

The background of the entire page is a photograph of a basketball game in progress. A basketball is suspended in the air near the top center. In the lower right, a player is jumping with arms raised. In the lower center, another player is looking up at the ball. The scene is set outdoors on a grassy field with buildings and trees in the background. A semi-transparent red overlay covers the entire image, with a white diagonal stripe running from the top right corner towards the bottom right.

TUTOR GUIDE

Core module

How to deliver sport for Inclusive Development Training

Core module Tutor Guide

These activities support the delivery of the Inclusive Sport for Development Core Module

They can also be used independently as inclusive games and activities to support programme delivery.



Core module

Introduction

Topic/theme	Content	Activity	Resources	Time
Welcome & orientation	<ul style="list-style-type: none"> • Introductions • Orientation to venue <ul style="list-style-type: none"> - toilets - food arrangements - in the event of an emergency. 	<p>Brief introduction of tutor(s) & key personnel</p> <p>IMPORTANT!</p> <p>Explain that this workshop is a partnership between:</p> <ul style="list-style-type: none"> • International Inspiration (UK) & • Cheshire Foundation – Action for Inclusion 	Welcome slides 1 & 2	5
Opening icebreaker	<ul style="list-style-type: none"> • Inclusive icebreaker: <ul style="list-style-type: none"> - relaxes and engages the group - introduces basic philosophy of inclusion 	<p>Use the ‘Labels’ icebreaker in Tutor Pack</p> <p>Describe the 2 main themes:</p> <ul style="list-style-type: none"> - many ways to reach the same outcome - inclusion framework 	<p>Slides 3 & 4</p> <p>Refer to Activities:</p> <p>‘Labels’ icebreaker</p> <p>Relevant materials, e.g. sticky labels/pens</p>	10
Aims of the workshop	<p>By the end of this section, participants will:</p> <ul style="list-style-type: none"> • share their perceptions and experiences of disability and sport; • understand basic principles of inclusion; • know how to use the Inclusion Spectrum framework and the STEP adaptation tool. 	Brief review of the aims of this section	Slide 5	5

Note: video clips can be shown where practicable

Core module

Introduction

Topic/theme	Content	Activity	Resources	Time
Awareness activity	<p>It's important at the outset to find out about the attitudes and perceptions of the workshop participants. This activity enables the tutor to:</p> <ul style="list-style-type: none"> • assess awareness of disability in the group; • understand local/national attitudes towards disability & sport. 	<p>Role play</p> <p>In small groups, ask the participants to create a poster, a skit (short play), song or dance that reflects the current position of disabled people in (their) society.</p> <p>Each group talks about their poster or gives their performance.</p> <p>Invite group comments.</p> <p>IMPORTANT: keep to time; avoid long 'speeches' by individuals – just feedback the main points of each group.</p>	<p>Slide 6</p> <p>Group tables</p> <p>Flip paper/pens</p>	30
Time so far				50

Core module

Principles & framework of inclusion

Topic/theme	Content	Activity	Resources	Time
Principles of inclusion: social/environmental approach	<p>The social/environmental approach to inclusion supports the practical tools that will be explored later in the workshop.</p> <p>The social/environmental approach contrasts with the traditional 'medical' approach and can be summarised as follows:</p> <p>'Medical' approach</p> <ul style="list-style-type: none"> • People are disabled by their medical conditions or impairments <p>Social/environmental approach</p> <ul style="list-style-type: none"> • People are disabled by lack of provision and negative attitudes in society at large. <p>Adopting the social/environmental approach empowers physical education and sport practitioners as it's possible to change the environment or ways of teaching to create an inclusive environment.</p>	<p>Ask the participants what they understand by the term 'social approach to inclusion'?</p> <p>Have a quick small group discussion or a brainstorm.</p> <p>Ask the groups if they can think of examples of ways in which disabled children and adults are affected by attitudes or lack of provision.</p> <p>Summarise comments and clearly explain the difference between the social and traditional medical approaches.</p>	<p>Refer to: Spectrum incorporating BESO handout</p> <p>Slides 7 & 8</p>	15

Core module

Principles & framework of inclusion

Topic/theme	Content	Activity	Resources	Time
Principles of inclusion: inclusive environment	<p>Creating an inclusive environment enables every young person to maximise their abilities and reach their potential. For example:</p> <ul style="list-style-type: none"> • changing the teaching environment; • varying communication methods; • modifying activities; • adapting equipment. 	<p>Stress that although background knowledge of young people's impairments is important, practitioners should focus upon the aspects they can control, such as the way they teach or coach.</p>		5
Principles of inclusion: a wide interpretation	<p>The social/environmental approach also supports a wider interpretation of inclusion; for example, barriers around:</p> <ul style="list-style-type: none"> • gender; • religious/cultural differences ; • economic deprivation. 	<p>Share the example of adopting a relaxed dress code for sport. This can help young people in a number of ways; for example:</p> <ul style="list-style-type: none"> • those unable to afford sports clothes/kit; • specific religious/cultural clothing requirements; • self-consciousness about body image. 	Slide 9	5

Note: video clips can be shown where practicable

Core module

Principles & framework of inclusion

Topic/theme	Content	Activity	Resources	Time
The Inclusion Spectrum framework	<p>The Inclusion Spectrum is a practical activity-centered approach to the inclusion of young people of all abilities in physical activity. Inclusion is achieved by changing the way in which the activity is presented.</p> <p>The Inclusion Spectrum model provides different methods of supporting inclusion. By delivering activities differently we can balance different needs within a group and so help to maximise the potential of all young people.</p> <p>The framework consist of five approaches to the delivery of physical activity and sport.</p>	Briefly introduce the Inclusion Spectrum framework with one or two examples to illustrate each element.	<p>Slide 10 & 11</p> <p>Refer to: the Inclusion Spectrum incorporating BESO handout</p>	15
Time so far -				90

Core module

Inclusion Spectrum & BESO practical

Topic/theme	Content	Activity	Resources	Time
Inclusion Spectrum and STEP practical	<p>Participants experience the different Inclusion Spectrum approaches in a practical way.</p> <p>Open – everyone can play</p> <p>Modified – change to include</p> <p>Parallel – ability groups</p> <p>Separate/alternate activity – discussion only</p> <p>Disability sport activity</p>	Use the slide to explain how the practical will be structured.	Slide 12 (or a flip paper)	2
<p>Open activity: everyone can play</p> <p>PRACTICAL</p>	Naturally inclusive activities that require no or little adaptation or modification.	<p>Start with an inclusive warm-up such as ‘Busy Bodies’ or ‘Colour Call’</p> <p>Ask participants for their ideas about open activities that “everyone can play”.</p> <p>Other examples:</p> <ul style="list-style-type: none"> • action songs; • unstructured play; • collecting or gathering games. <p>Finish with an action song or game suggested by the participants that enables everyone to take part.</p>	<p>Refer to: <i>Inclusion Spectrum & BESO activities</i></p> <p>Choose some or all of the games below</p> <p>(Slide 13 as summary)</p>	43

Everyone can play

Busy bodies

Time	Outcomes	Content	Activity	Resources
5-15 mins	<p>At the end of the activity the participants will:</p> <ul style="list-style-type: none"> • have completed a fun warm-up • socialised • identified body parts • recognised the way each other moves 	<p>Movement</p> <p>Fun</p> <p>Body part recognition</p> <p>Spatial awareness</p> <p>Assessment opportunity for the tutor</p>	<p>Set-up</p> <p>Gather the group in a space to enable everyone to move around.</p> <p>Activity</p> <ul style="list-style-type: none"> • Ask everyone to move around in their own way – walking slowly, quickly, using mobility aids or guides. • As they move, they can give each other high-fives, low fives. • Call out the name of a body part (eg elbow); each participant puts that body part on their body in contact with the same body part on someone else's body; in this example, they place their elbows in contact with other people's elbows. • Hold the position for a few seconds so that the tutor can check. • Begin moving again; call out different body parts and repeats process (eg knees, fingers, toes). • Ask the participants to suggest different body parts. • Participants can even play from a static position – when everyone moves they move their upper body/arms. <p>Review with participants</p> <p>At the end of the activity, ask the group what children (or adults) have learned from the activity. For example:</p> <ul style="list-style-type: none"> • they've had fun and socialised; • learned about body parts; • learned about how each other moves. 	<p>Indoor or outdoor space suitable for the size of the group.</p>

Everyone can play Colour Call

Time	Outcomes	Content	Activity	Resources
5-15 mins	At the end of the activity the participants will have: <ul style="list-style-type: none"> • taken part in a fun warm-up; • responded to visual and verbal stimulus 	<p>Movement</p> <p>Reaction</p>	<p>Procedure</p> <p>Gather the group together in a space adequate for the size of the group.</p> <p>Explain that coloured marker discs (or similar) will be shown and each colour represents a different movement.</p> <p>For example:</p> <ul style="list-style-type: none"> • Green means go! Everyone begins moving around the space. • Red means stop! The group stops still. <p>After a few minutes of go-stop, introduce some other colours. For example:</p> <ul style="list-style-type: none"> • Amber (orange or yellow) means stop and hold a balance • Blue means move in a different way; for example, backwards, small movements, big movements. <p>More movements/tasks can be added; take suggestions from the group.</p> <p>Review</p> <p>The activity gives the teacher/coach the chance to assess everyone's movement capabilities.</p>	<p>Coloured marker discs, flags, coloured material or cards</p> <p>Suitable indoor or outdoor space</p>

Everyone can play Cups and Caps

Time	Outcomes	Content	Activity	Resources
20 mins	<p>At the end of the activity the participants will have:</p> <ul style="list-style-type: none"> • participated in a fun warm-up; • worked as a team • become aware of the movement capabilities of other people • learned association of 'shape' with 'name' 	<p>Movement</p> <p>Manipulation</p> <p>Low-level competition</p> <p>Spatial awareness</p> <p>Numbers</p>	<p>Procedure</p> <p>Divide the group into two teams. The teams stand at either side of a suitable space. The leader makes one team 'the Cups' and the other team 'the Caps'.</p> <p>The Cups scatter their discs around the playing area with the small hole down they resemble a cup). The Caps scatter their discs so that their discs with the small hole up (like a cap). They return to their ends of the space.</p> <p>On the start signal, the Cups try to turn all the discs into caps (large hole up) and the Caps try to turn all the discs into cups (small hole up). After about 30 seconds, the stop signal is given; everyone stops playing and returns quickly to their end. Count up the number of cups and caps to see which team has the most. Scatter all the discs and go again.</p> <p>Review – build-in the inclusion</p> <p>In order to ensure that everyone is included, build-in options for different abilities in the group, especially those with high support needs from the start.</p> <p>For example:</p> <ul style="list-style-type: none"> • some children can sit on the floor or a mat with discs around them that they can reach to turn; • place some discs higher up so that they can be reached more easily • add plastic bottles or skittles that some participants can knock over with their wheelchair, crutches or sticks – easier than turning the discs. • Those who have vision or spatial impairments can work with a buddy. 	<p>Coloured marker discs (if possible, at least one for each participant)</p> <p>Suitable indoor or outdoor space</p>

Knee Tap

Topic/theme	Content	Activity	Resources	Time
<p>Modified activity: change to include</p> <p>PRACTICAL</p>	<p>Use this approach to introduce the BESO adaptation tool.</p> <p>BESO examples</p> <p>Space</p> <ul style="list-style-type: none"> • Increase or decrease the size of the space to vary the challenge. • The playing area can be divided with players matched together in each zone. <p>Task</p> <ul style="list-style-type: none"> • The way that the activity is performed can be adapted to support or challenge. • Skills can be simplified or made more complex depending on ability <p>Equipment</p> <ul style="list-style-type: none"> • Equipment can be varied in many ways enabling young people to find the best way to participate in physical activity. • Standard equipment can be used in different ways; or specialist equipment adaptations can be used. <p>People</p> <ul style="list-style-type: none"> • The way in which young people interact or are organised can also be varied to promote inclusion. • For example, the focus may be on cooperation and teamwork. 	<p>Introduce a simple game, such as 'Knee Tap'. Once everyone has had an opportunity to play, ask participants for ways in which they can adapt the activity using BESO. (See examples on the activity cards).</p> <p>In small groups (4-6) challenge the participants to develop a simple game (use the 'Games maker' card).</p> <p>Each group briefly demonstrates their game. Challenge them by asking them to use the BESO tool to:</p> <ul style="list-style-type: none"> • develop an EASIER version of their game that can support inclusion; • create a HARDER version of the game to challenge those who have higher skill levels. <p>Share some of these ideas with the whole group.</p>	<p>Refer to:</p> <p>Inclusion Spectrum & BESO activities</p> <p>BESO poster: use a flip chart to write 'Space, Task, Equipment, People' and refer to this throughout the modified practical.</p> <p>(Slide 14 & 15 as summary)</p>	<p>45</p>

Knee Tap

Time	Outcomes	Content	Activity	Resources
10-15 mins	<p>At the end of the activity, the participants will:</p> <ul style="list-style-type: none"> understand how to change an activity to include different abilities using the BESO adaptation tool; have participated in an active game. 	<p>Activity modification</p> <p>Movement</p> <p>Low-level competition</p> <p>Introducing BESO</p>	<p>Procedure</p> <p>Gets the group into pairs.</p> <p>Using two volunteers as demonstrators, explain the 'Knee tap' game.</p> <ul style="list-style-type: none"> Each player tries to touch their opponent on either knee to score a point. They must avoid being touched themselves. They cannot use their arms/hands to defend, only dodge. <p>After the demo, all the pairs play for 1-2 minutes.</p> <p>Now ask the group which player in the pair scored the most. If one player is scoring more than their partner, how can the game be changed in order to make it more balanced and competitive?</p> <p>Suggestions might include:</p> <ul style="list-style-type: none"> the dominant player plays uses only one hand; the dominant player can only score on one knee, the other player on both knees; etc <p>Then ask the group how they can adjust the game for some specific examples using the BESO adaptation tool. For example, a wheelchair user or seated player against a standing player.</p> <p>Suggestions may include:</p> <ul style="list-style-type: none"> the standing player must keep one foot on the floor, not dodge out of reach; the two players must compete in a confined space; a vision impaired player can participate with a sighted player by remaining in physical contact (hold 1 hand). <p>Note: asking the standing player to also sit does not maximise their movement – think of something else</p>	<p>Suitable indoor or outdoor space</p>

Core module

Games maker

Time	Outcomes	Content	Activity	Resources
15-25 mins	<p>At the end of the activity, the participants will:</p> <ul style="list-style-type: none"> understand how to change an activity to include different abilities using the BESO adaptation tool; modified a basic game or activity in three different ways 	<p>Activity modification</p> <p>Basic presentation skills</p> <p>Using BESO</p>	<p>Procedure</p> <p>Divide the group into small teams of 4-5.</p> <p>Each team receives 3 coloured marker discs and can choose one ball from a selection.</p> <p>The teams are given 5 minutes to develop a simple game; there are only two conditions:</p> <ul style="list-style-type: none"> all the equipment items must be used; everyone in the group has to be active – no-one sitting out or scoring, officiating. <p>After 5 minutes, invite each team to show their game to the whole group. The team explain how people with different abilities might be involved in their game.</p> <p>Now ask the teams to add two other versions of their game:</p> <ul style="list-style-type: none"> a version that is easier or simpler; a more challenging/more complex version. <p>The teams have 5 minutes to develop the two new versions. Use the BESO adaptation tool to make these changes.</p> <p>The teams then feedback their new games in turn to the rest of the group, explaining the ways in which they made them more challenging or more accessible.</p> <p>Review</p> <p>After all the teams have shown their activities, the leader points out that each team has produced three different versions of the same activity/game in the space of 10 minutes. This is the basis of activity modification.</p>	<p>Suitable indoor or outdoor space</p> <p>Variety of basic sports equipment, e.g. balls, marker cones</p>

Games maker

Topic/theme	Content	Activity	Resources	Time
<p>Parallel activity: ability groups</p> <p>PRACTICAL</p>	<p>This approach is useful when there is a very wide range of ability in the same group.</p> <p>In this case it may be more effective to divide the young people into smaller groups based on ability.</p> <p>Each group can practice activities in a different way or play different versions of the same activity.</p>	<p>Ask for 3 volunteers and demonstrate that young people can practise the same activity in different ways.</p> <p>For example: bat & ball skills</p> <ul style="list-style-type: none"> • using flat hand and balloon or balloon ball; • using plastic or lightweight bat and beach ball; • regular racket/bat and tennis ball. <p>This shows that young people who have different abilities can practise the same activity in different ways.</p> <p>In small groups, ask participants to develop a simple activity for three different ability groups. This can be their own choice or the tutor can suggest; eg</p> <ul style="list-style-type: none"> • a basic gymnastic skill • a football skill • an interception game. <p>Finish by taking them through a simple group progression. E.g seated balloon volleyball, seated volleyball, standing volleyball.</p>	<p>Refer to: Inclusion Spectrum & STEP activities</p> <p>Use the activity below</p> <p>(Slide 16 as summary)</p>	40

Volleyball versions

Time	Outcomes	Content	Activity	Resources
15-25 mins	<p>At the end of the activity, the participants will:</p> <ul style="list-style-type: none"> understand how activities can be adapted into different versions of the same theme; have an opportunity to create 3 versions of an activity. 	<p>Ability groupings</p> <p>Games versions</p>	<p>Procedure</p> <p>Set out three versions of the same sporting activity, for example, volleyball.</p> <p>Version 1: a group sitting close together in a circle (facing inwards); throw in a balloon and asks the group to keep the balloon off the floor by using their palms and fingers. Gradually, introduce more balloons, so that the group have to become more active and cooperate to keep them off the floor (maybe for 10 secs). At the end of the exercise, ask the group what activity this is leading to – volleyball.</p> <p>Version 2: The second version is sitting volleyball, with players grouped on either side of a low barrier, rope or net. Participants play with a slow-moving beach ball using basic sitting volleyball rules (virtually identical to the standing version).</p> <p>Version 3: Raise the height of the barrier (to approximately badminton net height). Players form two teams, one on either side of the net; some players sit close to the net in chairs, and others stand at the back of the court forming a front and rear zone in each team. Each group of players, standing or seated, remains within their own zone. This is the set up for integrated volleyball.</p> <p>Finally – ask the participants, in small groups, to devise 3 different versions of an activity of their choosing that would enable a wide range of abilities to be actively involved.</p>	<p>Suitable indoor or outdoor space</p> <p>Basic volleyball equipment, including balloons, beach balls, net, rope or chairs to act as a barrier, and for sitting.</p>

Volleyball versions

Topic/theme	Content	Activity	Resources	Time
Disability sport activity PRACTICAL	<p>This is about 'reverse integration' where disability sport activities can provide the focus for the whole group.</p> <p>Non-disabled young people can have the opportunity to take part in activities designed for young disabled people.</p>	<p>Divide participants into two or more groups and give them each a disability sport to set up and play. For example:</p> <ul style="list-style-type: none"> • sitting volleyball group; • boccia group; • goalball group. <p>Ask each group how their activity can be adapted for a wide range of abilities using BESO as a guide.</p> <p>Share the ideas generated in a group feedback.</p> <p>As an option, conclude this part with a disability sport activity new to the group; for example, polybat or table cricket.</p>	<p>Refer to: Inclusion Spectrum & BESO activities</p> <p>Note: a short explanation/ demonstration of each activity may need to be provided if the activities are unfamiliar.</p> <p>(Slide 17 as summary)</p>	50
Separate / alternate activity DISCUSSION	<p>Rather than try to integrate a young disabled person into an activity before they are ready, it is sometimes more effective to work with them on their own or in a small group to develop their competencies.</p> <p>With their skills improved, this can lead to a more successful integration.</p>	<p>Discuss this approach with the group. Do they have any examples from their own experience?</p> <p>Stress that practising separately must for a specific reason and not be most of the time!</p>	<p>Refer to: Inclusion Spectrum & BESO activities (Slide 18 as summary)</p> <p>Note: Polybat can be shown in a practical way to demonstrate an alternative to table tennis</p>	10
Time so far:				240

Boccia

Time	Outcomes	Content	Activity	Resources
15-25 mins	<p>At the end of the activity, the participants will:</p> <ul style="list-style-type: none"> understand how to integrate a disability activity into the activity programme for everyone; explore ways of using the equipment in different ways; understand differences in abilities. 	<p>Adapted physical activity and disability sport</p> <p>Variations and adaptations</p>	<p>Procedure</p> <p>Explain the basics of the rules of boccia, which is a target game played at the Paralympics:</p> <ul style="list-style-type: none"> the object is for one team (or individual) to score as many points as possible getting as many of their boccia balls closer to the jack or target ball than their opponents. this is done by rolling, tossing, throwing or even kicking the balls; players can also use an assistive device, for example a chute or guttering, to help them roll the ball onto the court. <p>Variations:</p> <ul style="list-style-type: none"> Divide everyone into smaller groups and ask each group to devise a target using whatever equipment is available. The targets should be set up around the playing area with space between; each group then plays its way around the targets using golf rules – smallest number of throws to get round the course. Divide the group into 2 or more teams. Each team is given a target ball – like a basketball or football. Standing behind the same line, the teams use their boccia balls to propel the target ball across a line at the other side of the room. First team to get their ball over the line wins! 	<p>Suitable indoor or outdoor space</p> <p>Boccia balls or alternatives, for example, paper balls (in different colours), bean bags.</p> <p>If required, some masking tape or similar for marking out a basic court.</p> <p>Cones, marker discs, and other available objects that could be used as targets, obstacles</p>

Sitting Volleyball

Time	Outcomes	Content	Activity	Resources
15-25 mins	<p>At the end of the activity, the participants will:</p> <ul style="list-style-type: none"> understand how to integrate a disability activity into the activity programme for everyone; explore ways of using the equipment in different ways; understand differences in abilities. 	<p>Adapted physical activity and disability sport</p> <p>Variations and adaptations</p>	<p>Procedure</p> <p>Explain the basic rules of sitting volleyball..</p> <ul style="list-style-type: none"> The object is the same as volleyball – for a team to score points by striking the ball so that it lands within the court defended by their opponents, or the ball goes out of play off an opponent, or hits the net on their side. Players remain seated (on the floor, or on chairs if preferred), although they are permitted to slide or move around. Players must have some part of their bottom or back on the floor whilst playing the ball – no kneeling. The court is reduced (eg 6 x 10 metres) with a low net (eg 1.0-1.5 metres in height), dividing the court. The basic rules applying to standing volleyball, for example, no double hits, and a maximum of 3 team hits before the ball must cross the net, can be gradually introduced. Volleyball points can be used, or a target agreed. <p>Variations</p> <ul style="list-style-type: none"> In groups, teams try to keep a balloon or beach ball in the air longer than their opponents. Using a slow-moving ball, the group plays the ball and calls out their name when they strike the wall; as they improve, they can call the name of the next person who must play the ball. 	<p>Suitable indoor or outdoor space</p> <p>Balloons, beach balls, soft volleyballs, or other slow-moving balls.</p> <p>A low net – a net or rope hung with ribbons and two badminton posts are ideal. A bench or chairs can also be used.</p> <p>If required, some masking tape or similar for marking out a basic court.</p>

Conclusion

Outcomes	Content	Activity	Resources	Time
<p>At the end of this section, participants will:</p> <ul style="list-style-type: none"> have had the opportunity to consider and discuss ways in which they can use the information that they have received; 	<p>Discussion</p> <p>Forward planning</p>	<p>In small groups, ask the participants to think about all the information and activities in which they have participated.</p> <p>In groups, participants discuss how they might use the information they've received in their own settings – school, community, sport, or voluntary.</p> <p>Each group to feedback (main points/ideas).</p>	<p>Flip chart paper / pens</p> <p>(Slide 19 as summary)</p>	<p>20</p>
<ul style="list-style-type: none"> identify 3 specific actions related to using the information 	<p>Commitment</p>	<p>Following discussion with colleagues, ask each individual to take 5 minutes to write down (or identify) THREE different things that they will do following the training they have received.</p> <p>For example, they may decide to share what they have learned, formally or informally, with work colleagues.</p> <p>As a guide, ask them to identify something they will do:</p> <ul style="list-style-type: none"> short term (immediately) medium term (in the next 2-4 weeks) long term (in the next 3-6 months) <p>Feedback some of these to the whole group.</p>	<p>Paper/small card</p> <p>Pens</p> <p>(Slide 20)</p>	<p>10</p>
Total time				270*

*4.5 hours – allowing lunch hour and other breaks this equates to a 6 hour day.

The background of the entire page is a photograph of a basketball game in progress. A basketball is suspended in the air near the hoop. In the foreground, a player is jumping high to reach for the ball, while another player watches. The scene is set outdoors on a grassy field with buildings and trees in the background. A semi-transparent pink overlay covers the entire image, with a white diagonal stripe running from the bottom right corner towards the top right.

TUTOR GUIDE

1 Day core workshop guide

Workshop format/programme

Welcome & Orientation	Explaining the background to the workshop, identifying main partners and reviewing facilities and procedures for the day.
Opening icebreaker	Inclusive ice-breaker that establishes a key principle of inclusion.
Aims of the workshop	Outlining what participants will know by the end of the workshop.
Role play/awareness activity	A very important initial activity to identify awareness of issues around disability and sport.
Principles of inclusion: social/environmental approach	The fundamental principle under-pinning the workshop.
Principles of inclusion: a wide interpretation	An inclusive approach can address wider issues.



Workshop format/programme

The Inclusion Spectrum framework

The framework that supports the key principles and transposes them to practical physical activity and sport settings.

Inclusion Spectrum and STEP practical

Practical application of the principles of inclusion.

Open activity: Everyone can play PRACTICAL

Naturally inclusive activities enabling everyone to take part.

Modified activity: change to include PRACTICAL

Using the STEP adaptation tool (BESO) to modify activities to support inclusion.

Parallel activity: ability groups PRACTICAL

Managing groups based on ability.



Workshop format/programme

Disability sport activity PRACTICAL

Reverse integration; enabling all young people to experience aspects of adapted sport

Separate / alternate activity DISCUSSION

Supporting individuals and providing meaningful alternatives.

CONCLUSION

- Participants identify ways in which they will use the information they have received in their own setting.
- Participants commit to 3 actions: short-medium- and long-term.

NOTE:

The order of presentation can be adjusted to reflect availability of practical space or environmental conditions – provided the delivery of the content is not compromised.



Acknowledgements

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