

Step in for inclusion



Prepared by Youth to YOU(th).

Thank you to ENGSO Youth team and for Step in For Inclusion participants for their contribution.

Toolkit

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Introduction

ENGSO Youth

ENGSO Youth is the independent youth body of the European Sports NGO (ENGSO). ENGSO Youth focuses on the youth sport-for-all sector in Europe and represents young Europeans under the age of 35 in sports in more than 30 countries.

Since 2002, we have been at the forefront of youth sport advocacy at European

level. ENGSO Youth actively works on current youth sport issues (Education and employability, healthy lifestyle, social inclusion, sustainable development, sport diplomacy, youth employment) with its member organisations (National Sport Confederations or National Olympic Committees), European institutions and partners from civil society.

ENGSO Youth operates by relying on advocacy, projects, policy and networking, with special focus on:

- 1. Sustainable development in and through sport;*
- 2. Inclusion in and through sport;*
- 3. Health enhancing physical activity;*
- 4. Education and employability in and through sport;*
- 5. Sports diplomacy.*

The toolkit

The toolkit is targeted towards organizations from the European youth and sport sectors and individuals (e.g. youth leaders and youth workers, sport coaches and NGO staff) who want to harness the potential of sport for social inclusion of youngsters

with disabilities. The toolkit has been developed through a participatory process, following a set of interactive activities, where the participants have developed the content, exchanged their ideas, and piloted the activities.

The toolkit is developed on two main pillars:

- _ Understanding social inclusion*
- _ Example activities and pedagogical exercises*



Understanding social inclusion

In every country and region, some groups confront barriers that prevent them from fully participating in political, economic, and social life. These groups may be excluded not only through legal systems, land, and labor markets, but also discriminatory or stigmatizing attitudes, beliefs, or perceptions. Disadvantage is often based on social identity, which may be across dimensions of gender, age, location, occupation, race, ethnicity, religion, citizenship status, disability, sexual orientation and gender identity, among other factors. This kind of social exclusion robs individuals of dignity, security, and the opportunity to lead a better life. Unless the root causes of structural exclusion and discrimination are addressed, it will be challenging to support sustainable inclusive growth and rapid poverty reduction.

The process which ensures that everyone, regardless of their background, experiences and circumstances has the opportunity to achieve their full potential in life is social inclusion. An inclusive society aims

for balanced individual rights and growing social responsibility. Social inclusion means providing the resources and support for specific disadvantaged groups to fully participate in economic, social and cultural life.

From a youth perspective social inclusion is the process of individual's self-realisation within a society, acceptance and recognition of one's potential by social institutions, integration (through study, employment, volunteer work or other forms of participation) in the web of social relations in a community. In present-day European societies the concept is relevant to all young people as youth is the life stage when young people make the transition from family dependence to autonomy within the larger society under rapidly evolving circumstances. It has a particular meaning to those young people who come from disadvantaged backgrounds and live in precarious conditions. For them social inclusion involves breaking various barriers before acquiring their social rights as full members of society.

Understanding social inclusion

Inclusion refers to the efforts undertaken to get young people on board (e.g. in your activities) who **are at a disadvantage** compared to their peers because of **different exclusion factors**:

- Disability & health issues
- Economic
- Education & training
- Geographical
- Cultural background
- Discrimination
- Social

Social exclusion pushes individuals to the edge of society and prevents them from full participation in the community. Individuals are discriminated by their social status and academic level; as well distanced from opportunities to grow and community activities.

Social exclusion is a complex and multi-dimensional process. It involves lack of goods and services, denial of rights and inability to join the economic, social, cultural or political activities of the majority. It affects

the quality of life of individuals and the equity of society as a whole.

In the words of youth, exclusion is a process which deprives them of opportunities for obtaining education, acquiring skills and participating fully in all aspects of society.

Diversity is about ensuring that everybody has the tools to manage diversity (of all kinds) and to embrace and celebrate each one of those differences.



Why focus on young people with disabilities?

Persons with disabilities are entitled to have access to and enjoy the full range of human rights safeguarded by the European Convention on Human Rights, the European Social Charter and the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) as well as all other international human rights instruments, on an equal basis with others.

The United Nations Convention on the Rights of Persons with Disabilities (UNCRPD or UN Convention) uses an open definition which says that (Article 1) 'Persons with disabilities include those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others.' The Convention recognises that disability is an 'evolving concept' and one that 'results from the interaction between persons with impairments and attitudinal and environmental barriers that hinders their full and effective participation in society on an equal basis with others'.

Additional relevant document is the the Council of Europe Strategy on the Rights of Persons with Disabilities, which as

a document has the overall goal to ensure equal opportunities and independence of persons with disabilities and to guarantee their freedom of choice, full citizenship and active participation in society.

Young people with disabilities are among the poorest and most marginalised of the world's youth. When a child is born or develops a disability, it is often seen as a tragic event by his or her family and community. In many countries, there are certain traditional beliefs associated with the causes of disability, such as curses and contagion, which results in these children and their mothers being shunned and isolated.

All of the issues that affect young people, such as access to education, employment, health care and social services, also affect youth with disabilities, but in a far more complex way. Attitudes and discrimination linked to disability make it much more difficult for them to go to school, to find work or to participate in local activities. In many communities, both rural and urban, the environment is immensely challenging with physical and communication barriers that make it hard for them to participate in social life.

Using sport as a tool for social inclusion

The Council of Europe charter on sport uses the following definition: **“Sport means all forms of physical activity**, which through casual or organised participation, aim at expressing or improving physical fitness and mental well-being, forming social relationships or obtaining results in competition at all levels”.

Following the definition, but also the reality of both professional and grass-roots sport, it is evident that sport can be used both for social exclusion and social inclusion.

Although today sport seems to be available for everyone and participation in sport is perceived as a human right, there are still some categories of people who have difficulties to access to this field or are excluded from it. This concerns both leisure (grass-roots sport) and professional sport. As for the excluded groups, these include many different groups which can be excluded within the society due to different social, economic, political or environmental barriers.

Among the different excluded group are also disabled persons. On professional level there are separate competitions, of which the most important is the Paralympics. Separate games allow people with disabilities to participate in ‘real’ sports rivalry, win a medal, and become a champion. In competition with abled athletes, almost none of them would compete on an equal footing.

Although the status of the Paralympics has risen (e.g., since 1988, the Paralympics have taken place in the same cities as the Olympic Games), they still remain in the shadow of the Olympic Games, which is very well illustrated by the disparity in media coverage and the related visibility of athletes.

The problem of exclusion of disabled persons is also visible in grassroots and amateur

sport. A lack of access to sports venues, sports venues unsuited to their needs, and lack of money keep a lot of disabled persons away from sports activities. The decision to not practice sport can be also related to low self-esteem and shame about one’s body, which is paradoxical when one takes into account that sport influences self-perception, perception of one’s own body, and quality of life in a positive way. Nevertheless, a significant number of disabled persons do not have the opportunity to practice sport, which is – to a large extent – related to socio-economic conditions of individuals’ lives and sports organizations.

From another side, sport can be also perceived as an intervention tool in order to pursue wider, non-sporting social goals e.g., peace-building, health education, and youth empowerment. Sport as a tool for promoting development and peace was used in areas of conflicts and poverty all around the globe, where many researches and good practices have been developed on the positive role of sports for social inclusion.

Experience has shown that sport has an impact on the participation of youngsters with disabilities on the one hand and on an impact on their rehabilitation on the other. Sports activities play indeed a vital role in promoting social integration, particularly among young people. Sport opens up real prospects for participation in society, for it enables individuals, whether they have disabilities or not, to communicate, to experience togetherness and to find out what they are capable of doing. In addition, sport encourages young people to make efforts and enhances their competitive spirit; it prevents them from withdrawing into themselves and becoming isolated.

Adapted sports

Adaptive sports are competitive or recreational sports for people with disabilities. Adaptive sports often run parallel to typical sport activities. However, they allow modifications necessary for people with disabilities to participate and many sports use a classification system that puts athletes with physical challenges on an even playing field with each other.

Athletes with disabilities may play different versions of the same sports, for instance sitting volleyball is played with all players on the floor, the net is lower, and players must have

at least one buttock in contact with the floor whenever they make contact with the ball. 7-A-Side football is typically played by athletes with some form of cerebral palsy or other neurological impairments. In this version of football, throw-ins may be done with one hand, there are no off-sides, and the playing field is smaller. There are many other adaptive sports and many opportunities to participate in them. Skiing, waterskiing, bowling, biking, martial arts etc. There is bound to be something for almost anyone!

What's the difference between para sports and Special Olympics?

Para sports or adaptive sports are often confused with Special Olympics. Both provide wonderful opportunities for athletes with disabilities but there are some important differences. Special Olympics is an organization dedicated to working with people who have intellectual disabilities. According to their website, "Through the power of sports, people with intellectual disabilities discover new strengths and abilities, skills and success". These programs are typically not open to individuals who are not identified as having an intellectual disability.

Keeping in mind the power of sports on the personal and social development of young people, and the contributions of sports in inclusion, we explored various adapted sports, special Olympics sports, and identified various possibilities for their further adaptation into educational purposes. Keeping in mind the scope of the "Step in for Inclusion"

project, endless possibilities were identified for developing adapted versions of different sports, following the non-formal education principles, that can be used within the daily work of youth workers and youth leaders, sport leaders and coaches, and various youth organisations.

Example Activities and pedagogical exercises

Before getting into the implementation of activities, it is important that a safe environment is created for everyone to participate, and express their needs freely. In order to create this space, feel free to follow the tips we have identified:

- *Don't make assumptions about someone's level of impairment, their needs or preferences based on a previous experience of a person with the same type of impairment. Each person is individual.*
- *People with disabilities are very different in terms of their assistance requirements and preferences. Many people with a disability live very independently and do not need help, others may require assistance. Don't assume a person wants assistance, but equally be ready to offer support.*
- *Speak directly to a person with disability and not their personal assistant, companion or interpreter.*
- *Position yourself at eye level when speaking with a person who is a wheelchair user, or of short stature. This prevents a person straining their neck or being talked down to.*
- *Identify yourself first if you wish to speak to someone with vision impairment and remember to inform the person if you are moving away. Offer orientation of a space and audio, describe any printed information, or non-auditory communication, such as videos, role play or images. Don't leave things on the floor, which could create a trip hazard.*
- *Feel free to ask a person who has a speech difficulty to repeat themselves, they will be used to this and will appreciate that you value their contributions and ideas.*
- *Approach deaf and hard of hearing people from the side or in front so as not to startle them. Ask what is their preferred communication, for example sign language or lip reading. When communicating with a deaf person maintain eye contact and speak clearly. Don't hold anything in front of your lips, or use over exaggerated expressions. If using a sign language interpreter allow time for interpretation. Remember in some cultures being waved at or touched to gain attention can be seen as rude.*
- *Speak clearly and in short sentences when communicating with a person with learning or mental disability. Do not be afraid to repeat or rephrase things to help give clarity and provide easy read materials with clear visuals. Don't be patronizing, and don't use a childish voice or expressions or exaggerate.*
- *Overall avoid making casual remarks that are personal or intrusive, and do not ask inappropriate questions. For example, do not say: 'What happened to you – why can't you walk properly?' Remember do not touch or move any mobility aids such as a wheelchair, or long cane unless asked to do so.*
- *Put the person first. Say "person with a disability" rather than "disabled person." Say "people with disabilities" rather than "the disabled."*
- *For specific disabilities, saying "person with Tourette syndrome" or "person who has cerebral palsy" is usually a safe bet. Still, individuals do have their own preferences. If you are not sure what words to use, ask.*
- *With any disability, avoid negative, disempowering words, like "victim" or "sufferer." Say "person with Huntington's disease" instead of "Huntington's disease victim" or "person who suffers from Huntington's disease."*
- *Finally, if you are worried about how to behave or which language to use, just ask. People with disabilities will prefer honesty and a genuine respect for their dignity, preferences and individuality.*

Accessible text documents

Any text-based content that you create, should be made with accessibility in mind, to enable anyone to “read” your content, regardless of ability or need for accommodation. For text, this generally means making sure that all content is machine readable so that people with vision impairments can access it with screen-readers; people with

reading or learning disabilities can adapt the text; and people can use translation software if needed.

When producing accessible text documents, it is important to ensure that both the style and content are accessible to potential readers/users. Where possible, offer to produce documents in alternative formats.

The core steps needed for accessibility are the same regardless of whether your document is in HTML, Microsoft Word, Adobe PDF, or another document format:

- Use headings*
- Use lists*
- Use meaningful hyperlinks*
- Add alternate text to images*
- Identify document language*
- Use tables wisely*
- Understand how to export from one format to another*

Following the document “Promoting Accessibility of the Training and Education Programme at the European Youth Centres” a special focus is provided on developing accessible activities, which is important to be noted and understood.

When organising and supporting participants with disabilities, in addition to the

information on their needs gained from the application form, it is useful to maintain contact with their sending organisation. Sending organisations can assist in determining access requirement and provide additional supporting information on how to best adjust activities so as to include and involve participants with disabilities.

Example Activities and pedagogical exercises

- Place additional attention on a “group agreement” or set of group rules about working in a group in order to provide understanding within the group of importance of following some of the “rules”, for each participant to be included in activities.
- Inform well in advance and support the trainers/facilitators team when participants with disabilities take part. However also be clear that this should be standard quality of a trainer to ensure a sphere of inclusion in different educational projects.
- Trainers should focus mostly on abilities while keeping in mind limitations of participants.
- It is essential for trainers to have positive, human rights and inclusive approach while creating the positive atmosphere and safe and secure learning space.

Preparing Rooms or Other Spaces for Accessible Activities

- Know about the needs of participants: consult the event organisers beforehand to find out about additional needs or adjustments you may need to make.
- Consult participants: where possible, plan the room beforehand, together with the users with disability, their personal assistants and service providers, such as sign interpreters.
- Last-minute adjustments: ensure the technical team is present in the room at the start of the activity for last-minute adjustments.
- Uncluttered rooms: make sure that all passageways and rooms are uncluttered. Leave additional space between chairs / passageways for wheelchair users to pass.
- Emergency procedures: it is important to consider what procedures are in place in case of emergency and communicate them to the participants. How are deaf participants notified if the fire alarm sounds? How will blind participants be evacuated safely? A buddy system can be used to alert deaf people to an alarm and to assist in evacuating blind participants. A buddy system is when one participants is buddied with another and they are made responsible for each other. Persons in a wheelchair need special assistance to go up and down stairs safely. In case of emergencies never use elevators, but gather behind fire safety doors and/or near an emergency phone instead. Wait here for professional assistance or instructions through the emergency phone.

For more tips and information about accessible activities, please see:

- [Council of Europe Youth Department “Promoting Accessibility of the Training and Education Programme at the European Youth Centres”](#)
- [Council of Europe Youth Department “Inclusion of Young People with Disabilities in the Youth Activities of the Council of Europe - Consultative Meeting Report”](#)
- [Salto Youth’s publication ‘No Barriers, No Borders’](#)

Step in for Inclusion activities

1. *Hot Lava*
2. *Catch the totem*
3. *Score a goal for inclusion*
4. *Adapted tic tac toe*

SESSION TITLE	HOT LAVA ACTIVITY
Duration	Approximately 45 to 60 min (activity time will depend on group composition, dynamics, etc. so facilitators should read the group and adjust the activity time accordingly)
Space requirements	Large outside/inside sports space (not slippery surface) depending on amount of participants
Background	<p>Activity Context</p> <p>This game was designed to be used as a teambuilding activity and/or to provide youth with an opportunity to interact in mixed groups (participants with and without Intellectual disabilities), so as to get first exposure/ learning opportunities to 'normalize' interactions and challenge stereotypes and prejudices. Ideally this activity would be used with youth groups (i.e., schools, sports clubs, etc.) that have had limited to no interaction with people with Intellectual disabilities (ID), so as to introduce them to this target group through a non-formal, positive physical activity.</p>

SESSION TITLE**HOT LAVA ACTIVITY**

Background**Participants**

This activity was designed to be implemented with 10 to 20 youth. If more than 20 participants are present, then they should be split into 2 or more smaller groups. The number of smaller groups formed will be dependent on the number of facilitators, the number of people with ID (athletes), the size of the activity space, and/ or the amount of materials available for completing the activity. Participants for this activity should be above the age of 12.

Athletes

This activity is designed for participants with intellectual disabilities (also referred as 'athletes') to be able to fully engage, participate and lead; therefore, it is suggested that there be one athlete per five participants, so with a group of ten participants there should be at least two athletes present and with a group of 20 there should be at least four athletes present, so on and so forth. It is always welcome to have more athletes present than the numbers suggested above, however, it is not recommended to have fewer athletes than the numbers suggested above as that would limit the number and quality of interactions participants could have with athletes.

Facilitators

When implementing this activity there should be at least one facilitator with groups sized 10-20 participants; and if there are more than 20 participants, then there should be at least two facilitators present. Facilitators are responsible for group management, activity flow, and observing the activity from outside the field of play (i.e., functioning as referees).

Aim of the session

The aim of the session is to introduce adapted sport to society (i.e. schools, sports clubs, etc.) by bringing together people with and without ID to collectively develop/ practice soft skills through physical activity.

SESSION TITLE**HOT LAVA ACTIVITY**

Session flow / Step by step description

1. Make a starting and finish lines using cones - the distance should be based on size of the space and number of the participants.
2. Collect materials based on resources available, field of play and number of participants.
3. Explain the rules of the game to the participants:
 - the whole team needs to move from the starting to the finish lines without touching the ground
 - they can use only the materials provided by facilitator and stand on them (as islands)
 - if anyone of the team touches the ground then the whole team and all materials have to go back to the starting line
 - when the whole team passes the finish line all the materials should be passed over the finish line
 - the materials are not stationary, but they can be moved only by hands
 - You cannot slide the materials by feet
 - The materials should be placed not thrown on the ground
4. Give participants maximum 5 minutes to discuss and decide on the strategy (recommended, but not required)
5. Start the game
6. Observe the game and enforce rules (minimum 2 facilitators- referees)
7. It is recommended that facilitators start out being quite strict with monitoring participants touching the floor and sending them back to the start, as this fosters motivation and attention to detail – however the strictness of rule enforcement should be based on group dynamics, abilities, etc.
8. The activity is finished when the task is achieved.

Facilitator Note: If participants finish the activity too quickly, are struggling with the distance/ materials, or face other challenges, the facilitator can change the difficulty level of the activity by doing one or more of the following: removing or changing materials; adding obstacles to the field of play; changing the size of the field of play; etc.

SESSION TITLE**HOT LAVA ACTIVITY****Session flow / Step by step description**

9. Organise a post-activity debrief to evaluate the results and the game. The following are suggested debrief questions:
 - a. How do you feel after the activity? How did it feel to work in a mixed group of people with and without ID?
 - b. How are you satisfied with the results? What happened? Did the group achieve its goal? What went good, and what was difficult?
 - c. Were there any difficulties you observed/experienced during the activity? What were the main challenges you faced, and how did you overcome them? Please explain.
 - d. What went very smooth and easy? (within the questions "C" and "D" try to analyse the game-flow, discussing about how they communicated, did they had a specific strategy they followed, the different roles they took within the process, how they reached the solution etc).
 - e. How was your experience with having people with ID (athletes) leading the activity? Or how was it being the leader of the activity (for the athletes)?
 - f. Has your perception of interacting with people with ID changed? If yes, how?
 - g. Do you think it can be advantageous to be inclusive and have equal opportunities for everyone? Why? What are the advantages? Why would inclusion be beneficial?
 - h. What can we do in our daily routines to be more inclusive and to work together with people with different abilities?

Facilitator Note: Ensure that answers from both perspectives (i.e., participants and athletes) are elicited so as to foster critical thinking, engagement with different perspectives, empathy, etc.. Questions should be changed/added based on group need and dynamics

Materials needed

Below are listed some of the materials that can be used for this game:

- Cardboard;
- Pieces of wood;
- Paper;
- Sports equipment (i.e. baseball plates);
- Plastic/paper bags;
- Hula hoops (standing inside);
- Small carpets;
- Pieces of material;
- Pillows;
- Cones.

Note: Be creative with your resources, as these are just suggestions. Materials should be in different shapes and sizes, and stable, but not smaller than one foot/shoe size.



SESSION TITLE

HOT LAVA ACTIVITY

Potential variations and recommendations for facilitators

Adaptations

Visual impairment – working in pairs; understanding that support for each other and communication between the participants is really important.

Deaf/hearing problems – no one in the team can speak, need to communicate nonverbal.

Physical disability – if the person is in a wheelchair, it's difficult to participate in the game and it can't be adapted, as it asks for jumping and rapid movement. The facilitator should adjust the rules based on severity of the disabilities and the comfort level of participating in the activity.

Intellectual impairment/ Autism Spectrum disorder – the game is designed to be led by people with intellectual disabilities ('athletes').

SESSION TITLE**CATCH THE TOTEM**

Duration

15 to 45 minutes

Space requirements

Flat wide space

Background

This activity is based on an old team building game, adapted with few sport and inclusion elements. The activity can be played by people with different physical conditions, including people with different physical capabilities, or with people who are playing the role with different capabilities.

The game is designed to be used as a teambuilding activity that would focus on challenging perceptions and breaking stereotypes around different disabilities. The activity can be adjusted towards different participants needs, based on their abilities.

The activity involves two teams, who are competing among each other. They have the task to get the "totem" in the middle. The "totem" can be any kind of object that is placed in the middle.

The idea is that at the given sign, a participant from both teams moves towards the totem, and the one who gets it first is the winner of the round. The inclusivity twist comes with the different abilities that the participants would have. The idea is for each of the participants to have a certain disability (if they do not, then they are given one for the game), so they can walk in the other's persons' shoes.

The activity can be played with 4+ participants, as long as there is an even number among them, so they could join a separate team. It is recommended for ages 12 and up.

Aim of the session

To provide space to walk in the shoes of another, challenging different perceptions towards the differently abled young people, and increasing the awareness towards their capabilities.

Objectives

- To support inclusion and full participation on equal level for the participants with different abilities
 - To raise awareness about the different potentials and capabilities and improve the physical abilities of the participants
 - To support teamwork, and fun through an activity that is stimulating the well-being of the participants
 - To experiencing the challenges others' face, try different realities and walk into another persons' shoes
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SESSION TITLE**CATCH THE TOTEM**

Session flow / Step by step description**Step 1:**

The group is divided in 2 teams, who are asked to stand either side of a court with 1 person (referee) in the middle holding something in the hand (totem).

Step 2:

Explain that the players will each have different conditions which will make them have different capabilities, like, visual impairment with an eye-fold, hard of hearing with an ear-fold, wheelchair for some participants who cannot walk, etc. The participants should engage within the activity in their role with their allocated disability.

Facilitators note: Each of the participants gets one disability, so in the case some of the group members are already facing certain disability they do not get one.

Step 3:

Allocate each of the team member a secret number and a disability role. Inform the participants that once the activity starts, the referee/facilitator will say a number, and if the number is theirs they should go and take the "totem". The allocation can be done by writing the number and disability on a small paper, and each of the participants from the different teams draws one. It is important that for both groups, the role cards and the people with same capabilities to have the same number (only the referee/facilitator knows this information).

Step 4:

Present the flow of the activity explaining that upon the call or the showing of their numbers the player should move to the center and grab the "totem".

The team which takes the "totem" first gets the point. After they are getting the point, they should return to their place and continue the game. The team which reaches 10 points first - wins the game.

Step 5:

Play the game and collect the points. After few rounds you can shift capabilities among the players.

Facilitators note: Each of the participants gets one disability, so in the case some of the group members are already facing certain disability they do not get one.

Step 6:

Debrief the activity getting the learning outcomes. Suggested questions for debriefing:

1. How are you? How was the activity for you? Was it easy or difficult to engage and adjust to the disability that was given to some of the participants?
 2. How was it to have an equal starting point for both participants with and without disabilities?
 3. Do we face equal starting points in real life as well? If not, what can we do to assure an equal start for differently abled people?
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SESSION TITLE**CATCH THE TOTEM**

Materials needed

Materials for making the different capabilities (eye-folds, walking sticks, wheel chairs, something to make them unable to hear easily), something to catch with a sound (bell...).

Potential variations and recommendations for facilitators

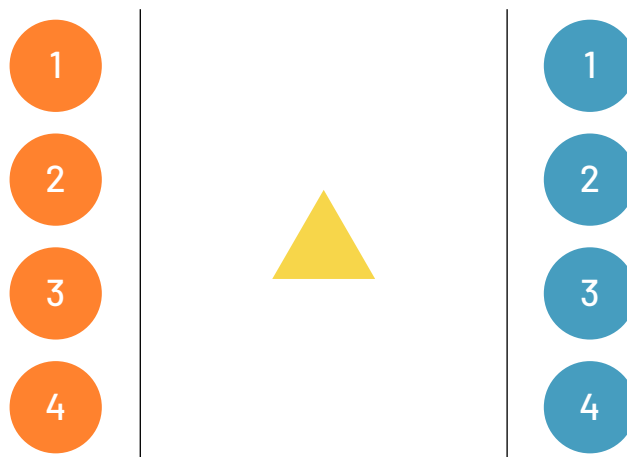
It is a very adaptable game that can be played with very wide number of capabilities, so according to the situation you can change them. You can add as many different abilities or disabilities that you want, as long as it is added in both of the two groups competing.

It is very important to have the debriefing after the activity, even if it's very brief, to get out the learning points from the game. Make sure to choose a safe place and adapt the "totem" so it can be caught from all players, depending on their abilities. For example, if there are blind participants (or participants have the blinds as a disability), it is important that the totem can make a certain distinctive sound. The referee facilitator should have the needed flexibility for adapting the rules. In case one person needs an assistant, we should apply assistants to everybody.

Adapting the facilitation style is important, especially for presenting the activity and signaling when the participants should start moving for the totem, so it can be clearly understood by all participants, irrelevant of their disability.

Handouts

Gameplay visualization of the space. The blue and orange circles are the players, while the star is the totem.



SESSION TITLE**SCORE A GOAL FOR INCLUSION****Duration**

Between 45 and 60 minutes – it can be prolonged, depending on the gameplay

Space requirements

Open space (at least 10m × 5m)

Background

This is an activity which is prepared as an adapted sport game, and can be used for team building and communication competences.

For the activity 10 players – participants are required, so there can be 5 on each team. If there are more participants, they can join the different teams, and within the game substitutes can be organized.

Conditions of practice:

- Teams are mixed, including players with different levels of ability
- All players are blind folded and sitting down

The activity is suitable for participants with different abilities, and it is intended for young people above the age of 7.

Aim of the session

The aim of this activity is to develop social and cognitive skills in an inclusive setting where people with and without disabilities can both actively engage and interact in a safe space while having fun.

Objectives

- Raising awareness about the importance of creating inclusive environments
- Understanding how the senses affect our interaction with surroundings

SESSION TITLE**SCORE A GOAL FOR INCLUSION**

Session flow / Step by step description**Step 1:**

Split the group in two, creating separate teams of equal participants (5 participants/players per team). Give the participants a minute to choose the name of their team.

Step 2:

Explain the goal and the rules of the game (including the field design). Task for the teams:

- Get the ball from one side of the court to the other scoring a goal for the other team.
- The ball should reach each of the fields.
- The players are not allowed to leave their field.
- Each player has blindfolds, and is sitting in the court.

Step 3:

Before the game starts, few minutes can be allocated for the teams to strategize and plan their play.

Step 4:

Play the game!

Starting conditions:

- 1 team positioned as "team 1" (blue players in the layout)
- 1 team positioned as "team 2" (red players in the layout)

Once the game starts the referee/facilitator makes sure that the players are respecting the rules, and keeps score.

Facilitators tip: Depending on the length of the game, after few minutes the facilitator/referee can introduce a time-out that the players can take in order to plan and strategize among themselves

Who scores the highest number of points is the winner of the game!**Step 5:**

Debrief the activity getting the learning outcomes.

Suggested questions for debriefing:

1. How do you feel? Are you satisfied and happy or frustrated with the game? Explore the emotions!
 2. What happened? How was the game-play?
 3. Was it easy to play sitting and with the blindfolds?
 4. How did you strategize? Did your team have a plan? What was your plan and strategy?
 5. How did you communicate throughout the game? Was it easy or challenging to follow your team members and the communication? Why?
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SESSION TITLE**SCORE A GOAL FOR INCLUSION****Session flow / Step by step description**

After this stage, congratulate the winners, and ask the participants to get out of the roles of the different teams. After the de-rolling continue with the debriefing of the activity.

6. Looking at the game after it is finished, if you would do it again how would you improve your gameplay?
7. What can you do to make sure that everyone will follow the game so your team can be more effective?
8. Can some of the suggestions be taken in real life, to make a more equal space for everyone to be more effective?
9. What can we do in real life and within our communities to make the environment more inclusive for everyone, so they can orient themselves and participate easier?

Materials needed

Equipment:

- Markings of the floor (feeling the boundaries)
- Blindfolds
- Ball with bell - The game can be played with any kind of ball, however a goalball (or other types of blind friendly ball) is recommended

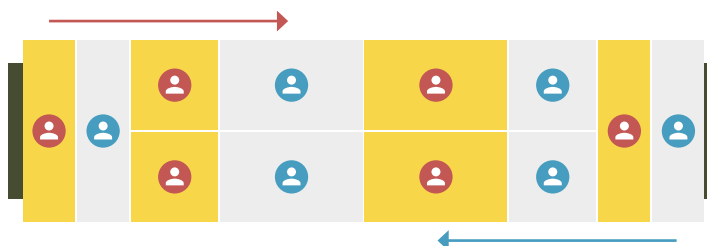
Potential variations and recommendations for facilitators

As a variation, if the game is difficult for a certain group, the facilitator can decide to leave one player on each team without the blindfolds, so they would have the ability to follow the game and coordinate the others.

Make sure to provide enough space and time for the participants to engage within the activity, and afterwards to debrief later. In order to reach the best learning outcomes, within the debriefing after congratulating to the team who won, make sure that the participants are not left with the feeling of winners or losers, and that they lose their competitive energy, so they can draw out the learning achievements together.

Handouts

Field design:



In the example there are a red and blue team. Each of the participants could move within their own lines, and the team loses points if one group moves to the space of the other team. The aim is for the red team to score in the blue players' goal, and vice versa.

SESSION TITLE**TIC-TAC-TOE RACE**

Duration

Between 30 and 60 minutes

Space requirements

Any open space, no specific restrictions

Background

The idea is based on the familiar tic-tac-toe race, where an additional twist is added so there is more physical movement. The game is simple to follow and adaptable to different realities and groups. It can be played anywhere, anytime and with anyone. Can be played as a unified game, creating a strong bond between participants.

Throughout the process, the participants are split in two teams, and play tic-tac-toe between each other. However, they are positioned far away from the game field, so they cannot see the movements of the others, meaning that only once the player whose turn is it can get next to the field and put the "X" or "O"

The activity is open to involve a diverse group of participants facing different abilities.

A mixed group of 6-8 people (unified group) is needed for the game. In the case of a bigger group, the participants can play on few fields in parallel.

Aim of the session

Empower people with special needs to lead and participate in sporting activities and take leadership roles.

Objectives

- Creating awareness of people with special needs and how they can have leadership roles.
 - Empowering and encouraging people with special needs to be leaders.
 - To improve and exercise logical skills and deduction skills.
 - Promote a sense of community spirit.
 - Create the classic paper-based game, into a physical activity simple enough for everyone to enjoy.
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SESSION TITLE**TIC-TAC-TOE RACE****Session flow / Step by step description**

Preparation:

Create the court depending on the surface/peoples' abilities.

Step 1:

Introduce the game. Start by explaining to the participants that they will play tic-tac-toe, making sure that everyone knows how to play it. Once this is cleared, the physical/moving dimension of the activity is presented, sharing that it will be done as a race among the participants.

Within this part, present the playing field, sharing where the starting line would be, and where the tic-tac-toe field is placed (three horizontal lines and three vertical lines creating 9 squares – see picture bellow).

Explain to the participant that the point of the activity is to have a play the game without seeing the board/field, meaning that through a "race" the teams will move to the board where they will have to put their teams symbol (X or O).

Step 2:

Invite the participants to play the game. As the activity finishes quickly, the group can play few rounds of the game. If there is a bigger group, then more teams can be made, so the activity is organized as a tournament among the different teams.

Step 3 (optional depending on the composition of the group):

After the first round of regular tic-tac-toe, different obstacles are introduced for the participants, where different ability roles are given to the participants. Here few participants can be blind-folded, or will have physical disability and would have to move in a wheelchair.

Facilitators note: If within the group you have already participants facing certain mental or physical disabilities, than as long as the teams are balanced, there is no need for the third step.

Step 4:

Debrief with the group about the activity. Debrief the activity getting the learning outcomes. Suggested questions for debriefing:

1. How do you feel? Are you satisfied and happy or frustrated with the game? Explore the emotions!
2. What happened? How was the game-play?
3. How did you strategize? Did your team have a plan? What was your plan and strategy?
4. How did you make the decisions within the game?

After this stage, congratulate the winners, and ask the participants to get out of the roles of the different teams. After the de-rolling continue with the debriefing of the activity.

SESSION TITLE**TIC-TAC-TOE RACE****Session flow / Step by step description**

Following the discussion, ask the participants if they agree with the statement: "a simple game as "tic-tac-toe" can become more challenging and engaging just by twisting a bit the rules, and creating a barrier to the visibility of the board/field".

Ask why they agree/disagree.

5. Are there some things in real life that seem very easy for most of the people, however once a barrier is added they become much more complicated? Give examples, if yes.
6. What can be done in real life within the local communities to make the environment more inclusive for everyone, so they can fully participate?

Materials needed

Something to **draw** the court (could be rope for blind athletes, chalk if it is on a pavement or a park. **Color markers** (Yellow and Red) for able bodied or athletes who can run/walk)

Different color pins, or objects for playing the game (X and O)

Potential variations and recommendations for facilitators

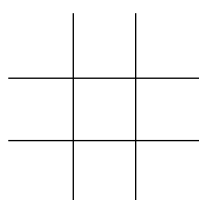
Once the game/session been identified and tried, and tested, could be adopted as a special needs/differently abled bodied sport.

For participants who are a wheelchair users: A visual representation of the game on the ground can be made. The participants with physical disabilities that cannot move, can throw Baccia balls into the squares to play against an opponent.

When the activity is implemented with athletes who have a **intellectual disability**, the game can be adjusted so they play competitive version of the game that would be focused more on the physical movement - race. Promoting logical deduction together with physical exertion would stimulate the full engagement of the participants.

Handouts

The tic-tac-toe board:



distance or barriers so it is not visible from the starting line to the board

starting line





Let's Step in for Inclusion together with ENGSO Youth!

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