



Module 5 Learning Exercises and Quiz Answer Key



LEARNING EXERCISE: Can you think of ways to turn an elimination game of dodge ball into a dodge ball game that emphasizes inclusion?

Possible Responses: You might have suggested ...

Adding rules to limit the number of consecutive throws at one person (e.g. at the less-skilled players)

Adding rules to limit the number of consecutive throws by one person (i.e. avoid domination by more skilled or more competitively-minded players)

Passing the ball to others in game

Adding a protector who blocks a thrown ball

Switching teams versus sitting out or sitting down when hit by ball

Adding ways to re-enter game after being hit by the ball

Play a divided territory version of the game and have players move from one area to another when hit with the ball.



LEARNING EXERCISE: Brainstorm a list of ways that you could manipulate each of these variables of games and activities. Also think about who might benefit from the modifications to that variable.

For each of the variables - Participants, Environment & Time, Rules & Scoring, and Skills - see the tables below for appropriate responses.

	Possible Responses	Who Benefits?
Participants	Increase/decrease the number of participants on the playing surface at one time Balance the ability level of the participants Rotate participants through all positions Rotate participants between teams Substitute participants more often Have two participants play one position together Use partners/buddies Assign specialized roles to certain participants based on abilities	Everyone! Players of all skill levels get to play each position Players of all skill levels play on each team Players with less endurance benefit from shorter playing time Players of different abilities can support and assist each other Capitalizes on the strengths of the participants rather than the limitations

One of the key things to remember when manipulating this variable is that an underlying goal is active participation. In considering any modification, the primary objective should be to maintain as high a level of activity as possible for all participants.

	Possible Responses	Who Benefits?
Environment & Time	<p>Change the surface on which an activity is played.</p> <p>Change the size of the activity area, making it larger or smaller.</p> <p>Change the position/height of targets and nets; add more targets or goal areas</p> <p>Adjust the distance between goals, end lines, bases, etc.</p> <p>Change the boundaries on the court (e.g. eliminate them, make them brighter, textured, raised, etc.)</p> <p>Use stations or a circuit</p> <p>Establish zones of play and assign responsibilities within the zones.</p> <p>Establish rest areas or designated areas where defenders are not permitted</p> <p>Increase visual cues in the environment</p> <p>Alter the lighting in the environment</p> <p>Adjust length of game/activity and/or adjust the time elements within it</p> <p>Increase or decrease the tempo/ rhythm of the activity</p> <p>Build in rest periods</p> <p>Add time elements that aren't normally part of a game or eliminate ones that are</p>	<p>Wheelchair users</p> <p>Participants with mobility issues</p> <p>Persons with limitations in endurance, balance, strength and/or motor coordination</p> <p>Persons with visual impairments or visual processing problems</p> <p>Participants of varying skill level</p> <p>Participants with attention or focus issues</p> <p>Beginners and less-skilled players</p> <p>Participants who need more time to process information</p> <p>Participants who rely on visual information (e.g. persons who are deaf, have a hearing loss or have auditory processing problems)</p>

The environment refers to the playing area or activity space and any spatial element within it. There are many ways to set up or alter the environment or spatial elements of an activity to enhance participation. Time elements, as the name suggests, take into account any aspect of the game or activity in which time plays a role.

	Possible Responses	Who Benefits?
Rules & Scoring	<p>Simplify the rules</p> <p>Use fewer rules; use essential rules only</p> <p>Eliminate all rules</p> <p>Allow participants to create the rules</p> <p>Add rules to equalize participation</p> <p>Eliminate the focus on scoring (e.g. don't keep score)</p> <p>Change the scoring system to emphasize or de-emphasize particular outcomes</p> <p>Give more points/fewer points</p> <p>Use differential scoring that acknowledges a range of skills</p> <p>Give points for non-traditional elements, e.g. number of passes, how long can keep the rally going, etc.</p>	<p>Beginners and less-skilled players</p> <p>Individuals who require extra time to process information</p> <p>Participants with less focus and attention</p> <p>Participants with delays in cognitive functioning</p> <p>Participants with varying limitations in motor coordination, especially related to object manipulation</p>

Modifications to the rules of an activity can be made for many reasons and can accomplish many things. The key is that the rule changes make sense and your rationale for making the change suits the situation. Modifications to the scoring aspect of a game can reduce the degree of competitiveness within the activity and allow the activity leader to focus on skill execution rather than an outcome.

	Possible Responses	Who Benefits?
Skills	Simplify the skills used Limit the skills used Adjust skills to alter the speed of the game Allow a variety/choice in the skill(s) required to play the game/activity Specify or limit the use of only certain body parts during activity (e.g. use of non-dominant hand only) Substitute different body positions during play (e.g. everyone must play on their hands and knees, or in sitting position) Alter the locomotion methods for all individuals Provide alternative means of locomotion for all participants, e.g. play games on scooters	Beginners and less-skilled players Individuals who require extra time to process information Participants with less focus and attention Participants with delays in cognitive functioning Participants with varying limitations in motor coordination Participants with mobility impairments Participants with balance issues Wheelchair users Persons with visual impairments or visual processing problems

Modifications to the skill requirements of an activity are commonly used in situations where beginners are learning the activity or when playing the activity in a recreational versus competitive environment. Like rule modifications, changes in the skill requirements can be made for many reasons and will often go hand-in-hand with the rule change(s).

All of these examples represent possible modifications to these four variables of an activity or game. You can see from the column 'Who Benefits?' that participants with a wide range of functional abilities can be included in the activity by manipulating these variables.

END OF MODULE 5 QUIZ: “WHAT HAVE YOU LEARNED?”

Correct answers are written in green text

1. What is the primary difference between minimal versus moderate modifications?

- A) The reason behind the modification.
- B) The number of modifications that are implemented.
- C) The effect of the modification on other participants in the activity.
- D) The effect of the modification on the participant with a disability.
- E) The frequency with which modifications are made.
- F) The components that are modified.

2. Equipment modifications:

- A) Can simplify the skill requirements of the activity.
- B) May make an activity more fun for everyone.
- C) Are relatively simple to achieve with a little imagination.
- D) May benefit many participants, not just the person with a disability.
- E) Require a lot of time and effort on the part of the leader to be effective.
- F) Are the least desirable modifications one should make to an activity.

3. Some of the reasons for implementing a ‘Bounce Passes Only’ rule would be:

- A) To focus on a specific skill.
- B) To simplify the skill requirements of the game.
- C) To slow down game.
- D) To provide an auditory cue.
- E) To make the pass easier to catch.
- F) All of the above are valid reasons to implement this rule.

4. The key ‘take away’ messages of this section are:

- A) Modify when necessary.
- B) Modify all components at the same time.
- C) Modify to the extent necessary.
- D) Modify in a consistent way every time.
- E) Modify without jeopardizing the integrity of the activity.
- F) Modify for everyone so you don’t single anyone out.