ACTIVE LIVING ALLIANCE
FOR CANADIANS WITH A DISABILITY

Adapted Equipment Manual

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ADAPTING PHYSICAL ACTIVITY

WHAT IS INCLUSIVE PHYSICAL EDUCATION?

It provides the opportunity for students of all abilities and interests to participate in physical education. Inclusive physical **education recognizes the inherent value of each student, the need for independence and self-determination and the right to make choices.**

Almost any type of physical activity or game can be adapted to meet the needs of individuals with varying levels of ability. Adapting an activity to promote inclusion only requires an open mind, creativity, flexibility, and collaboration with those participating.

Key Elements of Inclusive Physical Education:

ϒ Modifying/adapting components of the activity to suit individual needs
ϒ Setting realistic expectations
ϒ Providing opportunity for individual choice
ϒ Providing assistance only to the degree required by the individual

BASIC ADAPTATION IDEAS

The following includes strategies for adapting physical activity in order to provide inclusive opportunities for people with disabilities. These are general strategies that can be used to meet the needs of a diverse group of people with various skills and abilities.

There are 4 key components of an activity that can be adapted to suit individual needs. These include:

1. Nature of the Activity

ϒ **Opportunity for Success**

ϒ Create activities that promote opportunity for success rather than failure
ϒ Consider activities that do not single-out participants who make mistakes or who have lower skill levels
ϒ Change target or goal area to allow for a greater degree of success (i.e. score points for landing near target and more points for scoring in target)

Υ **Cooperation vs. Competitiveness**

- Υ Encourage cooperation during activity by promoting teamwork as opposed to individual success
- Υ Adapt the activity so that all players must participate in some way in order to win
- Υ Include a variety of skills and skill-levels in the game
- Υ Play two people in one position to promote teamwork and cooperation (i.e. have more than one goaltender at a time)
- Υ Activity specific examples may include the following:
    - Υ Everyone must touch the ball before scoring
    - Υ Appoint specific roles/skills to participants that will capitalize on individual strengths
    - Υ Allow alternative ways to score (i.e. not only scoring a point for sinking a basket but also scoring points for passing to team members)

Υ **Group Dynamics**

- Υ Provide opportunities for group problem solving and teamwork – taking the emphasis off of winning and individual skill
- Υ Encourage group members to gain insight for each other's personal strengths and weaknesses

Υ **Inclusion vs. Elimination**

- Υ Avoid games like dodge ball where participation gradually decreases as people with lower skill levels are eliminated
- Υ Use substitution instead of elimination
- Υ Substitute players more frequently
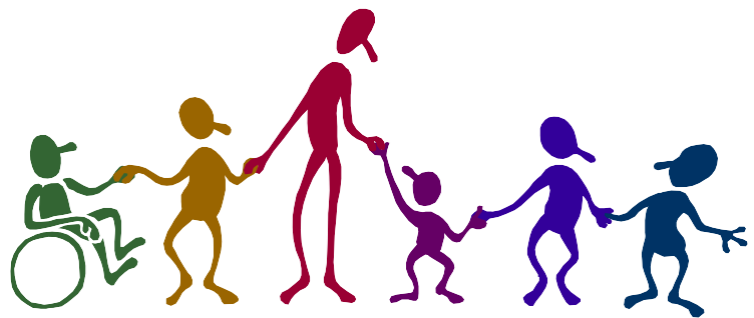
2. **Environment**

- Υ Change the size of the play area (i.e. shorten the distance between goals)
- Υ Change the boundaries or incorporate zones
- Υ Decrease clutter and traffic to allow more room for people who use mobility aids
- Υ Decrease distractions
- Υ Increase visual cues
- Υ Alter the lighting
- Υ Orient participants to the environment before playing

3. Rules

ϒ Increase or decrease time limits

ϒ Alter the speed of the game (i.e. slow the pace)

ϒ Allow a variety/choice in skill required to play the game/activity (i.e. kick, throw, roll)

ϒ Increase or decrease boundary limitations (i.e. allow ball to hit the wall)

ϒ Specify or limit the use of only certain body parts during activity (i.e. use of non-dominant hand only)

ϒ Substitute different body positions during play (i.e. everyone must play on their hands and knees, or in sitting position)

ϒ Provide alternative means of locomotion (i.e. everyone plays on scooter boards, or provide extra wheelchairs and have equal ratio of people in chairs and people on their feet)

ϒ Incorporate a teamwork or buddy system

ϒ Alter the number of players allowed on the playing field at one time

ϒ Increase number of rest periods

ϒ Rotate players through positions/roles during activity

ϒ Provide more or less opportunities to score (i.e. in volleyball allow more that 3 hits before turning over)

ϒ Involve all players in activity before scoring is allowed

ϒ Take away or limit defenders (i.e. zone play)

4. Equipment

ϒ Use specialized adapted equipment/devices to increase participation.

ϒ Use a variety of equipment for skill and locomotion in order to offer choice and opportunity for varying skill levels.

ϒ Provide lighter-weight equipment.

ϒ Provide equipment that is bright and colourful.

ϒ Provide equipment of various textures and sizes.

ϒ Utilize different types and sizes of equipment for targets and for marking boundaries.

ϒ Adapt equipment for easier use by attaching Velcro, rope, string, etc.

INCLUSIVE EQUIPMENT

INCLUSIVE EQUIPMENT LIST

Adapting an activity to allow participation for people of ALL abilities does not require specialized/expensive equipment. All it takes is an open mind, creativity, and willingness to try new things until something works. The possibilities are endless!

What follows is a list of essential "inclusive" items to help get you started. These items are easy to find around many fitness/recreation facilities, schools and even at home. They can be used in a variety of ways to help successfully adapt or modify physical activity for people of ALL abilities. The list includes a few suggestions for using each item. Don't limit yourself to the suggestions offered here – there are many different ways to incorporate the following into games and activities to provide an inclusive opportunity for everyone. Be creative!

1. Scarves

ϒ Advantages:

  ϒ Come in a variety of colours, sizes and textures
  ϒ Can make your own out of bandanas, neckties, large ribbon, handkerchiefs, etc.
  ϒ Can be used as signaling flags

ϒ Inclusive Suggestions:

  ϒ Use to blindfold all participants (or a certain number of participants) to create an equal play environment
  ϒ Colourful scarves can help enhance visual signals (i.e. green = go, red = stop)
  ϒ Can be attached to the end of certain balls to assist with catching and throwing
  ϒ Great for teaching people to juggle because they are easier to grasp and allow for more reaction time as they float through the air
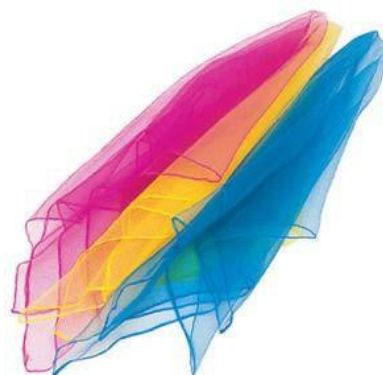
2. Different Size Balls

ϒ Always have a variety of weights, sizes and colours to choose from in case you need to modify an activity.

ϒ Examples include:

  ϒ nerf balls
  ϒ sponge balls
  ϒ koosh balls
  ϒ pom pom balls
  ϒ beach balls

3.   Pool Noodles

ϒ Advantages:

   ϒ   Light weight and are easy to grasp

   ϒ   Can be used as equipment for various games

   ϒ   Can be used as positioning aids

ϒ Inclusive Suggestions

   ϒ   Use as positioning aid (i.e. can cut into various sizes
       and use to help support someone in a sitting position
       if they have difficulty with trunk control)

   ϒ   Use as part of a game (i.e. during the game of tag, pool noodles can help the
       person who is "it" catch others)

   ϒ   Great in the pool to use as floatation devices and to help with positioning

4.   Beach Balls

ϒ Advantages:

   ϒ   Lightweight

   ϒ   Comes in various sizes

   ϒ   Can inflate/deflate for easier catching and throwing

   ϒ   Slow to travel through the air and will allow more time to react during a ball game

ϒ Inclusive Suggestions:

   ϒ   Use during ball games like volley ball, soccer, soccer-baseball, etc.

   ϒ   Use to equal the playing field during a dodge ball game (i.e. will make it more
       difficult for everyone)

   ϒ   Great to use during parachute games

5.   Nerf Balls

ϒ Advantages:

   ϒ   Spongy material is easier to grab

   ϒ   Will help to slow the game down

   ϒ   Does not hurt if someone is hit with the ball

   ϒ   Come in different colours and sizes

ϒ Inclusive Suggestions:

   ϒ   Cutting finger size holes in nerf balls will help to
       increase ability to grasp during catch/throw games

   ϒ   Easy to attach rope or ribbon to in order to assist people who have difficulty with
       reaching and grasping (i.e. streamer balls)

6.   Success Balls

ϒ Advantages:

   ϒ Soft and lightweight (filled with foam pellets)
   ϒ Easy to grasp (mesh covering)
   ϒ Slow moving when thrown (allows more reaction time)
   ϒ Confirm to size of users hands

ϒ Inclusive Suggestions:

   ϒ Practice basic throwing, catching, volleying an passing exercises
   ϒ Can be used in the second stage of teaching juggling (scarves used first)

7.   Grab Balls

ϒ Advantages:

   ϒ Soft and flexible
   ϒ Easy to grasp (fingers can go through the holes)
   ϒ Web design makes them easy to catch

ϒ Inclusive Suggestions:

   ϒ Practice basic throwing, catching, volleying an passing exercises
   ϒ Use for ball rolling and target games on the grass and floor surfaces, as they are slower to and won't roll as far as solid balls

8.   Tactile Balls

ϒ Advantages:

   ϒ Bumps all around each ball create an easy grip, sensory enhancement and dexterity building
   ϒ Made of soft vinyl so create lower impact than solid balls when thrown

ϒ Inclusive Suggestions:

   ϒ Great for hand exercises to strengthen motor skills and sensory development
   ϒ Practice basic throwing, catching, volleying an passing exercises

9. Balloons

ϒ Advantages:

- ϒ Lightweight
- ϒ Comes in a variety of colours
- ϒ Slow to travel through the air and will allow more time to react during a ball game

▪ **Be aware of latex allergies**

10. Bean Bags

ϒ Advantages:

- ϒ Easy to grasp
- ϒ Lightweight
- ϒ Easy and inexpensive to make
- ϒ Can create various shapes and sizes

ϒ Inclusive Suggestions:

- ϒ Bean bags are great for throw/catch and target games
- ϒ Use beanbags to modify various tag games (i.e. can tag via touch or throw bean bag)

11. Floor hockey sticks

ϒ Advantages:

- ϒ Lightweight and come in bright colours.
- ϒ Can add foam to the bottom of the sticks to increase surface area and to add softness for safety.
- ϒ Use to make extensions on equipment

ϒ Inclusive Suggestions:

- ϒ Can be used in many activities to substitute for kicking, throwing, reaching, tagging, etc.
- ϒ Light weight and can be used for striking objects (i.e. to hit during baseball instead of using heavier bats)

12. Hula Hoops

ϒ Advantages:

ϒ Can be used for a variety of activities (i.e. rhythm/dance and gymnastic activities, as well as for recreational activities for use as markers, targets, or part of an obstacle course).

ϒ Inclusive Suggestions:

ϒ Can help create larger targets (i.e. for bean bag tosses)

ϒ Use as boundary markers (bright colours)

ϒ Hula hoops with beads or sound makers inside are great to use for people with visual impairments

13. Resistance Bands

ϒ Advantages:

ϒ Can be used to provide support/enhance balance

ϒ Available in both latex and non-latex

ϒ Inclusive Suggestions:

ϒ Use it solo by tying the band to a column or post

ϒ Use with a partner to do resistance exercises. Tie to the back of a wheelchair

ϒ Form a circle with 3-8 people inside the band which is stretched comfortably against the lower back or wrapped around the back of wheelchairs. Everyone can pull backwards for group exercise

14. Scooter Boards

ϒ Use as an alternative for locomotion during games and activities

ϒ Also great for obstacle courses

15. Frisbee

ϒ Advantages:

    ϒ come in bright colours and can be soft or hard

    ϒ use instead of balls (Frisbee soccer) to add a challenge for everyone

DO IT YOURSELF ADAPTED EQUIPMENT

There are lots of ideas for inexpensive adapted equipment that you can make with things you find around the house. Here are some ideas:

Bean Bags

- ϒ Cover using a variety of materials that have different textures (i.e.: cloth, canvas, vinyl)
- ϒ Fill using popcorn kernels, dried beans and peas, rocks, foam pellets, birdseed, sand, rice, etc.

Streamer Balls

- ϒ All it takes is a spongy ball or stress ball, from the dollar store, with ribbon or streamers threaded through it
- ϒ This modification assists people who have difficulty reaching/grasping and throwing/catching

Large sheet

- ϒ Parachutes can be extremely expensive – try a large colourful sheet as an alternative
- ϒ Attach 2 sheets together to make a larger parachute
- ϒ Attach straps or cut holes on the edges of the sheet to aid with grip

Coat Hanger-Stocking Rackets

- ϒ To create a stocking racket:
    - ϒ Bend the hanger into a racket/paddle shape
    - ϒ Bend the hook to form a loop for use as a handle
    - ϒ Pull the stocking over the large racket/paddle end and tie it at the handle.
    - ϒ Stretch the racket wider in order to make the striking surface larger and tighter.
- ϒ Stocking rackets are great to use for hitting balloons or lightweight balls (i.e. foam) during a game.

Foam Frisbees

- ϒ Simply purchase 1" thick foam and cut into various sizes of circles.
- ϒ You can also spray paint the foam to make them colourful

Plastic Strainer with Handle

- ϒ Lightweight
- ϒ Use for throwing and catching

Homemade Foxtails

ϒ Foxtails add versatility to regular tennis-size balls. They can be thrown and caught using the ball or the tail.

ϒ To create foxtails:

ϒ Use single-legged pantyhose or long stockings (can buy in a variety of bright colours)

ϒ Stuff the pantyhose/stocking with a tennis-size ball or with beanbags.

ϒ Tie a knot at the end of the ball or beanbags to secure them from falling out.

Homemade Beeper Balls

ϒ To create a beeper ball:

ϒ Cut open a foam ball

ϒ Insert bells or other noise makers

ϒ Reseal using sport tape or bicycle tire patch

Carpet Pieces

ϒ Can use different colours and cut in various shapes and sizes

ϒ Use to modify bases in softball (i.e. can create larger bases, use bright colours that are easier to target). Also, carpet bases are thinner than regular bases, which tend to be 2-3 inches in thickness (i.e. easier to use for people using wheelchairs)

ϒ Can also use carpet pieces as boundary markers, or part of an obstacle course

Empty Plastic Pop Bottles

ϒ Come in a variety of sizes

ϒ Can be used for area markers, bowling pins, etc.

ϒ You can add sand or stones to the bottles to increase their weight if necessary

Empty Wrapping Paper Rolls

ϒ Large and small – can cut to size

ϒ Use as an alternative to the above field hockey stick suggestions

ESSENTIAL TOOLS FOR EQUIPMENT ADAPTATION

Being able to create adapted equipment on the spot takes some preparation. Below is a list of tools that will be useful to have around.

Tape (regular and bright colours)

ϒ Masking tape or duct tape over clothing to help attach and support equipment.
ϒ Use to attach positioning aids to person or mobility device to increase support and independence during play.
ϒ Brightly coloured tape can also be used to mark and change boundaries

Velcro

ϒ Can be added to any piece of equipment to help fasten or affix to a person (i.e. to aid with catching, to attach/strap racket to person's arm)
ϒ Velcro gloves and Velcro balls

Cones

ϒ To modify play area
ϒ Use in obstacle courses

Rope

ϒ Use colourful jump ropes as boundary markers
ϒ Use to tie equipment to a person who has difficulty with grasping objects
ϒ Can also use rope as a guide wire for someone with a visual impairment

Bells

ϒ Attach to equipment to increase auditory cueing
ϒ Use as a substitute for a whistle (i.e. some participants find whistles to be very alarming and uncomfortable to hear)

Pipe insulation

ϒ Great for widening equipment handles
ϒ The texture of the material is also easier to grasp

Music

ϒ Use as an alternative signal to start/stop game
ϒ Some people find music soothing during activity
ϒ Create a positive, relaxed, and fun learning environment

White board

ϒ Use colourful markers to help visually demonstrate rules of a game
ϒ Use to keep visual score during a game.

OTHER SOURCES IN YOUR COMMUNITY

If you are trying to create your own equipment bag or gather your own items to use during games and activities, here are a few suggestions for where to turn in your community for help:

Local Bowling Alley – May be willing to donate old bowling pins that you can use for boundary markers or for games that require the use of pins for targets (i.e. bean bag toss to knock the pins down).

Fabric Stores – May be willing to donate extra material for making blindfolds, scarves, or parachutes.

Carpet Stores – May be willing to donate extra carpet scraps

Utility and Telephone Companies – May be willing to donate large spools, cones, culverts, pipe insulation that can be used for many purposes in various activities and games.

Local Gym or Recreation Centre – May be willing to donate old pieces of sports equipment, balls, items left in lost and found, etc.

INCLUSIVE GAMES & SPORTS

ICE BREAKER ACTIVITIES

ACTIVITY NAME: LOST ON A DESERT ISLAND

Objective: A teambuilding, get to know each other activity

Play Area: Any space will be sufficient

Skills: Teamwork, communication

Players: Works best with medium to large groups.

Equipment Required: None

ACTIVITY:
- ϒ The facilitator presents the scenario that everyone is lost and stranded on a deserted island.
- ϒ Going around the group, each person describes one object that they would bring to this island (ideally something that represents them or something that they enjoy) and why.
- ϒ Divide into smaller groups (try to have 3 or 4 people in each group, but groups can be larger depending on the number of people involved).
- ϒ Ask everyone to work together in their groups to improve their chances of survival by combining the various objects that each group member has and using them together. If necessary, you can add more objects, but be sure to use all the objects that everyone mentioned. Encourage groups to be creative with how they use the objects together.

ACTIVITY NAME: TWO TRUTHS AND A LIE

Objective: To learn about the other people in your group

Play Area: Any space will be sufficient

Skills: Communication

Players: Works best with small to medium groups.

Equipment Required: None

ACTIVITY:
- ϒ The first person tells three quick stories or facts about theselves, with one of them being a lie.
- ϒ Going around the group, everyone guesses which story/fact is a lie
- ϒ All subsequent group members share 3 stories/facts and the others try to identify the lie.

LARGE GROUP GAMES

ACTIVITY NAME: ASTEROIDS

Objective: To increase physical fitness through a large group running game.

Play Area: Gymnasium, outdoor field, or large room

Skills: Running; throwing; teamwork

Players: Minimum of 8

Equipment Required: Various balls

ACTIVITY:

ϒ All players line up along the wall, or at one end of the field. The leader picks 2-3 people to be in the middle.

ϒ Each person in the middle has a ball - these are the asteroids.

ϒ When the people in the middle yell out "Asteroids", the other players must try to run across to the other side without being hit by a ball/asteroid. Repeat this until only 1 player is left.

ϒ If a player is hit, they must sit down and become "Meteors".

ϒ The meteors can only move their arms to hit other players. Anyone hit also becomes a meteor.

ϒ When you have a lot of meteors, the leader yells "Meteor Shower" and the meteors can crawl to try to tag other players.

ϒ The last player who is not a meteor wins.

ADAPTATIONS FOR VARIOUS SKILL LEVELS:

ϒ **Visual Impairment** - Use a partner/buddy system. Have one person use a ring, scarf or foxtail to guide the person with a visual impairment. Encourage constant communication between pairs during the game.

ϒ **Wheelchairs** - make a rule that you have to hit their legs, not the chair, to make it safe and fair.

ϒ **Hearing Impairment** – the leader should combine verbal and hand signals when yelling "Asteroids" and "Meteor Shower".

ACTIVITY NAME: BILLY BALL

Objective: To increase physical activity and promote teamwork during a non-competitive activity.

Play Area: Gymnasium, outdoor field, or large room

Skills: Running, throwing, catching, multi-tasking, teamwork

Players: Minimum of 8

Equipment Required: Variety of balls (i.e. different shapes and sizes), Frisbees, etc.

ACTIVITY:

ϒ Use various scoring objects.

ϒ One point is awarded each time a scoring object is thrown through a goal.

ϒ Players pass to teammates who must stop running when object is caught and they must pass right away or try to score.

ϒ The goalie stands behind the goal and throws in a new scoring object once the opposing team scores (therefore it's a non-defense goalie)

ACTIVITY NAME: OCTOPUS

Objective: To increase physical activity and promote teamwork during a game that does not require specific skill.

Play Area: Gymnasium, outdoor field, or large room

Skills: Running, tossing, targeting, dodging

Players: Minimum of 12

Equipment Required: Pool noodles, bean bags, hula hoops

ACTIVITY:

ϒ 4 or 5 people in the middle with noodles – they are the octopus.

ϒ The remaining participants should be divided into 2 teams.

ϒ Each team must try and get all of their beanbags (or other items) into the other team's hula-hoops, which are placed at the other end, without getting caught by an octopus.

ϒ If an octopus tags you, you must drop your beanbag where you are and go back for another one (you can no longer use this beanbag to score).

ϒ There is usually a time limit – and the team with the most beanbags in the hula hoops at the other end wins!

ACTIVITY NAME: HOSPITAL

Play Area: Gymnasium, outdoor field, or large room

Skills: Running, cooperation; dodging; tagging;

Players: Large group

Equipment Required: N/A

ACTIVITY:

- ϓ In the gym, mark off a playing area or boundary (i.e. half the gym).
- ϓ Mark off a small area within the boundary to be the hospital (i.e. the crease of a basketball court)
- ϓ Identify two players to be the "germs" who exist outside the hospital
- ϓ The rest of the players are in the hospital where it is safe, healthy and free of germs.
- ϓ When the leader says "go" everyone must leave the "hospital" and run around the playing area without being tagged (i.e. touched) by a "germ".
- ϓ Players can return to the "hospital" for a break when they need to, but no one can be in the hospital for more than 10 seconds at a time.
- ϓ When someone is tagged, they must freeze - as they are now infected.
- ϓ To save an infected player, two healthy players must get together and hold hands with the infected person while bringing him/her back to the "hospital".
- ϓ The game continues until everyone is infected or too tired to keep going.

GENERAL ADAPTATIONS FOR TAG GAMES:

- ϓ Include a "time-out" area or a "safety zone"
- ϓ Vary the method for tagging people
- ϓ Must tag using a specific part of the body (i.e. tag with your elbow)
- ϓ Use of soft balls or bean bags to toss at people
- ϓ Use pool noodles as arm extensions for tagging people
- ϓ Vary the method of locomotion during the game
- ϓ Everyone must hop to move around
- ϓ Tie people together by the hands or by feet
- ϓ Some people using scooters, wheelchairs, crawling, running, walking, etc.
- ϓ Blindfold some of the participants
- ϓ Team "it" vs. individual "it"
- ϓ Partner tag

ACTIVITY NAME: **S-P-U-D**

Objective: To avoid being hit by the ball.

Area: Gymnasium, playing field

Skills: Throwing, running/wheeling, eye-hand coordination

Players: Minimum of 6

Equipment Required: A soft ball

ACTIVITY:

 ϒ Give each player a number
 ϒ Have all players form a tight circle around the leader
 ϒ The leader throws the ball up in the air and calls out a number
 ϒ The person who was assigned that number must get the ball. Everyone else runs out of the circle.
 ϒ Once the person catches the ball, he/she yells "Stop".
 ϒ All players running out of the circle must stop.
 ϒ The person with the ball secretly determines his/her "target", takes 3 steps towards that person and attempts to hit them below the waist with the ball.
 ϒ The "target" can try to avoid being hit by ducking, or pivoting on one foot.
 ϒ If the person is hit, they get the letter "S".
 ϒ If you get hit 4 times, you're a SPUD and are out of the game.
 ϒ The target now gets to throw the ball and call out a number.

ADAPTATIONS FOR VARIOUS SKILL LEVELS:

 ϒ For someone in a wheelchair, modify the rules slightly. Instead of taking 3 steps towards the target, they can take 2 pushes. To avoid being it, they can turn right or left in their chair.
 ϒ For someone with a visual impairment, use a sensory ball with bells in it. Have the thrower identify that person by name if he/she is the intended target.

ACTIVITY NAME: **SINK THE SHIP**

Objective: To be the first team to have every member hit the target and return to the line.

Area: Gymnasium, playing field

Skills: Throwing, running/wheeling, eye-hand coordination

Players: Minimum of 6

Equipment Required: Two balls, a target (e.g., a pylon, t-shirt)

ACTIVITY:

- ϒ The goal of the game is to hit the target as quickly as possible.
- ϒ The target is placed in the middle and the players line up in two teams on opposite sides of the target.
- ϒ The first player on each team begins by bowling the ball towards the target.
- ϒ If the target is hit, the player retrieves the ball and passes it to the next person in line.
- ϒ If the target is not hit, the player chases their shot and attempts to hit the target again until they succeed.
- ϒ The ball is then passed to the next person in line.
- ϒ The first team to have all members hit the target wins.

ADAPTATIONS FOR VARIOUS SKILL LEVELS:

- ϒ Use a brightly coloured ball and target, or a beeping target to successfully include someone with a visual impairment.
- ϒ Consider giving a hockey stick or another form of striking implement to someone who uses a wheelchair or who has difficulty with fine and gross motor skills.

ACTIVITY NAME:	CONE BALL

Objective:	To score the most points.
Area:	Gymnasium, playing field
Players:	Minimum of 4

Equipment Required: 5 cones and a ball

ACTIVITY:

- ϒ Divide the group into 2 teams
- ϒ One team begins in the outfield, the other team lines up behind the start line.
- ϒ The bowler rolls the ball to the hitter and they kick it. Judging by how good of a kick it is, the kicker runs to either the first, second, or third cone (worth 1, 2, and 3 points respectively) and back to the start line.
- ϒ There are two catchers, one on each side of the start line.
- ϒ If one of the catchers receives the ball before the kicker returns to the start line, no points are awarded.
- ϒ If the kicker's ball is caught before it hits the ground, the kicker is out.
- ϒ If the ball bounces against a wall and then is caught, the ball is played as if it had hit the ground.

ADAPTATIONS FOR VARIOUS SKILL LEVELS:

ϒ For someone in a wheelchair, have them throw or strike the ball as far as they can.

ACTIVITY NAME:	SHAPES

Objective: Promote teamwork

Area: Indoors or outdoors

Skills: Communication, team work

Players: Minimum of 8

Equipment Required: Ropes, body bands, or no equipment (having participants hold hands)

ACTIVITY:

ϒ With larger groups divide into 2 teams. Otherwise have all participants work together.

ϒ Have all participant hold on to a section of the rope or hold hands.

ϒ The leader calls out a shape (i.e. square, triangle) and the teams must work together to create the appropriate shape without letting go of the rope or each others hands.

VARIATIONS:

ϒ To add a challenge, blind fold participants

ACTIVITY NAME:	BLACK HOLE

Objective: To move through the obstacle course without falling into a black hole.

Area: Gymnasium, playing field

Skills: Communication, team work

Players: Minimum of 6

Equipment Required: A variety of soft objects (balls of yarn, t-shirts, socks, etc.), enough blindfolds for half of the participants.

ACTIVITY:

ϒ Set up the play area by scattering the soft objects on the floor (there should be enough obstacles so that moving through the area is challenging). These objects represent the black holes.

ϒ Players should partner up and decide which of partner will be blindfolded.

ϒ The goal is for the blindfolded partner to get from one end of the play area to the other without touching any of the objects (i.e. falling into the black hole)

ϒ The "seeing" partner can only assist by giving verbal instructions to direct their partner through the field.

ϒ All groups must start over if they fall into a black hole.

ADAPTATIONS FOR VARIOUS SKILL LEVELS:

- ϒ For someone with a hearing impairment have the "seeing" partner tap them on the shoulder to indicate which direction he/she needs to turn.
- ϒ For someone with a physical disability or for someone who uses a wheelchair – make sure you spread the "black holes" apart far enough to allow for the appropriate reaction time and/or enough space for a wheelchair.

ACTIVITY NAME:	THINK INCLUSION

Objective:	To involve participants in adapting activities to promote inclusion. To encourage participants to think about others' needs, abilities and strengths.
Area:	Gymnasium
Skills:	Willingness to think and talk about inclusion
Players:	N/A

Equipment Required: 2 goals/nets at either end of gym, 1 football

ACTIVITY:

- ϒ Start with only one rule: your team gets a point by throwing the football through the opposing teams goal/net (This can get a bit crazy depending on the age of the players and should demonstrate the importance of rules)!
- ϒ Play for about 2 minutes.
- ϒ Now, change the ball from a football to a soft round ball and add another rule.
- ϒ There is now no contact between players allowed.
- ϒ Next add another rule - no running with the ball.
- ϒ After playing for a few minutes, stop and talk about who might be left out of the game. Often someone in a wheelchair is generally left out of the game (i.e. players pass the ball to each other above the height that the wheelchair user can defend).
- ϒ Ask the group to help you try to figure out how to make the game more fair for everyone (i.e. all passes must be bounce passes)

VARIATIONS:

- ϒ This activity is beneficial for any game and activity.
- ϒ Ask students to try using a wheelchair or other mobility aids while performing an activity.
- ϒ Consider other types of impairments when thinking about inclusion.

ACTIVITY NAME: PARACHUTE GAMES

Objective:	To promote and encourage teamwork and cooperation for students of all abilities.
Area:	Gymnasium or outdoors
Skills:	Team work, cooperation, gross motor movements, creative play
Players:	Minimum of 6 participants

Equipment Required: Large parachute, balls of various sizes

ACTIVITY:

Have each student stand or sit around the parachute and grab a handle on the parachute. Have students cooperate to try the following game ideas:

Wave

- ϒ Cooperatively create waves by moving the parachute up and down

Popcorn

- ϒ Use a variety of balls and place them on top of the parachute.
- ϒ Ask the participants to make popcorn by moving their arms up and down in order to shoot the balls up in the air.
- ϒ The object is to try not to let any of the balls fall off the parachute.
- ϒ Can also have them try to knock all of the balls off the chute without letting go.
- ϒ Try having people under the chute who try to knock the balls off while everyone else tries to prevent the balls from falling off the parachute.

Igloo

- ϒ Tell everyone to lift the parachute high up in the air and as it comes down, to pull it behind his or her back, kneel down and hold it with their hands.
- ϒ Everyone is now inside your "igloo"

Switch-a-roo

- ϒ Each student is assigned a number or color
- ϒ Participants then do the wave with the parachute. As the parachute is going up the leader calls out 2 numbers (or colors) and those 2 participants must go under the parachute and switch places

Mushroom

ϒ Have participants spread out around the chute in a crouched down position. When the leader calls out "mushroom", everyone sprouts up and pulls the chute upward as it fills with air

ϒ Try having everyone let go of the chute once they have mushroomed

ϒ Have everyone mushroom, take one step in and sit down pulling the chute behind them (like they're sitting in a tent)

Ocean

ϒ The chute is the ocean and the kids move the chute according to the weather report given by the leader (i.e. slight breeze, high winds, snow/ice <pulling the chute tight>)

Chute Ball

ϒ Use a large beach ball

ϒ Place ball in middle of chute and have everyone pull up and out, which shoots the ball upward

Roller Ball

ϒ Use a large beach ball

ϒ Try and keep ball going around the edge of the chute by lowering the edge of the chute as it comes to you, and then raise it as it passes you

ϒ Try changing directions once they get the hang of it

Cat and Mouse

ϒ One person is the mouse and goes under the chute

ϒ The Cat runs on top of the chute trying to tag the mouse

ϒ Everyone ruffles the chute to make it hard for the cat to find the mouse

ADAPTATIONS FOR VARIOUS SKILL LEVELS:

ϒ Visual Impairments

    ϒ Use sensory balls (with bells in them) for participants with visual impairments

    ϒ Use bright coloured balls

ϒ Wheelchair

    ϒ Instruct all participants to sit or kneel during parachute activities to ensure that the height of the chute is appropriate for everyone.

INCLUSIVE SPORTS

Below are some suggestions on how to modify the rules and equipment to some common sports in order to maximize participation for people of ALL abilities. You may choose to use only one or a combination of the following modifications depending on the needs of your particular group.

INCLUSIVE SOCCER

EQUIPMENT AND PLAY AREA:

ϒ Use a ball that is colourful (i.e. easier to see) and textured (i.e. easier to grasp).
ϒ Use a ball that is auditory (i.e. with bells or a sound-maker inside)
ϒ Use bells or buzzers on the net to indicate when someone has scored a goal.
ϒ Increase or decrease the size of the goal.
ϒ Increase or decrease size of play area/field.

RULES:

ϒ Take away the defense to in order to decrease the challenge and feeling of competitiveness during the game.
ϒ Allow participants to throw and kick the ball.
ϒ Allow participants a free run with the ball (i.e. without defense) for a certain number of steps.
ϒ To increase participation, incorporate a rule that requires each team to pass to every team member before they are allowed to score. Or that each team must pass the ball 5 times before they can score.
ϒ Increase or decrease the number of players allowed on the field at one time.

INCLUSIVE BASKETBALL

EQUIPMENT AND PLAY AREA:

ϒ Use different types of balls to increase or decrease challenge, and to help equalize skill level (i.e. use balls that are easier to grasp/catch and lighter to throw).
ϒ Lower the baskets.
ϒ Modify the baskets by using garbage cans or boxes on the floor instead of traditional basketball nets.
ϒ Create a more visible basket by adding a bright colourful target to the backboard.
ϒ Increase or decrease court boundaries.
ϒ Change the shooting lines.

RULES:

- ϒ To increase participation, incorporate a rule that requires each team to pass to every team member before they are allowed to score. Or that each team must pass the ball 5 times before they can score.
- ϒ Allow players to take 3 steps without dribbling the ball before passing or shooting.
- ϒ Stipulate that players are only allowed to use bounce passes (i.e. no overhead or chest passes).
- ϒ To decrease the challenge - allow for double dribbling and running with the ball.
- ϒ Allow players to go undefended for the first 5 seconds after receiving the ball.
- ϒ Stipulate that players must remain a minimum of 2 steps away from the player with the ball.
- ϒ Use different baskets (i.e. more than 2) and allot different points for scoring in each basket.
- ϒ Stipulate that players must pass before being allowed to score. Or all players must touch the ball before they are allowed to score.
- ϒ Add a few wheelchairs into the game. Specify that an even number of players from each team must use wheelchairs during the game.
- ϒ Use the "Whistle Rule" to ensure maximal participation - when the whistle is blown, you must pass the ball

OTHER:

- ϒ Encourage verbal communication and use of body language/signals between players throughout the game
- ϒ Use a buddy system for someone with a visual impairment. The partner catches the ball and gives it to the person with the visual impairment and directs him or her to the basket.
- ϒ For someone with a hearing impairment, use a red scarf instead of a whistle when you want players to pass the ball

INCLUSIVE VOLLEYBALL

EQUIPMENT AND PLAY AREA:

- ϒ Play volleyball using a beach ball or balloon rather than a regular volleyball. Both of these balls are slower to travel through the air and are usually bright colours, therefore easier to target.
- ϒ Introduce more than one kind of ball at once (i.e. nerf ball, beach ball, and balloon)
- ϒ Raise or lower the volleyball net
- ϒ Use a brightly coloured volleyball net to increase visibility
- ϒ Increase or decrease the boundaries

RULES:

- ϒ Play sitting volleyball instead of standing
- ϒ Allow the ball to hit the wall or the ceiling during play
- ϒ Stipulate that players must pass to all team members before hitting the ball back over the net
- ϒ Incorporate a minimum passing rule (i.e. 5 hits before over)
- ϒ Allow the ball to bounce
- ϒ Allow more than one hit at a time per person
- ϒ Allow players to catch the ball
- ϒ Eliminate spiking, blocking and overhand serves
- ϒ Allow players to serve close to the net

INCLUSIVE BADMINTON

EQUIPMENT AND PLAY AREA:

- ϒ Use larger rackets to increase surface area for hitting the birdie
- ϒ Use a beeping birdie for someone with a visual impairment
- ϒ Use balloons instead of birdies
- ϒ Use Velcro straps if needed to attach the racket to a player's hand
- ϒ Increase or decrease the size of the court
- ϒ Use a wider net
- ϒ Lower the net

RULES:

- ϒ Stipulate that players must hit using their non-dominant hand only. This will help to equalize skill level among players
- ϒ Award points for landing the birdie in a certain marked off area
- ϒ Modify the serving line – allowing choice

INCLUSIVE BASEBALL

EQUIPMENT AND PLAY AREA:

ϒ Use auditory softballs (i.e. with bells or a sound-maker inside).

ϒ Use a ball that is colourful (i.e. easier to see) and textured (i.e. easier to grasp).

ϒ Add bells or other sound-makers to the running bases.

ϒ Change the running bases by cutting out strips of carpet. Use carpeting in order to modify the size of the base (i.e. easier to target if cut larger than standard), and the height of the base (i.e. carpet is flat on the ground and easier for people who use wheelchairs and walkers to use)

ϒ Decrease the distance between the bases.

ϒ Use Velcro balls and gloves for easier catching and grasping.

RULES:

ϒ Control for the number of strikes allowed.

ϒ Eliminate tagging players with the ball.

ϒ Use a buddy system – one partner hits and the other runs.

INCLUSIVE GOLF

EQUIPMENT AND PLAY AREA:

ϒ Use golf clubs with extra large heads.

ϒ Use large golf balls.

ϒ Use auditory golf balls (i.e. with bells or a sound-maker inside).

ϒ Use golf balls that are colourful (i.e. easier to see).

ϒ Increase the size of the golf hole and add visual markers to increase visibility.

ϒ Use clearly marked and simple directional signs and arrows to guide players through the course during the game.

ϒ Increase or decrease the distance between the holes.

ϒ Create own golf course that will suit the unique needs of the players involved.

RULES:

ϒ Players must play golf on a team rather than individually.

ϒ Do not keep score.

ϒ Play using a Frisbee instead of a golf ball and clubs (i.e. Frisbee golf!).

ϒ Change the number of strokes until par.

ϒ Allow more than one swing.

EQUIPMENT AND PLAY AREA:

ϒ Ensure that running lanes are marked clearly using bright colours.

ϒ Use soft hurdles and/or lower hurdles.

ϒ Use auditory tactile jump boards for long and triple jump.

ϒ Vary the throwing objects for shot put, discuss, and javelin (i.e. use soft discus, bean bag shot-put, etc.).

ϒ Increase the size of the starting ring for shot put and discus.

RULES:

ϒ Incorporate audio and visual signals at the start line.

ϒ Limit the number of throwing regulations (i.e. allow for players foot to step over the board).

ϒ Scoring by distance as opposed to time, or scoring by technique as opposed to distance or time.