

PLAY BEYOND DISABILITIES – TECHNICAL SHEET

« **Play Beyond Disabilities** » is a **six sport-based sessions pedagogical kit** aimed at children aged 8-12 years old with **disabilities**. It aims to address and **contribute to the development of self-esteem, emotional management and interpersonal abilities**.

Definitions

The six sport-based sessions have been designed **to address a large range of psychosocial skills, from individual to more collective stakes**. Here are some essential definitions to guide professionals through the concepts tackled by the pedagogical content.

Psychosocial skill : According to World Health Organisation (2003), psychosocial skills cover **the capacities of a person to answer daily life experiences and challenges**. It is the global ability of a person to maintain mental well-being **by adopting appropriate attitudes towards others, his/her culture, his/her environment**.

Psychosocial skills can be sorted in three categories : **social skills** (e.g. : empathy), **cognitive skills** (e.g. : critical thinking) and **emotional skills** (e.g. : self-esteem).

Self-concept (session 1) : The idea and beliefs **one has about him or her**. It refers to the idea one has of who he or she is, based on his or her beliefs, as well as his or her interpretation of others' beliefs.

The focus here is on helping children **to realize some of their capacities and spaces for improvement**.

Self-efficacy (session 2) : The idea or belief **one has about his or her abilities to succeed in specific situations**.

The focus here is on helping children **to feel capable and eligible, to practice sport for example**.

Self-confidence (session 3) : The feeling **one has in trusting his or her abilities, qualities and judgement**.

The focus here is on helping children **to understand the importance of making efforts and surpassing oneself**.

Managing emotions (session 4) : Emotions are **composed of various constituents** (cognitive, expressive, physiological, etc.). They follow a triggering mechanism based **on the intensity to events that initiate them**. They are a response based on different elements **such as the subject's tendencies to action, autonomic nervous system's reactions, or subjective feeling**. **Managing emotions is learning to identify one's emotions, to accept them and to be able to regulate them**.

The focus here is on helping children **to identify and express the emotions they experience in an appropriate way**.

Respect (session 5) : **The feeling of consideration or regard one can have** towards someone else or something. It can include **respect for oneself, respect for others, respect for rules or respect for one's environment**.

The focus here is on helping children **to respect others, by being able to listen to them and to nurture better communication**.

Communication (session 5) : The **interactions one has with others aiming to exchange informations.**

The focus here is on helping children **to get better insight on interpersonal communication skills.**

Cooperation (session 6) : The **actions and state of mind of various individuals working together to achieve a common goal.**

The focus here is on helping children **to understand the added value of a group and working as such.**

Recommandations

Warm-ups :

Warming up is an essential part of any sport-based activity. It prepares both minds and bodies for physical exercise, in order to reduce and prevent injury risks. We strongly encourage professionals leading the kit sessions to plan and set up adapted warm-up exercises before starting any session.

There are no warm-up activities or games proposed in the sessions. **Professionals should choose and adapt exercises according to their audience's needs, the habits they have with their groups, the materials they have access to, the content of the sessions, etc.**

Tests feedbacks and sessions adaptations :

All sessions have been created with the partners of the project and tested twice each with different audiences. Feedbacks from the tests tend to indicate that **professionals should adapt any of the sessions to their audience according to their needs** : « translate » questions of debriefing (e.g. : *leave out difficult words, only ask the essence of the question, use pictograms or pictures, etc.*), add or not some of the game elements (e.g. : *roles in defence or attack, number of teams, number of colours, etc.*), and simplify whenever you think it is relevant.

Pictograms and visual appendices :

At the end of the appendices document, one slide with pictograms referring to emotions has been added. **It can be used as a support to introduce the debriefing part of each session.**

More specifically, choice was made not to add specific visuals for all sessions' instructions, as not all audiences would need them. Nevertheless it is highly encouraged that professionals take the time to propose any kind of similar support, when or if needed (e.g. : *demonstration and visual feedback, taking a participant aside for individual explanation if needed, etc.*).

Adaptations

The needs-based approach :

There is a consensus among the project's partners to work on a needs-based approach, as opposed for example to an impairments-based approach.

A needs-based approach for children with disabilities relies on building generic sessions, not aimed for any specific audience or impaired individuals, but presented along with adaptations propositions addressing the main needs in the session or activity.

Every session, depending on the sport game or activity proposed, has specific needs for one to be active and engaged in the activity. The sport-based approach of the sessions made us focus mainly on psycho-motor skills. Those are the needs identified, along with some specific adaptations, to guarantee that a majority of children playing those games are included and actually playing.

PLAY International and its partners strongly believe that this approach is the best to address the challenge of playing beyond disabilities in the most positive and inclusive way.

The adaptation model :

Various models resulted from conceptual shifts in the positioning and meaning of disability sport, **providing useful ways for practitioners to structure changes to sporting activities**. The main idea is to equip professionals with tools **that allow them to differentiate the sport practice they are proposing to their target audiences**. They should be able to modify the activities in order to provide suitable entry points across the ability range. All participants with different abilities should therefore be ensured to be included, based on a full or partial (when not possible otherwise) participation.

Two models have inspired our pedagogical design for adaptations propositions. At first the **STEP model**, standing for *Space – Task – Equipment – People*, then a modified version of it, **the TREE model** standing for *Teaching style – Rules – Equipment – Environment*.

It resulted in the choice of proposing **for each session a range of adaptations propositions, depending both on the main needs in this specific sport-based activity, and on four categories of adaptations : Space or environment, Rules, Instructions and Equipment**.

Here is the designed chart in which adaptations can be thought of for each session to meet the main needs for participants to engage in it :

Needs	ADAPTATIONS			
	Trainer (instructions)	Rules	Environment	Equipment
Mobility				
Catching				
Communicating				

Note : It is understood that each professional can propose more adaptations, and more specific adaptations than the ones proposed in the sessions' appendices, in order to answer his or her audience's special needs.

Sessions presentation

Session name	Educational goal	Main objectives	Sport game or activity base
Yes, you can	To help children realize their capacities and spaces for improvement.	<ul style="list-style-type: none"> • Experience various capacities-based situations. • Be able to identify individual capacities, and some limitations. • Be able to choose an activity according to self-awareness. 	Physical abilities stations
Harder, Better, Faster	To feel capable, legitimate and appropriate to play or practise sport.	<ul style="list-style-type: none"> • To accept that one can be successful in some activities but rarely all. • To understand the importance of practice and training in building skills and capacities. 	Basket-ball
To infinity and beyond	To understand perseverance and courage.	<ul style="list-style-type: none"> • To experience a sense of improvement. • To be able to share progress with others. • To understand that progress leads to success. 	Gymnastics
All in (e)motion	To be able to identify and express my emotions.	<ul style="list-style-type: none"> • To understand what an emotion is. • To realize that emotions can have pleasant or unpleasant effects. • To acknowledge the importance of identifying and expressing our emotions. 	Collective team game
United we stand	To be able to communicate and listen to each others.	<ul style="list-style-type: none"> • Consider both own and others' needs. • Communicate in any possible ways to achieve mutual understanding. • Understand respect as a mutual responsibility towards each others. 	Collective and cooperative game
Teamwork makes the dream work	To understand the importance/added value of a group, and working as such.	<ul style="list-style-type: none"> • To experience a situation in which teamwork is the key to reaching a common goal. • To understand the importance of engaging for each others in achieving successful cooperation. 	Collective team game

YES, YOU CAN !

Educational goal :
To help children realize their capacities and improvement areas.

Main objectives :

- Experience various capacities-based situations.
- Be able to identify individual capacities, and some limitations.

MATERIALS



2 cones



3 hoops

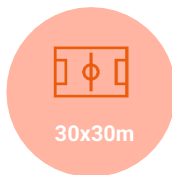
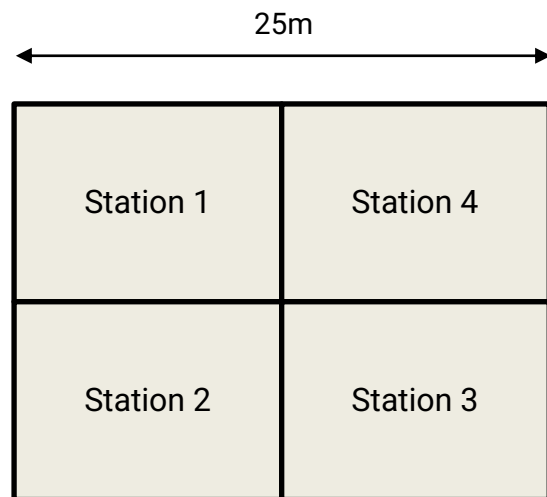


2 to 4 blindfolds



1 Stopwatch

+ Beans or sand bags
+ 10 pairs of varied items
+ Loads of 3 different weights



 **INSTRUCTIONS**  25'

Children are split into equal teams, depending on the overall number of participants.

Aim of the game : To reach the highest possible score as a team.

Phase 1 :

Four stations are set up, with specific instructions for each. Each team will have 5 minutes to experience each station, during which every child can test the activity.

Station 1 : Speed

Two cones are placed, at an average distance of 10m. Run as many times as possible between the two cones during 1 minute.

Station 2 : Accuracy

Three hoops are placed at progressive distances of 3, 5 and 6m. Throw as many items (beans or sandbags) as possible inside the hoops, and far away as possible.

Station 3 : Sensory stimulation and proprioception

10 pairs of varied items are set and mixed on a table. The table is 5m away from the starting line. Participants are blindfolded. By two (including one guide who is not blindfolded) and in turns, reach the table and try to match two items from the same pair.

Station 4 : Strength and resistance

Loads of different weights are available. Choose one and lift it 10 times from side to side without dropping or putting it down.

Phase 2 (optional) :

Go through the four stations again as a group. Before each station starts, ask each participant to estimate his or her performance to come, if it is possible with the audience. Take notes of individual scores as follow :

Points system (example) :

- *Station 1 : 1 point for each completed lap/10m run*
- *Station 2 : 1, 2 or 3 points for each item in a hoop depending on distance*
- *Station 3 : 1 point for each pair of item matched*
- *Station 4 : 1, 2 or 3 points for each completed 10 times lift, depending on weight*

All scores add up to make a group total score. The goal is to reach the highest score as possible.



DEBRIEF AND EVALUATION

 20'

QUESTIONS TO INITIATE DISCUSSION

- What happened during the session ? What were you doing?
- Which situations were you most comfortable in ? Was there a specific role you felt better in ?
- What abilities were you are best/good/bad at ?
- At school/home, when is it useful to be tall/fast/strong ?
- What other abilities that you did not build on/use in this session do you think you are good at ?

KEY ELEMENTS

- Each person has his or her own capacities and improvement areas.
- Knowing your abilities and limitations can help you know yourself better and choose activities that fit you best.
- It is important to focus on what you like and what you are good at, in order to enjoy practicing and improving.

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HARDER, BETTER, FASTER





Educational goal :

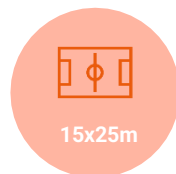
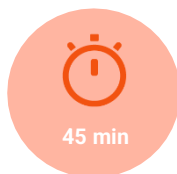
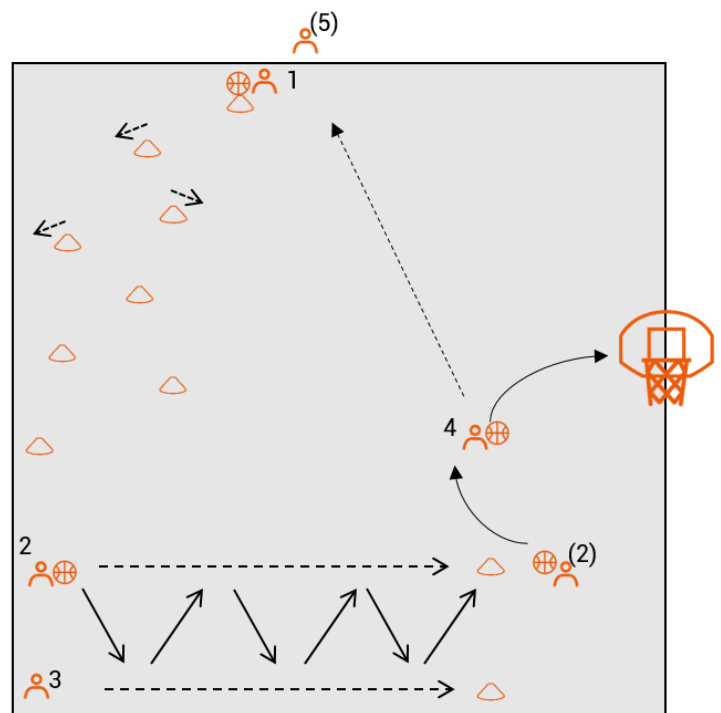
To feel capable, legitimate and appropriate to play or practise sport.

Main objectives :

- To accept that one can be succesful in some activities but rarely all.
- To understand the importance of practice and training in building skills and capacities.

MATERIALS

-  10 flat cones
-  1 sets of bibs per group
-  1 basket ball per group
-  1 stopwatch



INSTRUCTIONS

 30'

Make groups of 4-5 players. Each group will play on a half basket-ball court.

Aim of the game : To earn a maximum of points as a group in a given time.

Instructions :

One lap is completed once the ball goes back to the player in position 1. Between each lap, every player changes position (5 enters, 1 goes to 2, 2 goes to 3, etc.).

Player 1 has to reach player 2 by dribbling the ball between the cones. Players 2 and 3 have to make 6 passes while reaching for player 4 and passing him/her the ball. Player 4 has one shot to try to score, after what he/she catches the ball and brings it back to player 1. Give 5 minutes to all group to practice.

How to score :

- Every fulfilled lap : 1 point
- 1 basket scored : +3 points
- 1 shot on the loop : +2 points
- 1 shot on the board : +1 point

Phase 1 : 7 minutes

Set a points record per group.

Phase 2 : 7 minutes

Try to beat the group points record.

Phase 3 (optional) : 7 minutes

Give 2-3 minutes of group conversation for players to choose the position they want to stay at. Make sure all positions are taken before starting. Each player stays at the same position during the whole round. The group has to try to beat its points record.



DEBRIEF AND EVALUATION

 15'

QUESTIONS TO INITIATE DISCUSSION

- How do you feel (happy, sad, tired, hungry...) ? Did you enjoy the game ?
- Did you contribute to the score ? How ?
- Did you feel helpful to the team ?
- Which was the best part of the game for you ?
- When did you feel proud ? What was your moment of "glory" ?

KEY ELEMENTS

- To engage in practicing sports, you need to feel capable, eligible and appropriate to do so.
- You can't always be good and capable at everything, though you can improve and find areas of expertise/mastering.
- When you believe you can succeed at something, you have better chances to commit to it and to reach higher goals.
- To improve and gain self-efficacy, you need to practice, repeat and build capacities.

Note : It is understood that each professional can propose more adaptations, and more specific adaptations than the ones proposed in the sessions' appendices, in order to answer his or her audience's special needs.

TO INFINITY AND BEYOND

Educational goal :

To understand perseverance and courage.

Main objectives :

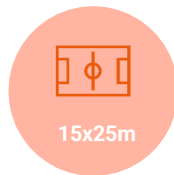
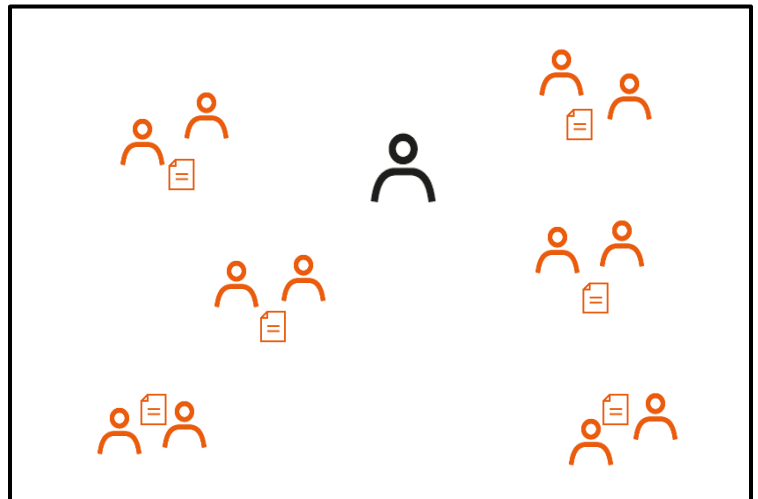
- To experience a sense of improvement.
- To be able to share progress with others.
- To understand that progress leads to success.

MATERIALS



See appendices

Specific materials
needed (gym mats,
fitness ball)



INSTRUCTIONS



The activity takes place in a safe area to practice basic gymnastic exercises.

Aim of the game : By pairs, present a choreographed sequence of 3 chosen gymnastic elements.

Phase 1 (10min) : Discovering the elements.

Take time to present all gymnastic elements to the children (see **appendix**), with their variations (see *adaptations for this session*). Have them try every single element in the most adapted form for them.

NOTICE : please take a close look at all adaptation proposals (**appendix**) beforehand and present all needed extra ones to propose relevant elements to your target audience.

Phase 2 (25min) : Preparation and improvement.

Create pairs among children. As much as possible, pair up children with similar needs. Give enough time to the children to practice and prepare a choreographed sequence of three gymnastic elements of their choice. During this phase, the animator should go around the pairs and give technical advices and feedback to children. Instructions :

- Choose similar elements among pairs
- All elements can be adapted, for one or two of the partners
- Each element should be done simultaneously by the two partners

Note : this phase could lead to more sessions if you want to focus even more on improvement.

Phase 3 (10min) : Presentation.

Each pair will present its choreography in front of others. You can organize presentations between smaller groups to reduce peer pressure (e.g. *one pair presents to another pair*).



DEBRIEF AND EVALUATION

15'

QUESTIONS TO INITIATE DISCUSSION

- What happened in the last hour/what were you doing ?
- What was difficult and why, when did it stop being difficult and why ?
- Did you try again or stop ? Was it easier when you tried again ?
- What helped or made you want to try again ?
- Do you agree that if you try many times you will have more chances to improve/succeed ?
- Is there something you are able to do at school now, that you weren't at first ?

KEY ELEMENTS

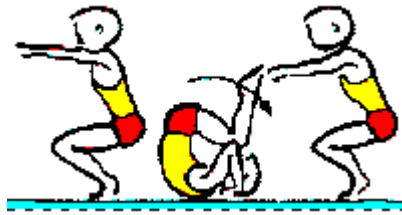
- In order to improve, you need quantity of practice and repetition.
- In order to go over what you are able to do and gain new skills, it is important not to stop whenever you face difficulties and obstacles.
- Failing is part of learning, therefore it is essential to show perseverance and courage to improve.
- If you succeed in gaining new skills through the effort you put into practicing, you will most likely feel proud and good about it.

Note : It is understood that each professional can propose more adaptations, and more specific adaptations than the ones proposed in the sessions' appendices, in order to answer his or her audience's special needs.

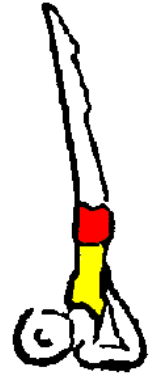
GYMNASTIC ELEMENTS



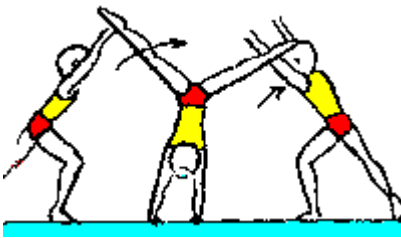
Forward roll



Back roll



Candle



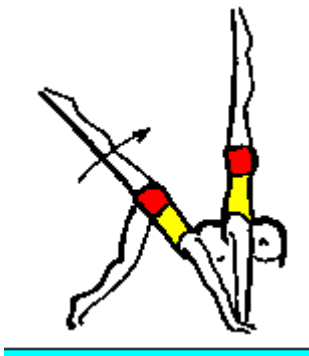
Cartwheel



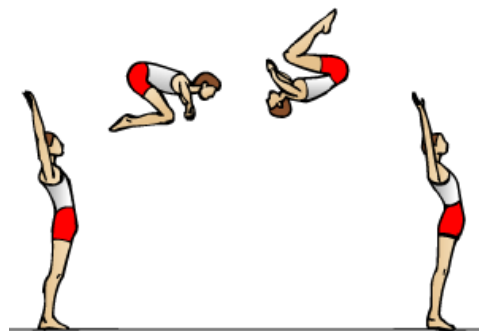
Bridge



Plank



Handstand



Somersault

ALL IN (E)MOTION

Educational goal :

To be able to identify and express my emotions.

Main objectives :

- To understand what an emotion is.
- To realize that emotions can have pleasant or unpleasant effects.
- To acknowledge the importance of identifying and expressing our emotions.

MATERIALS



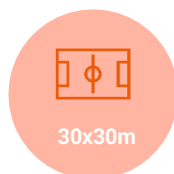
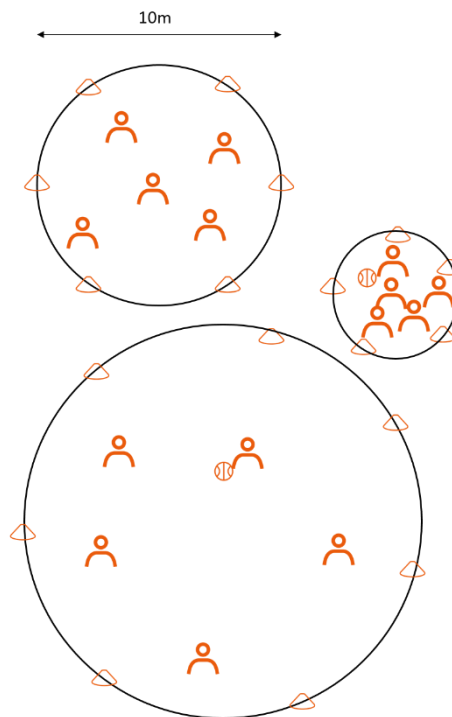
3 sets of bibs



18-20 flat cones



2 soft balls



INSTRUCTIONS

30'

Divide the group in equal teams. Materialize three unequal circles on the ground with the flat cones.

Aim of the game : To score the highest number of points at each round.

Phase 1 :

At the beginning of each round, all team members must be inside their team's circle. The animator gives out two soft balls to the team inside the biggest circle.

Each team can tag opponents from other teams by throwing the ball. If a player is touched by a ball, he/she has to join the team's circle right after his or hers, clockwise. If the ball hits his/her face, if he/she catches the ball before it hit the ground, or if the ball touched the ground before touching him/her, it is not considered as a valid action.

It is forbidden to go outside a circle, except to grab a ball from outside (*as a variation, you could have four teams instead of three, with the fourth team distributed around the playing area to return the balls, rotating at each round*). Any shot must be done from inside a team's circle.

At the end of each round (4-5 minutes) :

- All members of the most numerous team (with the most players in its circle) score **5 points** ;
- All players who positioned in the same circle as in the beginning of the round score **10 points**.

Play one or two rounds with the same rules. Modify the teams' composition if needed.

VARIATIONS

- Start with only two teams/circles.
- When a player is tagged, he or she stays in his or her team, and the ball is sent back to the opposing team. At the end of the given time, all players who were tagged change team.

Phase 2 :

Play with the same rules but modify the settings so that all three teams' circles are the same size (around 10 meters diameter).

Play one or two rounds with the same rules. Modify the teams' composition if needed.



DEBRIEF AND EVALUATION

20'

QUESTIONS TO INITIATE DISCUSSION

- How do/did you feel ? Why ? What made you feel this way ?
- What was your reaction if/when you lost ? Won ? Were offended ?
- Did someone feel the same ? Or feel something else ?
- What or who made you feel happy in the game ?
- Do you sometimes feel like this at home ? At school ?
- Could you have reacted better during the game ? How could this relate to your daily life ?

KEY ELEMENTS

- Emotions are what you feel when experiencing a specific situation. They sometimes have pleasant or unpleasant effects.
- There are primary emotions such as : happiness, sadness, surprise, anger, fear...
- Many unpleasant effects of some emotions are linked with the situation you are experiencing (*when you feel it is unfair, when you feel it is not just nor right, when you lose or win...*).
- Being able to identify the emotions you are experiencing, the effects they have on you, is essential to get to know yourself better.
- Being able to express and share what you feel helps you to accept your emotions and allows you to manage them in a conscious and more constructive way.

Note : It is understood that each professional can propose more adaptations, and more specific adaptations than the ones proposed in the sessions' appendices, in order to answer his or her audience's special needs.

UNITED WE STAND

Educational goal :

To be able to communicate and listen to each others.

Main objectives :

- Consider both own and others' needs.
- Communicate in any possible ways to achieve mutual understanding.
- Understand respect as a mutual responsibility towards each others.

MATERIALS



3 to 5 sets of bibs



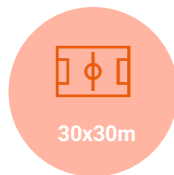
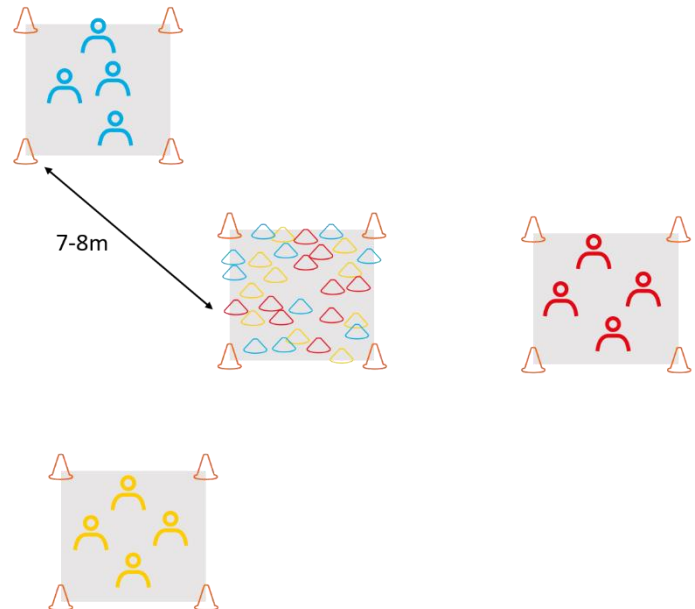
16 to 20 cones



30-50 flat cones (10 of each color that are used)



1 stopwatch



INSTRUCTIONS

 30'

Children are split in teams of 4-5 players. Materialize one zone per team (3x3m), and one central zone where the flat cones are placed. Ideally, there are 10 flat cones of each color, according to the teams' bibs colors. Players among teams divide themselves into attackers and defenders as they wish. Defenders wear their bib tied on their arm. No one can change role during the same phase.

Attackers are the only ones allowed to collect flat cones from the central zone and from other teams' zones. They are only allowed to carry one flat cone at a time. *Defenders* are the only ones allowed to tag players from other teams. They are not allowed to do it inside their own team's zone.

Any player who is tagged must immediately drop his/her flat cone if he/she was holding one, then take three big steps back before going back to play. Any attacker whose two feet are inside a zone cannot be tagged.

Aim of the game : To bring back the right number and the right type of objects in each team's zone.

Phase 1 :

Each team must bring back a certain combination of flat cones (Tell each team separately - see following chart). Players are not allowed to communicate among each others in any way during the whole phase. After 4 minutes, **any team which has succeeded wins this phase.**

Phase 2 :

Each team must bring back a certain combination of flat cones (Tell each team separately - see following chart). Players are **only allowed to communicate among teammates.** Give a **2 minutes team meeting to discuss strategy before starting.** The two first teams which succeed wins this phase.

Phase 3 :

All teams must bring back a certain combination of flat cones (Tell all teams jointly - see following chart) **as quick as possible.** Players are all **allowed to communicate among each others** in any way during the whole phase. Give a **2 minutes group meeting to discuss strategy before starting.** The phase ends when **all** teams have succeeded. It is possible to play this phase once more to beat the group time record.

	Goal for each team	Example
If playing with 3 teams	4 cones of team's color + 3 cones of <u>each</u> other color (<u>total</u> : 10 cones).	<u>Yellow team</u> : 4 yellow cones + 3 blue cones + 3 red cones.
If playing with 4 teams	3 cones of team's color + 3 cones of furthest team's color + 2 cones of each other color (<u>total</u> : 10 cones).	<u>Yellow team</u> : 3 yellow cones + 3 blue cones + 2 red cones + 2 green cones.
If playing with 5 teams	3 cones of team's color + 1 cone of next team on the right's color + 2 cones of each other color (<u>total</u> : 10 cones).	<u>Yellow team</u> : 3 yellow cones + 1 red cone + 2 blue cones + 2 green cones + 2 orange cones.

 **DEBRIEF AND EVALUATION**  20'

QUESTIONS TO INITIATE DISCUSSION

- What did you need to succeed in the game ? What did other teams need ?
- During the game, did anyone do/say something you did not like ? How did you react, or feel ?
- Did you have the opportunity to tell him/her ? Was it hard to tell/listen ? Why ?
- How did the game evolve ? What effect/consequences did it have on the group ?
- Are there other moments at home/school when you sometimes don't feel listened to ?
- In everyday life, are you able to listen when someone tries to tell you something ? Why is it important ?

KEY ELEMENTS

- In order to understand and consider others' needs, it is essential to share and communicate.
- If you want to be respected, it is important that you learn to respect in return : listening is as important as being able to say without hurting.
- Without respect, no mutual trust can be built.

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TEAMWORK MAKES THE DREAM WORK






Educational goal :

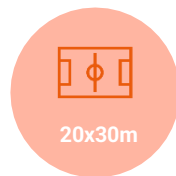
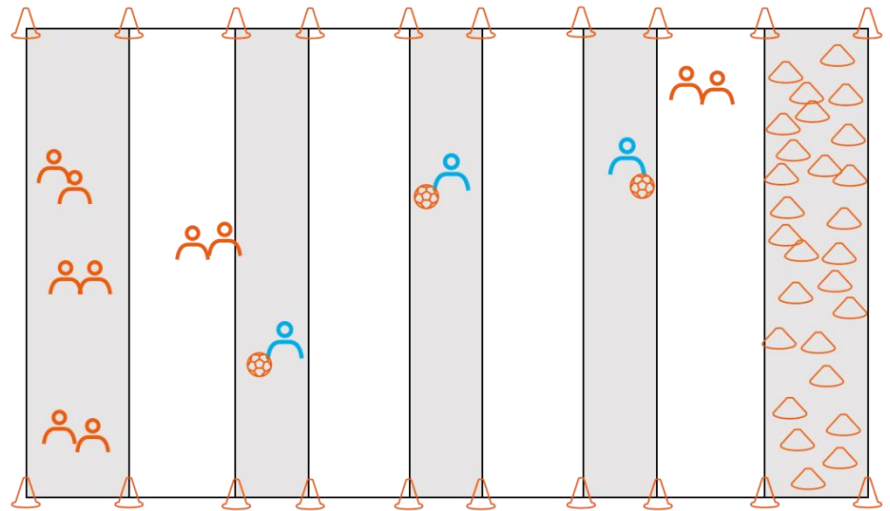
To understand the importance/added value of a group, and working in a group.

Main objectives :

- To experience a situation in which teamwork is the key to reaching a common goal.
- To understand the importance of engaging for each others in achieving successful cooperation.

MATERIALS

-  3 bibs (of the same color)
-  20 cones (or flat cones)
-  20 to 30 flat cones (or objects)
-  2 to 3 soft balls
-  1 stopwatch



INSTRUCTIONS

 30'

There are 2-3 defenders (*ideally, adults can play this role and all children will be in the same attacking team*), in cross corridors of 2m wide. All other players are in one attacking team and pair up. Materialize a safe zone and a "treasure" zone. The "treasure" zone is also safe.

Aim of the game : To bring back all flat cones (treasures) to the safe zone, as fast as possible.

Attacking pairs have to reach the treasure zone, grab one flat cone and come back to the safe zone. All pairs can move whenever they want once the game starts. Players paired up must remain in contact at all time while moving. Defenders can only move inside their “corridor” or outside the playing area if they need to catch their ball.

One pair is only allowed to grab one flat cone at each try. When or if touched by a ball thrown by a defender (if one of the players in the pair is touched by a soft ball), they must drop the flat cone they are holding, for any other pair to catch. They also have to freeze until they are freed. If a ball touches an attacking player in the head, it does not count and the pair can keep moving.

In order to free a frozen pair, two other pairs need to team up and circle the players of that pair. If they manage to do so without being touched before, they become “invincible”. The whole little group of 6 can then move back to the safe zone, two pairs circling one, then start over.

Phase 1 :

Give out instructions and **do not leave any time for players to discuss or organize any strategy**. Time the game (maximum 8 minutes if they don't succeed before).

Phase 2 :

Give 3-5 minutes for players to discuss or organize themselves, with no facilitation. Change defending children if needed. Time the game (maximum 8 minutes if they don't succeed before).

Phase 3 :

Give 3-5 minutes for players to discuss or organize themselves and help with facilitation to select best strategies to try out. Change defending children if needed. Time the game and ask the group to try to beat its record.



DEBRIEF AND EVALUATION

20'

QUESTIONS TO INITIATE DISCUSSION

- Did you enjoy the game ? Why ?
- Do you enjoy collective and cooperative games ? Do you like to work as a team ?
- How was this game a cooperation game ?
- How did you contribute to the group performance ? What was your role in the team ?
- Describe one positive thing in the game, in just one word/one sentence ?
- Could you have succeeded on your own ?
- What could the team improve if you played the game once again ?

KEY ELEMENTS

- Reaching a common goal often needs coordination and communication.
- Having fun and working as a group much depends on the ability of individuals to interact, care for partners' situation and engage towards collective solutions.
- Successful teamwork allows a group to nurture positive relationships and to build trust.

Note : It is understood that each professional can propose more adaptations, and more specific adaptations than the ones proposed in the sessions' appendices, in order to answer his or her audience's special needs.

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Station	Needs	ADAPTATIONS			
		Trainer (instructions)	Rules	Environment	Equipment
1 (speed)	Mobility	Physical and/or sensorial guidance through stations as instructions are given.	Allow to run with a guide or partner if needed.	Physical/sensorial guidance in delimitating space/station. Surface: flatter/ no pitfalls. Length : shorten if needed.	
2 (accuracy)	Eye-hand coordination Throwing		Throwing with feet. In extreme paralysis: use of a ramp (game is slightly changed, targeting a hole at the end of a ramp and having a ball slide in the right direction). Distance can be adapted.	Sensorial guidance in indicating target.	Balls of different weight and size for grip.
3 (sensory)	Differentiating items Memorizing		More/fewer items to pair.	Lining items instead of having items displayed in a grid.	2 to 3 sets adapted to levels of difficulties (larger number of pairs). Different shapes, smells, sizes, weights, textures.
4 (strength)	Grip Lift		Use of feet/teeth. No necessary moving item from side to side but reaching a certain height when lifting.	Adding or removing obstacles.	Handles on item to lift. More/less weight.

HARDER, BETTER, FASTER

Adaptation propositions

Needs	ADAPTATIONS			
	Trainer (instructions)	Rules	Environment	Equipment
Mobility	Physical and/or sensorial guidance as instructions are given.		Physical/sensorial guidance in delimitating space/positions. Shorten or limit distances to cover, or play on fixed positions.	Add cones to guide or give more landmarks.
Coordination (move/dribble)		Allow dribbling with two hands. Allow any number of paces while dribbling. Replace dribbling by going around cones.	Shorten or limit distances to cover.	Use sensory ball or any kind that fits better in size.
Passing		Reduce number of passes needed. Ask for a specific type of pass (e.g. <i>with rebound</i>)	Shorten or limit distances to pass, or play on fixed positions.	Use sensory ball or any kind that fits better in size.
Throwing and aiming		Allow more shoots on each try/lap. Allow more time to shoot (pause the stopwatch if needed).	Shorten or limit distances to cover, or play on fixed positions.	Use sensory ball or any kind that fits better in size. Basket at a lower height or replaced by any adapted item (e.g. a box) Place hoops to shoot from, in easier positions.

TO INFINITY AND BEYOND

Adaptation propositions 1/3

Elements	Needs	ADAPTATIONS			
		Trainer (instructions)	Rules	Environment	Equipment
Forward roll	<p>Contracting inferior limbs.</p> <p>Turning over back backbone.</p> <p>Apprehending front space.</p>	<p>Allow to roll on one side.</p> <p>Allow to roll without standing back up.</p> <p>Ask to roll over a fitness ball, pushing with feet and then with hands (without really rolling over the ball).</p>	<p>Allow to present choreography alone if too much needs/specific adaptations.</p> <p>For children in wheelchair or body rocking : bend forward if sufficient trunk stability.</p>	<p>Use of ground marks to place hands.</p> <p>Create a longitudinal-axis rolling support</p>	<p>Add an inclined mat or platform to start from.</p> <p>Add a mat or obstacle to go over (e.g. fitness ball over a mat).</p>
Back roll	<p>Contracting superior limbs.</p> <p>Turning over back backbone.</p> <p>Apprehending back space.</p>	<p>Allow to roll on one side.</p> <p>Allow to roll without standing back up.</p> <p>Allow to start from crouched or sitting position.</p>	<p>Allow to present choreography alone if too much needs/specific adaptations.</p>	<p>Create a longitudinal-axis rolling support</p>	<p>Add an inclined mat or platform to start from.</p> <p>Add a mat or obstacle to go over (e.g. fitness ball over a mat).</p>
Candle	<p>Muscular/body contraction.</p> <p>Reverse position (pelvis over shoulders).</p>	<p>Allow to mark position with one or two bended legs.</p>	<p>Allow to have feet on the ground or on any support (e.g. colored marks or mats), with only pelvis going up (very low jump).</p> <p>Allow to present choreography alone if too much needs/specific adaptations.</p>		<p>Add a gym mat or a fitness ball to put one/two legs on to help carry weight.</p>

TO INFINITY AND BEYOND

Adaptation propositions 2/3

Elements	Needs	ADAPTATIONS			
		Trainer (instructions)	Rules	Environment	Equipment
Cartwheel	Muscular/body contraction. Ability to transfer tonus.	Allow to present element without stretched legs.	Allow to present choreography alone if too much needs/specific adaptations.	Use of ground marks and/or a line to cross to place hands.	Add a high mat to lean on to help placing the body. Add an inclined platform to help Use a mat or couch to put hands on and jump over with feet appart.
Bridge	Flexibility. Reverse position (pelvis over shoulders).	Allow to hold body weight on elbows and forearms.	Allow to reach sufficient trunk stability rather than height based objective. Allow to present choreography alone if too much needs/specific adaptations.	Use of ground marks to place hands or look at.	Add a mat or a fitness ball to help hold the position.
Plank	Muscular/body contraction. Body balance.	Allow to vary level of « horizontality ». Allow to sit on hands and knees and extend (alternate) opposite arm and leg.	Allow to present choreography alone if too much needs/specific adaptations.	Use of marks on a wall to look and focus on.	Use beams to help holding arms.

TO INFINITY AND BEYOND

Adaptation propositions 3/3

Elements	Needs	ADAPTATIONS			
		Trainer (instructions)	Rules	Environment	Equipment
Handstand	Muscular/body contraction. Reverse position (pelvis over shoulders).	Allow to lift only one leg straight up. Allow not to remain still for a definite length of time.	Allow to present choreography alone if too much needs/specific adaptations.	Use of ground marks to place hands or look.	Use a mat or wall to lean on.
Somersault	Muscular/body contraction and impulsion. Body image in space.	Allow to land on the back/bottom on a mat (not full rotation).	For those for whom this is too difficult, do not propose this element. Allow to present choreography alone if too much needs/specific adaptations.	Use of ground marks to place feet on impulsion and/or reception.	Use a mat for reception on back (and not on feet). Use an inclined platform to help impulsion.

NOTICE : to go further or to propose varied exercises, you can also propose simple two-children pyramids shapes with adaptations. You can find examples in this source (look for images) :

Adaptation propositions

Needs	ADAPTATIONS			
	Trainer (instructions)	Rules	Environment	Equipment
Mobility	Physical and/or sensorial guidance as instructions are given.	Play on fixed positions when team does not have the ball (all players must remain standing).	Physical/sensorial guidance in delimitating space/positions.	Add cones to guide or give more landmarks.
Throwing and aiming		Allow to touch in any way (except aiming for the head) – e.g. <i>it is allowed for the ball to roll but not for players to « catch »</i> .	Shorten or limit distances to cover/shoot from.	Use sensory ball or any kind that fits better in size.
Dodging		Authorize some players to protect others (giving them « immunity » for example).	Increase the size of the circles.	Add in some elements to hide behind.

Adaptation propositions

Needs	ADAPTATIONS			
	Trainer (instructions)	Rules	Environment	Equipment
Mobility	Physical/sensorial guidance in delimitating space/positions. Reduce distance to cover to collect cones.	Determine a set role (attack or defense). Allow defenders to throw a ball to tag opponents.	Physical and/or sensorial guidance as instructions are given.	Add cones to guide or give more landmarks. Use sound bibs and cones/objects to give.
Catching/grabbing		Allow to bring the cone back to the central zone rather than dropping it when tagged. Change the objective to bringing as many cones as possible regardless of colors.	One player from each team gives out the cones from the central zone to teammates.	Add a table or equivalent (elevated furniture) to grab cones from. Use objects that are easier to carry in a player's pocket. Use less colors/flat cones.
Communicating		Prohibit any verbal communication for all phases. Play without any communication restriction or specific rules.	Visual and physical medium to present team/group goals (for each phase, for any number of team settings).	Visual and physical medium to set and share team/group goals (for each phase, for any number of team settings).

TEAMWORK MAKES THE DREAM WORK

Adaptation propositions

Needs	ADAPTATIONS			
	Trainer (instructions)	Rules	Environment	Equipment
Mobility (by pairs)	Physical and/or sensorial guidance as instructions are given.	Allow any type of contact between two players in pair.	Open up the playing area to give more space to move.	Add cones to guide or give more landmarks.
Catching/grabbing	One or two players from attacking team gives out the cones from the treasure zone to teammates.	Make pairs in which at least one player is able to grab.		Add a table or equivalent (elevated furniture) to grab cones from. Use objects that are easier to carry.
Dodging		Allow players to catch the ball to avoid being tagged. Allow one player in each pair to be « invincible » to protect his/her partner.	Open up the playing area to give more space to move.	Use sound bibs and balls. Add in some elements to hide behind. Add in "safe" hoops on the field.
Communicating	Divide pairs in attacking and "rescue" roles that rotate.	Prohibit any verbal communication. Play without any communication restriction or specific rules.		Equip all pairs with whistles they can blow (or flags they can wave) when frozen.

Pictograms to be used if needed during
games and/or debriefings

