



INCLUSIVE PRACTICES

The benefits of being physically active are endless. Thus, it is important to provide the opportunity for participants of all abilities and interests to participate and find joy in physical activity. Inclusive practices recognize the inherent value of each participant; the right to take risks and make mistakes; the need for independence and self-determination; and the right to choose. For example, positive experiences are important in playground activities where participating in outdoor games before, during and after school is a natural part of socializing and making friends. Additional resources for adapting activities to include all participants can be found at www.actionschoolsbc.ca. Teachers need to be cognisant of how best to modify activities so that all students have access to learn and develop to their full potential. The following provides modification examples:

Challenges with:	Strategies:
Equipment	Larger/lighter bats
	Larger goal/target
	Scoops for catching
	Vary balls (size, weight, colour, texture)
Boundary/Field	Decrease distance
	Use well-defined boundaries
	Simplify patterns
	Adapt playing area (smaller, obstacles removed)
Time	Vary the tempo
	Slow the activity pace
	Lengthen the time
	Shorten the time
	Provide frequent rest breaks
Rules/Prompts/Cues/Actions	Demonstrate/model activity
	Have a partner assist
	Do not emphasize time
Actions	Change locomotor patterns - use verbal prompts (run, walk, skip, crawl, gallop, slide, hop)
	Have more space between children
	Modify grip
	Modify body positions
	Reduce number of actions
	Use different body parts

Additionally, some of these activities might pose some challenges or sensitive issues for some students based on culture, religion, gender, ability level, appearance and other factors that might negatively influence their ability and/or desire to participate. Ensure that you are familiar with and following relevant policies of the province, school board, and school around these sensitive issues and speak with a school and/or school district administrator if you are unsure. Also, where possible be sure to provide a welcoming and safe alternative for any student(s) who might be experiencing any of these sensitive issues.

INCLUSION AND ACCESS FOR ALL

Ask the participant with the disability. They know best about their disability and what strategies can be developed to make them feel comfortable. Make sure the participant is involved in every step of the inclusion process.

Make adjustments to the activity only when necessary. Many people with disabilities require few or only minor adjustments to participate fully. Adaptations should aim to increase participation, success and enjoyment.

Approach inclusion on an individual basis. People with specific disabilities require specific adaptations to be made.





Reduce new skills down to their smallest components. This allows participants to master each new skill component individually and build their skill set progressively.





Approach adaptations as temporary. Consider adjustments made to the activity as a spring-board for developing new skills that allow the person

to participate more fully and without relying on the adaptation in the future.










Be fair. Any modifications to the activity should be fair to all participants involved, regardless of ability. Modifications which single out those with disabilities only contribute to isolation and reinforce stereotypes.

Make sure equipment is available. If specific equipment is not available, this may limit the participant's opportunities

<p>FOUR SQUARE </p> <ul style="list-style-type: none"> • Allow double bounces • Draw larger squares • Fix player positions in one spot • Use an over-inflated or misshaped ball 	<p>FRISBEE GAMES </p> <ul style="list-style-type: none"> • Use games that require players to hit target with Frisbee, but not to catch it (e.g., modified 'Frisbee golf') • Substitute Frisbee for a ball in other games: (e.g., 'Frisbee baseball')
<p>HOPSCOTCH </p> <ul style="list-style-type: none"> • Use a large, easily handled marker • Allow stepping on lines • Have a peer leader provide a hand for support, or perform in pairs • Allow players to hop on two feet • Allow two hops in one square • Use brightly coloured chalk or paint 	<p>CATCHING GAMES </p> <ul style="list-style-type: none"> • Use Velcro mitts with a tennis ball • Throw using underhand toss • Stand close together and move progressively further apart • Stand in front of wall or netting to stop missed balls • Use a beeper ball

<p>ROYAL COURT</p>  <ul style="list-style-type: none"> • Use large, slow moving balls such as beach balls • Count to five before throwing • All players throw using their non-dominant arm 	<p>TAG</p>  <ul style="list-style-type: none"> • Use pool noodles to tag • Use beanbags/gator balls to tag • Use 'freezing' and 'unfreezing' to allow more chances to play continuously • Provide 'safe areas' • Blindfold half the players, with the other half as 'buddies' or guides. Ask if comfortable being blindfolded.
<p>FOLLOW THE LEADER</p>  <ul style="list-style-type: none"> • Perform activity in partners • On whistle blow, switch leaders • Use different movements (e.g. animal) 	<p>SCHLOCKEY</p>  <ul style="list-style-type: none"> • Variation of hockey played in a 4' x 8' arena with side and end boards • An excellent playground game for those with limited mobility

LEGEND – COMMON ADAPTATIONS

-  equipment of various size, weight, colour and texture
-  extend # of tries/ attempts
-  adjust the size of playing area
-  allow a partner to assist
-  lengthen or shorten the playing time
-  give verbal clues and oral prompts
-  lower and/or increase size of target
-  vary the tempo
-  mark positions on playing field