a wheelchair or walking frame/rollator.
- Sending and receiving skills – a child might begin by using soft cushion to practise receiving/catching before moving into a sending/receiving activity using a ball with a partner or small group.



- Fielding and throwing skills before being integrated into a cricket or rounders game. For example, the child might practise aiming at targets.

A small group of individuals may need to practise as a team before participating in a disability sport competition, for example, boccia or table cricket, where coordination and team tactics may be as important as the practise of individual skills.



Disability sport and adapted physical activity

Disability Sport (Adapted physical Activity) – aspects of physical activity based on adapted physical activity or disability sport programmes can be included in all approaches; this provides specific opportunities for disabled children and a new challenge for those who are non-disabled - 'reverse integration'.

Examples:

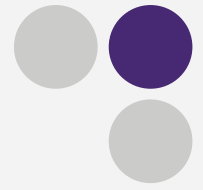
- Children with disabilities teach their non-disabled peers a disability sport activity, like boccia (bocce).
- Activities from the disability sport programme, such as sitting volleyball, can be built in to the regular games programme for all young people.
- Specific disability sport activities, like goalball, a game developed for athletes with visual impairment, can be the basis of a project where young people learn the rules, improvise the equipment, and organise and run small competitions.

Games examples (see TOP Sportsability online resource activity cards):

Use these activities, or select your own from the resource, to orientate participants to this aspect of the Inclusion Spectrum.

Boccia

- Boccia basics



Goalball

- Goalball basics

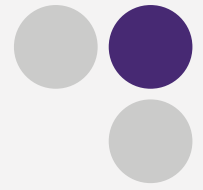
Inclusive Zone Basketball

- Inclusive Zone Basketball

Volleyball & Sitting Volleyball

- Sitting Volleyball

Use these activities to help tutors explore ways of using adapted physical activity and disability sport to widen inclusion.



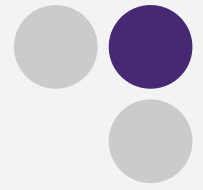
Introducing the Inclusion Spectrum – summary

Summarise the session by discussing the ways in which participants might apply this Inclusion Spectrum to promote inclusion in their own settings.

If appropriate or practical, the TOP Sportsability online resource can be used to review the session. This can include:

- *Introducing the Inclusion Spectrum* video clip
- *Introducing the Inclusion Spectrum – Information for tutors* – sports-specific documents
- The *Inclusion Spectrum incorporating STEP* document can be used as a handout if required.

Participants can be directed towards the following references (these are shown in the *Inclusion Spectrum incorporating STEP* document).



References

Black, Ken (2011) *Coaching disabled children*. In Stafford, Ian (ed.) *Coaching Children in Sport*. London: Routledge

Black, K. and Williamson, D. (2011) *Designing inclusive physical activities and games*. In A. Cereijo-Roibas, E. Stamatakis and K. Black (eds), *Design for sport*. Farnham, UK: Gower

Stevenson, P. (2009) *The pedagogy of inclusive youth sport: working towards real solutions*. In H. Fitzgerald (ed.), *Disability and youth sport*. London: Routledge