



Module 2 Learning Exercises and Quiz Answer Key



LEARNING EXERCISE: Imagine two physical activity situations. One represents an inclusive situation and the other does not. Visualize these two situations and then jot down your responses to the questions below.

These are some of the key elements of inclusive physical activity situations.

All individuals are included. (No one is sitting out.)

All individuals are having fun and being successful.

There is a range of activities available.

There is support for participation where it is required but the assistance provided is only to the degree required by the individual.

Participation is based on the needs and interests of the participant(s).

Components of the activity are adapted or modified to suit the needs of various participants.

The leaders' expectations are realistic.

Individuals are provided with opportunities for individual choice.

Did you see any of these elements in the inclusive scenario that you imagined?



LEARNING EXERCISE: Can you think of things that might be a barrier to inclusion in physical activity programs or settings?

Here are some of the ideas that you might have generated:

Activity leaders are nervous or lack the confidence to include persons with disabilities in their programs.

Activity leaders don't know how to include people of varying abilities within their programs.

There is a lack of program offerings that are inclusive or specialized programs that are specifically adapted to the needs of a particular client group.

The hiring practices of the organization don't include recruiting individuals with specialized qualifications or prior experience working with diverse populations.

The program does not have the right equipment or any specialized equipment.

Program leaders (e.g. coaches, fitness leaders, aquatic instructors, camp staff, etc.) don't know how to modify or adapt activities.

Program leaders don't know how to instruct or structure their programs in an inclusive manner.

Program staff (e.g. coaches, fitness leaders, aquatic instructors, camp staff, etc.) are not trained in ways to include participants with a disability in their activities either at the start of their employment term or periodically throughout their time with an organization.

Program leaders do not have a positive attitude about including persons with disabilities within their sessions.

Equipment selections do not provide flexibility for use.

As you review this list, you may realize that some of these barriers are things that you can address directly. Read on to see how the MTI Online Learning Tool can assist in reducing these barriers.

END OF MODULE 2 QUIZ: "WHAT HAVE YOU LEARNED?"

Correct answers are written in green text

1. Inclusion is based on a number of principles. These apply to physical activity settings as well as to everyday life. Which of the following statements reflect those principles?
 - A) Every individual is entitled to a self-fulfilling quality of life which includes active living.
 - B) Individuals should have freedom of choice.
 - C) Equal opportunities for meaningful participation are available to all those who want them.
 - D) The removal of barriers is central to achieving inclusion.
 - E) Inclusion promotes independence, self-empowerment and allows persons to assume responsibility.
 - F) All of the above statements reflect the principles of inclusion.

2. What are some of the benefits of inclusion for people *without* disabilities?
 - A) Enlightened attitudes and increased awareness.
 - B) More understanding and more accepting of human difference.
 - C) Learn to be facilitators or peer tutors.
 - D) Could acquire teaching and coaching strategies suitable for a broader range of abilities.
 - E) Become more aware of barriers and ways to overcome them.
 - f) All of the above are potential benefits.

3. Which of the following is an example of a Program Barrier?
 - A) There is no lift to assist a swimmer to access the pool.
 - B) There is insufficient space between the bench and the lockers to wheel a wheelchair or push a walker.
 - C) Program leaders do not know how to modify or adapt activities.
 - D) The surface of the playground is too soft for a wheelchair, walker or stroller to navigate the space.
 - E) There are no accessible parking spaces in the parking lot.
 - F) All of the above are examples of Program Barriers.

4. What are the key things you would see if you were observing an inclusive activity?
 - A) No one is being excluded.
 - B) People are having fun.
 - C) Everyone is winning.
 - D) There is a range of activities being provided.
 - E) Everyone has a support person working with them.
 - F) You would observe all of the above.