Inclusive Games

As we move towards a more inclusive learning environment, Teachers are being asked to include students with a range of disabilities into their mainstream PD/H/PE classes. The best way for this to be successful is for teachers to gain an understanding of the concepts of adapting and modifying, inclusion, alternative communication and disability specific considerations.

The TREE Principle:

Teaching Style: Altering the way you group your students, present the information and communicate, can make your lesson more inclusive. Examples of ways you can alter your teaching style include, using a buddy system, making smaller groups of similar abilities, using demonstrations and student locations.

Rules: By altering some of the rules of an activity you can increase participation and inclusion. Examples include: increasing the number of bounces allowed (wheelchair tennis), increasing the number of scoring options, allowing more or less players on the field or court and shortening and lengthening time.

Equipment: Altering the equipment used can change the game. Using bigger or smaller balls, lowering the net or basket, changing the bats or handles.

Environment: By changing the environment the activity is conducted in, disadvantages may be removed. Make the court larger or smaller, move the game inside or outside, change the game to a court or grass area. Be considerate of lighting.

The Golden Rule of Inclusion:

Finding the right balance between maintaining the integrity of the activity and maximising an individual’s potential. Provide an example that illustrates how one side of the scale may overbalance: Set up a simple activity e.g., a simple volleyball game two on two one sitting or in a wheelchair. Make a rule that the ball must bounce once before any player can touch the ball, explain that as a teacher you have made this rule so that the person in the wheelchair can have more time to get to the ball and so that the others will look down more often and be able to avoid colliding with the person in the wheelchair, allow the game to proceed for a few minutes. Ask the group to comment on the following questions: Did this kind of modification to the activity allow the person in the wheelchair to be included? Did the modifications affect the integrity of the activity for the whole group? Remember that this is a role play type situation and that in actual practice there would be more players per side. After the group has discussed this, point out that the must-bounce rule significantly slows the game for the group and virtually eliminates any possibilities for players to spike. Now run the activity again and change the must-bounce rule to a may bounce rule. This reintroduces more possibilities for spiking and speeds the game when required. It still allows the play to slow if necessary, which is good for all players.
**Hoops:**

*What you need:*

- Small Hoops
- Large Hoops
- Alternatively two different colours of hoops

*How you play:*

1.) Line the hoops up, in any order
2.) Small hoops mean “One Foot”
3.) Large hoops mean “Two Feet”
4.) Students take turns to hop and jump through the sequence.

* Modifications:*

- Use Flat hoops
- Use Rubber markers instead of hoops
- Introduce a hoop colour which is “No Feet”

Great for teaching footwork, run ups and helps children focus.

**PacMan:**

*What you need:*

- Area marked out with various interconnecting lines eg basketball court

*How you play:*

1.) Students must move along the lines at all times.
2.) Nominated students are “Ghosts”, the Ghosts chase the students along the lines to chomp them.
3.) When a student is chomped they become a Ghost

* Modifications:*

- Can be played as an elimination game.
- Chomped Pacman may have to freeze onced chomped to become blockers.
- Add in additional marking, to make bridges etc
- Use various modes of movement eg running, walking, crawling

**Domes:**

*What you need:*

- Domes

*How you play:***
1.) Randomly spread domes over a flat surface, place half the right way up and half upside down.
2.) Break the students into two teams, “Right way up” and “Upside Down.”
3.) When you say “GO”, the right way up students turn any upside down cones, up the right way and the Upside Down students turn any right side up cones upside down.
4.) Teacher says “STOP” and then counts the domes to see which team has won.

**Modifications:**

- Set up a bench of table so cones are at a more accessible level.
- Use a buddy system.

**Bombard:**

**What you need:**

- One ball per student
- One large gym ball or beach ball

**How you play:**

1.) Two teams line up on either side of the court, each student has a ball.
2.) The large ball is placed in the middle.
3.) When the teacher says “GO”, the students throw their ball attempting to propel the large ball across the opposition back line.
4.) Students can retrieve other students' balls and continue throwing until the large ball crosses the line.

**Modifications:**

- Students may kick the ball, roll the ball down a ramp
- Use a buddy system to help students retrieve balls.
- Decrease the playing area.
- Use a smaller or larger ball in the middle.

**Hit 4 and Go:**

**What you need:**

- 4 softball bases (3 bases and a home plate)
- Softball bat
- 4 balls
- 4 tees or witches hats

**How you play:**
1.) Set up a softball diamond with the 3 bases and a home plate.
2.) Break students into two teams, Batting and Fielding
3.) Arrange the fielding team within the diamond.
4.) Line up batting team in a safe location.
5.) The first batter comes to home plate and hits all 4 balls off the tees and then runs around all the bases.
6.) The fielding team cannot move until the fourth ball has been hit.
7.) The fielding team collects the balls and returns them to the tees and then shouts “Stop”.
8.) If the runner gets all the way around they score a point.

**Modifications:**
- Use different ways of propelling the ball, kick, AFL pass, roll.
- Use various balls.
- Have the whole batting team run between cricket stumps after each hit to score runs.
- Use only one ball and have every member of the fielding team touch the ball.
- Allow students to stop on bases.
- Introduce a point system, one point for first base, two for second base and so on.

**Gorri: Indigenous Game**

Acknowledged as the most recognisable and commonly found Indigenous game, Gorri became popular in all parts of Australia as a practical method of developing hunting skills. A moving target game, participants aimed to hit a bark or wooden rolling disc with spears as it was propelled past. This target disc game is now known as Gorri, however it would have been called many different names, including Yiri and Juta, by many different groups Australia wide. The word Gorri comes from central Australia and is used to not only describe the game but also to identify the unique disc.

**What you need:**
- A suitable indoor or outdoor area.
- Cones to mark out playing area.
- 1-2 tennis balls per player.
- Variety of balls of different sizes (targets).

**What to do:**
1.) A player designated as the roller calls out ‘gool-gool’ (going-going) and rolls the ball in front of the other players, who attempt to hit it with their tennis balls.
2.) Another player at the other end acts as a fielder and stops the target ball and returns it to the first ‘roller’ after the thrown balls are retrieved.
3.) Throwers stand behind the line along side of the playing area.
4.) Each time a different animal is represented by the type of ball and were it is thrown eg, wombat large ball on the ground, Kangaroo bouncing.

**Modifications:**
- Students can propel the tennis balls by kicking or using a ramp
- Roll more than one target at a time
- Increase or decrease playing area.
Important Websites:

School Sport Unit

www.sports.det.nsw.edu.au

Activity Cards – Australian Sports Commission


Balloon Covers – Michelle Park

michelle_park@xtra.co.nz