



Inclusive activity cards

Deliver inclusive, engaging, fun sessions with support from the Home Nation Disability Sports Organisations.

These activity cards are designed to support individuals to deliver high quality inclusive activities for all participants.

The games and activities in this pack support participants to be physically active and to lead healthy lives. Each activity encourages participants to develop physically and mentally.

The categories include:

-  Warm up games
-  Fundamental skills
-  Striking and fielding skills
-  Invasion games
-  Net, court and wall games

Each activity card shows you how to play the game and what equipment you will need. They outline how to use the STEP Tool to adapt, modify and progress activities for participants with different abilities and / or specific impairments. Plus, there is a challenge yourself section that encourages participants to challenge themselves and work together. Read the Adapting sessions with AIM and STEP card for more information.

When planning your sessions, it is important to understand your participants' individual needs and abilities. We encourage all deliverers to involve disabled participants in the planning process and discuss their needs with them directly. This is the best way to ensure your sessions are inclusive and accessible for everyone.

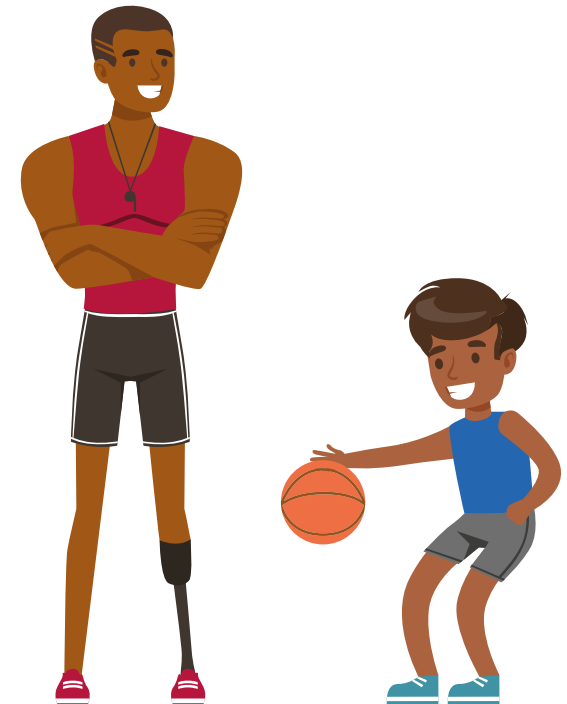




The activity cards provide activities for all ages and abilities. A number and colour code system indicates the relevant progression step for each activity. Please see the table below for details.

Activity card number and colour	Progression step
1 Pink	Progression Step 1
2 Green	Progression Step 2
3 Red	Progression Step 3
4 Purple	Progression Step 4
5 Blue	Progression Step 5

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Inclusion guidelines

These guidelines will support you to plan and deliver inclusive sessions for all participants, including participants with different abilities and / or specific impairments.

Blind and visually impaired participants

- Speak to participants to understand what level of vision they have. This should be done on an individual basis before the session.
- Use bright and / or contrasting colours on equipment and boundary markers.
- Use audible balls and equipment where possible, so that participants can hear the movement and locate the equipment.
- Encourage a buddy system where appropriate, to act as a guide for visually impaired participants. This could be introduced for all individuals.

Participants with a learning disability

- Support verbal information with practical demonstrations.
- Keep instructions clear and concise.
- Introduce new rules one at a time and change the activity gradually to encourage familiarisation.
- Use colours to identify boundaries and areas. E.g. markers, bibs, throw down lines.
- Keep everyone involved. If working in a large group, split into smaller groups so that everyone is active.





Deaf and hearing-impaired participants

- Speak clearly and face the group when giving verbal information.
- Use practical demonstrations to support verbal instructions.
- Use flags, bibs, or coloured markers to gain the group's attention and communicate specific instructions.
- At the beginning of the session, establish basic hand signals to indicate start, stop, gather round etc.
- Check that your participants understand the information and instructions.

Participants with a physical impairment

- Allow appropriate space between obstacles and in the run-off 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 more easily.

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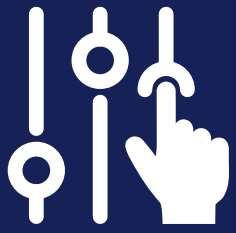


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Adapting sessions with AIM and STEP

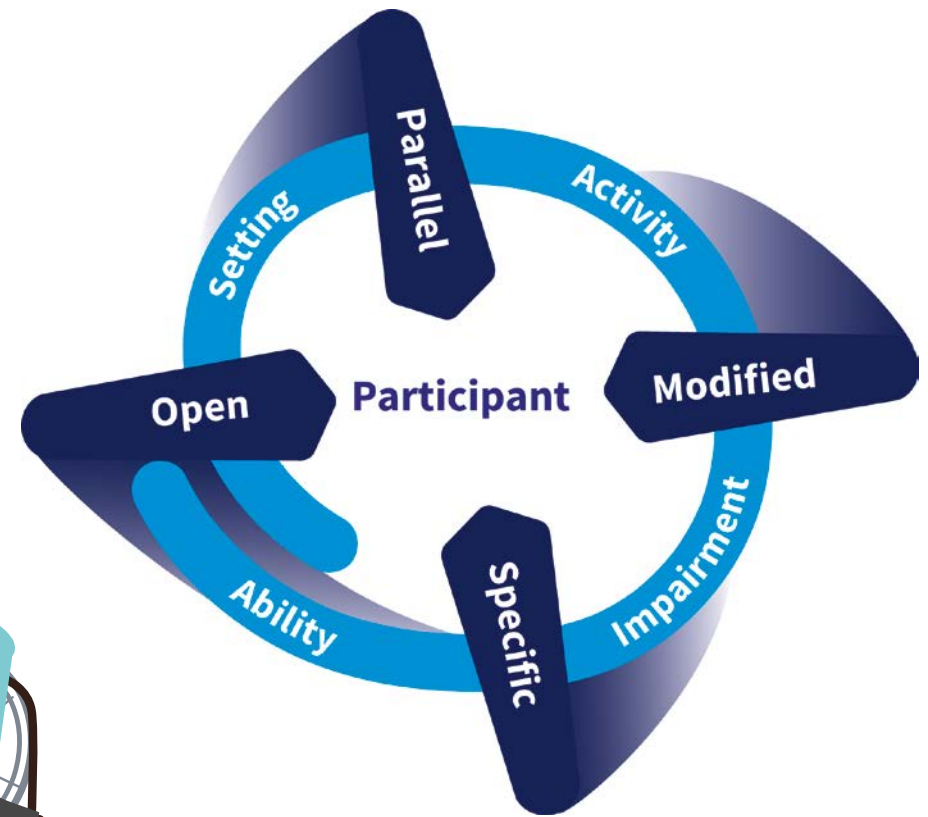
Making activity inclusive and accessible benefits everyone. The Activity Inclusion Model (AIM) and STEP Tool help you to adapt activities, so all participants can engage fully and develop in the sessions.

Activity Inclusion Model

The Activity Inclusion Model (AIM) is a tool you can use to change the way an activity is presented, structured, or delivered. It is designed to help you to include, appropriately challenge, and progress every individual. It is not just a model for making activities inclusive for disabled people.

AIM evolved from Black & Stevenson's Inclusion Spectrum and is aligned to the World Health Organisation's International Classification of Functioning, Disability and Health.

4th Generation: The Activity Inclusion Model April 2017





Adapting sessions with AIM and STEP

Open activities

Everyone can take part together. Simple naturally inclusive activities that the entire group can do with little or no modifications.

Modified activities

Everyone can do the same activity. Adaptations are made using STEP to support the inclusion of some participants.

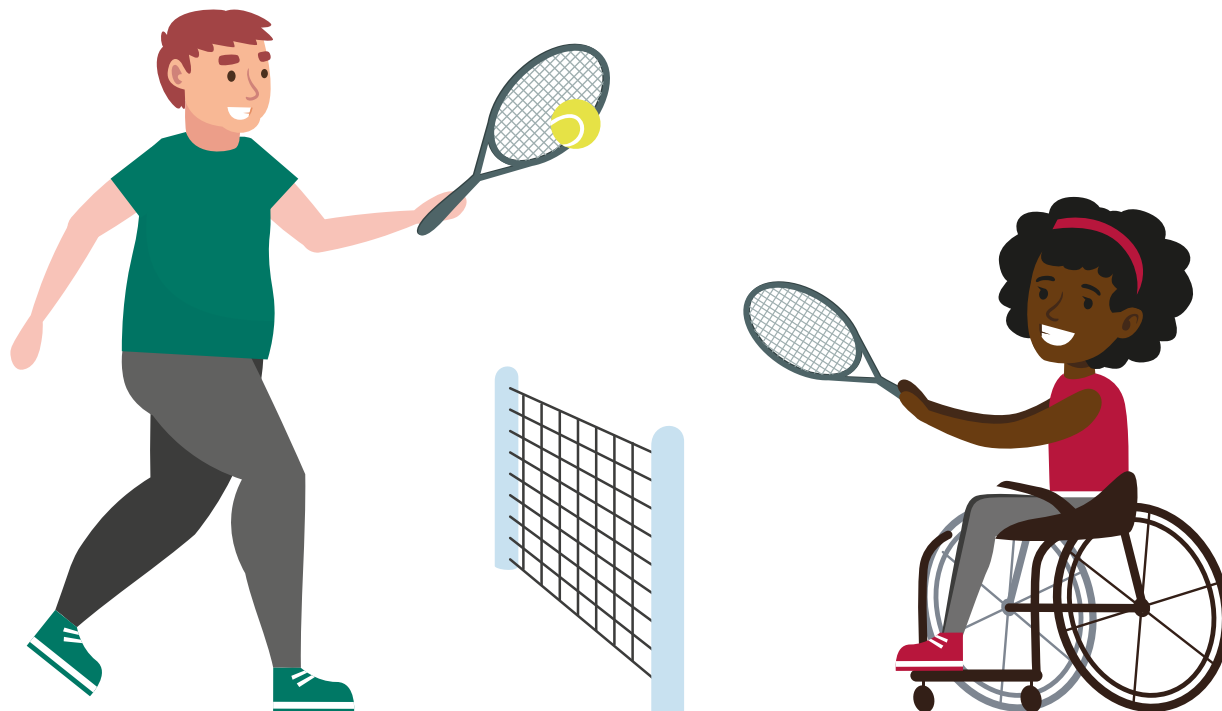
Parallel activities

Participants are grouped according to their ability. The activity varies for each group with different targets, equipment and challenges.

Specific activity

Disabled participants take part in an activity that is specific to a sport, including disability sports. It can be used as a short-term means of developing skills with a view to future inclusion.

There are four factors that influence inclusion for each participant. They are ability, activity, impairment and the setting (environment). All need to be considered when creating the most appropriate provision. The greater the impact of ability, activity, impairment or setting, the more likely modified, parallel or specific activities will be required. These four factors will help you to use the AIM and STEP Tool effectively in your sessions.



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Using the STEP Tool

When used with AIM, STEP is a simple tool you can use to change activities to make them more inclusive. This includes making an activity easier or harder so participants can take part, achieve success, and progress.

STEP is an acronym for:



Space

Where the activity is happening

- Change the height or level of the activity. Floor-based activities have different requirements from those played on a raised surface.
- Adapt the playing area. More space gives more reaction time, less space requires higher mobility and skill level.
- Divide the playing area into zones to create different challenges for participants with different abilities.
- Move targets closer or further away to make activities easier or harder.



Task

What activity is happening

- Simplify the activity to make it easier.
- Introduce new rules to make it harder.
- Change the rules to aid inclusion. E.g. allow different starting points, no contact rule etc.
- Try different ways of taking part. E.g. seated or standing.



E

Equipment

What is being used for the activity

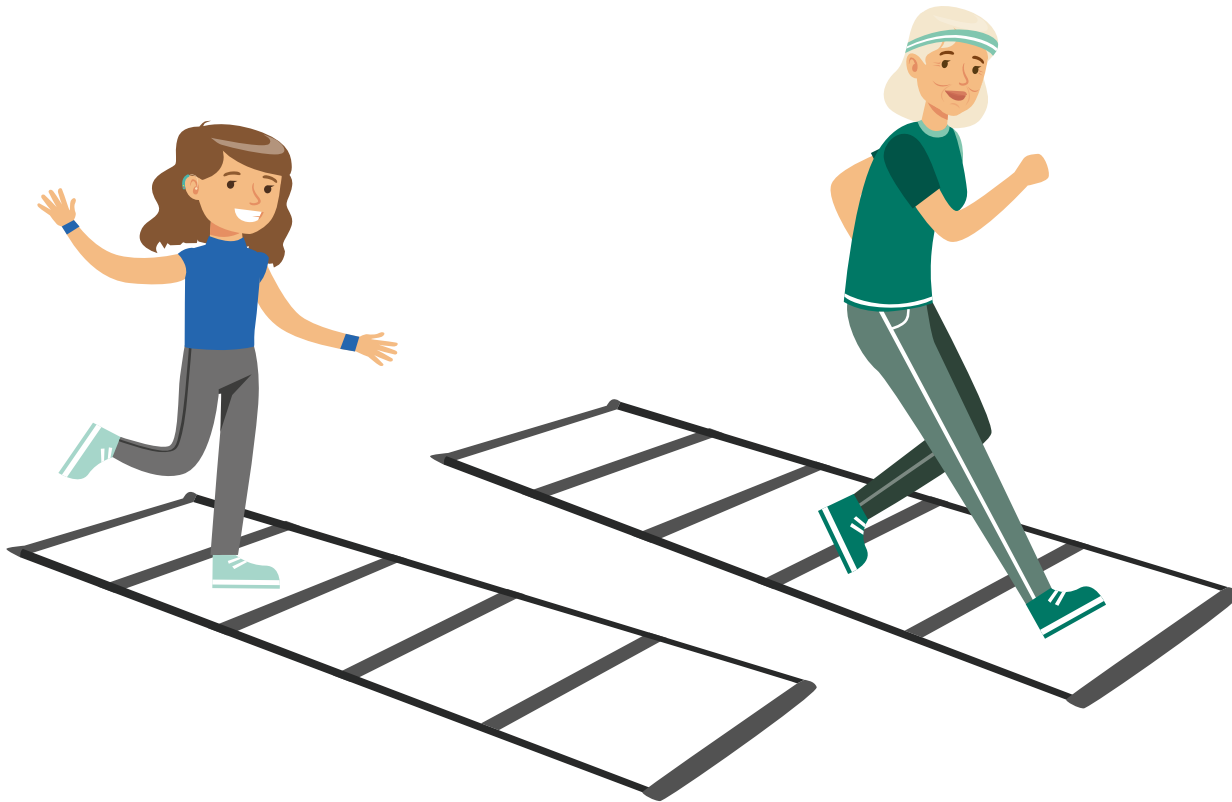
- Change the type of equipment. Size, shape, colour, weight, texture.

P

People

Who is involved in the activity

- Change team / group numbers to balance games.
- Give people specific roles during activities.
- Group people by ability.
- Match ability with group numbers. E.g. go beyond traditional team formats.



Each activity card suggests how you could use the STEP Tool to make the activity easier or harder for participants with different abilities and / or specific impairments.

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