

Introduction

Sports For All

UK Disability Inclusion Training

The activity cards contained within this pack have been developed as part of a collaboration of the Home Nations Disability Sport organisations (Disability Sport Northern Ireland, Activity Alliance, Disability Sport Wales and Scottish Disability Sport).

The aim of the cards is to enable coaches, volunteers, leaders, teachers and anyone who works within a practical sport or physical activity environment to create sessions which are inclusive, challenging and fun to all those children, young people or adults who might be involved within their sessions. The cards show a number of activities which could be used in a warm-up; to introduce fundamental skills; striking and fielding type activities and games; net, court and wall-based games; and invasion games.

Each identifies the different ways in which the STEP principle can be applied to modifying, adapting and progressing components of a session, and provides specific top tips relating to effective inclusion of participants with specific impairments.

Contents

Warm Up

- 1 Balloon Keepie-up
- 2 Swamp Monster
- 3 Pair Pass
- 4 Flusher Tag
- 5 Tails

Fundamental skills

- 6 Snake Slalom
- 7 Speed Ladder
- 8 Call Ball
- 9 Toe Tap
- 10 Obstacle Relay
- 11 Target Golf

Striking & fielding

- 12 Tee Strike
- 13 Hoop Bounce
- 14 Ball Familiarisation

Net, court, wall games

- 15 Beanbag Skittles
- 16 Balloon Volleyball

Invasion games

- 17 Team Take
- 18 How Fast Can You Pass?



Introduction

Inclusion Guidelines

Whilst all the cards provide specific impairment related information, the following information should be also be considered when leading a practical session:

Learning Disability

- » Support verbal information with a practical demonstration
- » Keep instructions clear and concise
- » Introduce new rules one at a time, and gradually
- » Vary activities when appropriate, but also encourage familiarisation with activities
- » Keep everyone involved. If working in a large group, split into smaller groups so that everyone is active
- » Use colours to identify boundaries and areas, e.g. markers, bibs, throw down lines, etc

Deaf and Hard of Hearing

- » Support verbal instruction with the use of flags, bibs, or coloured markers to attract attention and indicate specific instructions
- » Speak clearly & face the group when giving instructions
- » Support verbal instruction with practical demonstrations
- » At the beginning of the session, establish basic hand signals to indicate stop, gather round, start, etc

Blind and Visually Impaired

- » Use bright and / or contrasting colours on equipment and boundary markers
- » Use jingle balls where available, and if using balloons put some rice inside so that their movement can be heard. It is important that the balloon is covered before then being used
- » Encourage a buddy system, where appropriate, to act as a guide to the blind or visually impaired participant. This could be introduced for all participants

Physical Disability

- » Allow appropriate space between obstacles and in the run-out area for people to stop, turn around, or perform a task
- » Consider reducing the size of the playing area
- » Raise equipment off the ground so that it can be reached

- » The 5 user-friendly cards are intended as a support to the UK Disability Inclusion Training workshop, and should challenge those involved with leading sessions to consider the functional abilities of everyone who participates.
- » The clear instructions and illustrations provide sufficient information to facilitate the development of sessions which can involve anyone, highlighting how the majority of activities require little or no significant change in order to be inclusive.
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