

HALBERG FOUNDATION

Exploring Inclusive Sport, Play, Recreation and Physical Education



Ko wai au?



About Us

Vision

All young people with physical disabilities have equal opportunity to participate in sport and recreation

Purpose

Bringing about moments of JOY!



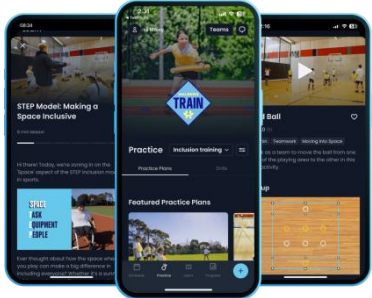
What is Inclusion?

Halberg promotes inclusion as
a sense of belonging



- Ensuring everyone has an opportunity to be involved
 - Giving everyone an equal and fair chance to give it a try
- Sharing ideas and helping people develop skills at their own pace
 - Participants have a valued role within the activity

Terminology & Communication



Download
COACHMATE here



An Inclusive Approach to Games / Sports

Standard

**Traditional version
of game or sport**



Modified

**Apply STEP to
make modifications**



Alternative

**Provides access to
fundamental skills**



Exclusive

**Games or sport
specifically
designed**



Inclusive Considerations When Planning

**What is the participant's functional ability?
How does the participant process and absorb information?
Has the participant had prior experience in this area?**

Tasks

**Begin with only a few of the easiest tasks / rules to get started.
Slowly introduce changes / skill progressions once underway.
Minimise time between giving instructions and beginning activity.
Use slow motion / physical modelling / visual aids or walk throughs to model.**

Inclusive Considerations When Planning

How well does the participant move?

Do they have limited movement of their arms, hands, legs?

Does the participant require mobility assistance?

Movement Capability

Consider various ways of using equipment / space, so instead of throwing or kicking a ball could they...

- **carry ball between 2 markers and release into a bucket or hoop**
- **roll ball along the floor towards a target**
- **send ball along a tabletop or ramp**
- **use another piece of equipment to strike / roll / propel the ball**

Inclusive Considerations When Planning

How well can the participant see or hear?

How does the person process and absorb information?

Will the participant understand the use of 'sports' jargon?

Communication

Use a clear tone, cheerful and welcoming.

Take into account lighting, loud sounds, echoes, preferred hearing / seeing side.

Create opportunities that foster teamwork, collaboration and problem solving.

Use terms or directions that are specific to the task at hand.

Use individualised questioning to check understanding.

Offer one to one progressions or adaptations.

Inclusive Considerations When Planning

**Does the participant use a wheelchair or walking aids?
Will the participant tire quickly, or lose focus / interest
during the session?**

Environment

Consider floor /playing surface.

**Consider accessibility for chairs, space to manoeuvre
between stations / activities.**

**Provide benches / chairs nearby for seated modifications or
to rest and reset.**

Create playing areas that encourage achievable tasks.

Movewell Resource (Sport NZ)

2.4 Hot Potato

This game sets the problem of how to move a 'hot potato' using only the equipment at hand. It is a cooperative game that requires teams to problem-solve and work together.

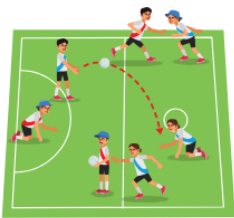


EQUIPMENT

Use a broad range of equipment that children can use for transporting the potato, such as noodles, ropes, cones, raquettes, sticks, etc.

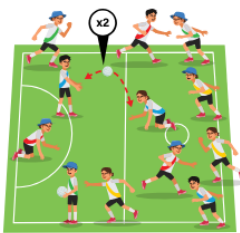


PROGRESSIONS Using the following progressions, think about simplifying, shaping, focusing, and enhancing.



Step One:

Play the game with two teams. Each team's ball can't be intercepted or stolen. Players holding a ball can't be tagged. Players can't hover over players who are bobbed down; they have to let them run when freed.



Step Two:

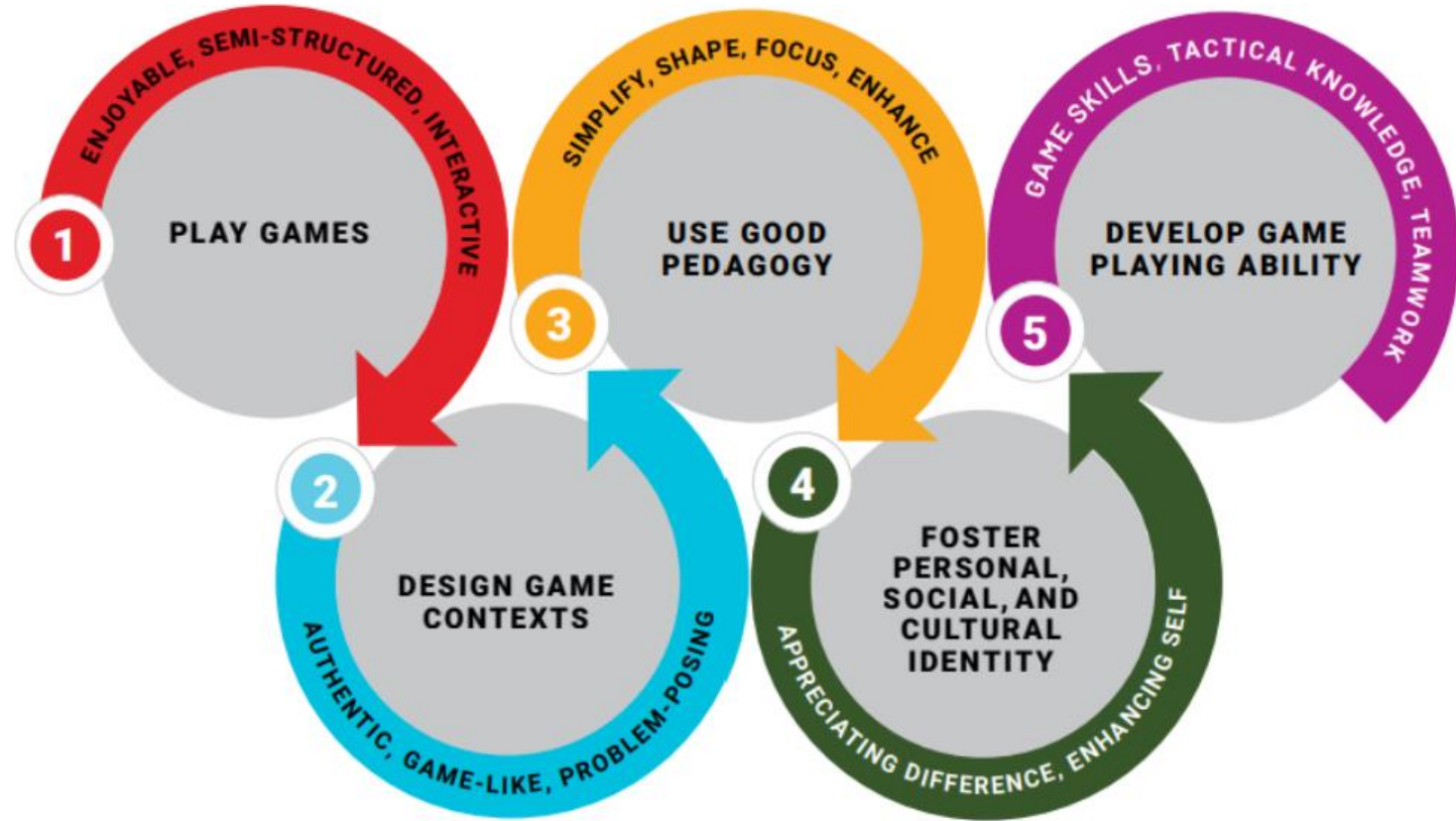
Play with four teams. Each team's ball can be intercepted but can't be grabbed off another player. To be freed requires two passes between the player bobbed down and a team-mate.

Introduce the golden snitch (yellow ball), which remains as the teacher's or coach's ball to use to free players who are constantly being tagged or waiting a long time. (Initiate a discussion about inclusiveness).

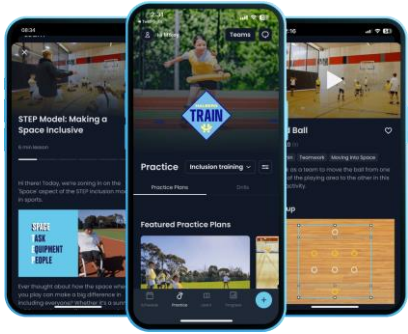


Step Three:

Same rules as Step Two except now use three passes to free a player. There are two variables to winning this version of the game. A team has to firstly keep as many of their team standing as they can and secondly try to get possession of the other team's balls. This time, give a deserving child the powers of the golden snitch to rove and free any player.



Modifying Using STEP



Download
COACHMATE here





Time to STEP it up



SPACE

Change the area available to make the game more or less challenging.



TASK

Adjust the demands of the game. Be flexible, offer students different tasks within a game.



EQUIPMENT

Modify the size, shape, weight or colour of equipment. This can alter skill level required, or inclusion levels of the game.



PEOPLE

Utilise different groupings based on skill level/success goals. Use leaders and buddies.

Your Call to Action... Now what?

Opportunities for embedding Inclusive Approaches

- Use **STEP** to create opportunities for inclusion within all PE Classes; focus on engagement, skill development and participation rather than ability
- Plan for all ability and inclusive lunchtime clubs / activities; offer adaptive options, developmentally appropriate skill focus, cooperative game play
- Plan for exclusive events that cater to diverse needs (physical and intellectual) e.g. Boccia, Goal Ball, Seated Volleyball, Adapted Futsal etc
- Create units of learning that include multiple and various ways of succeeding (and assessing) eg cooperative games focus, skill progression matrices
- Re-design whole school event days to include all abilities; focus on fun, engagement and active participation, run elite events as their own competition instead of a “school event”

