



## Activity – MOOC1 Benefits of sport: Abilities and preferences

Objective of the activity	Games to exemplify the 5 different categories of the inclusion spectrum
Any materials necessary	See in the description of each of the games
Participants / stakeholders	PE teacher or coach, parents, child’s physician and ophthalmologist, any other expert or low vision specialist, supporting the child, the child itself
Detailed description	<p>In this activity, we will present you 5 games<sup>1</sup> to exemplify the 5 categories included in the inclusion spectrum:</p> <ol style="list-style-type: none"> <li>1. Open activity</li> <li>2. Adapted activity</li> <li>3. Parallel activity</li> <li>4. Separate activity</li> <li>5. Disability sport</li> </ol> <p>1. An <b>open activity</b> with no modifications, which everyone can join simultaneously:</p> <ul style="list-style-type: none"> <li>● <b>Name:</b> Colin Maillard (In English: Blindman’s Buff) in couples – French Game.</li> <li>● <b>Aim:</b> Two players, one of them blindfolded, try to catch other players and the blindfolded player should guess who they are.</li> <li>● <b>Number of players:</b> 3-15</li> <li>● <b>Age:</b> 5+</li> <li>● <b>Area of play:</b> Indoor or outdoor free space</li> <li>● <b>Equipment:</b> A scarf /blindfolders</li> <li>● <b>Set up:</b> Select an area of play suitable to the number of players (appropriate size). Players will pair up. One couple is chosen randomly to be “Colin Maillard” (the chaser) and one of them is blindfolded with a scarf.</li> <li>● <b>Description:</b> “Colin Maillard” turn around three times while the other couples spread out in the area of play. Once “Colin Maillard” stands still, the other players start to provoke them either by moving, shouting, singing, or even tagging them (without pushing) to start a chase. They must, however, avoid being caught at the same time. Colin Maillard must</li> </ul>

<sup>1</sup> Adapted from Bronikowska, M. & Laurent, J.F. (2015). Recall: Games of the Past, Sports for Today. The Association for International Sport for All (TAFISA).



manage to catch a player and, the blindfolded, should try to guess the identity of that player. The face of the player can be touched to help with recognition. If the identity is correctly guessed, the player who is revealed becomes the new “Colin Maillard” and the game starts again. If not, the couple that was caught is released and Colin Maillard must start a new chase. When the blindfolded Colin Maillard approaches an obstacle or moves too far out of the area of play, other players must provide a warning by shouting “Dare-devil!”

- **Adaptations:**

- Provide clear and simple instruction.
- For players with visual impairments, if they don't know the other players, invite them to practice identifying each player before starting.
- Safety instructions to be tailored to the environment and participants playing the game
- Set a time limit for the Chaser time.

2. An **adapted activity**, in which everyone completes the same task, but with some adaptations.

- **Name:** Jogo das Andas (in English: Stilts)
- **Aim:** To walk on stilts for as long and fast as possible, from the start to the finish line
- **Number of players:** Unlimited
- **Age:** 5+
- **Area of play:** Indoor or outdoor free space
- **Equipment:** Sets of stilts of different sizes
- **Set up:** Draw and tape starting and finish lines on a large, outdoor open space. The two lines should be 10 to 50 meters away from each other. In one side, put a string to delimitate the space. You can place a beeper at the end of the space to indicate the finish line for participants with visual impairments.
- **Description:** Once given the starting signal (verbal/auditive sign), all participants walk on stilts as fast as possible to reach the finish line. The winner is the one who reaches the finish line first. Any player who, in the course of the race, falls down, must get back to the starting line to start the race again.
- All participants will complete the task described above, but the teacher may suggest the following **adaptations considering participant's needs:**
  - Use different stilts (length), other equipment to move with.



- Advanced participants will have to walk backwards
- Safety instructions to be tailored to the environment and participants playing the game
- Beginners will be allowed to touch the ground several times

3. A **parallel activity** splits participants into groups according to ability.

There are multiple strategies to divide the group. For example:

- Grouping according to impairment type: All students with visual impairments will play together.
- According to students' performance levels: One group for the more advanced players, another one for the intermediate players and another for the beginners.
- Balance the ability level of the teams: mix skilled players with others not so skilled.

Try this out by playing the game described below.

- **Name:** Kupe (In English: Cones) – Serbian Game
- **Aim:** To throw all the cones or towers of walnuts over and win as many as possible. The game lasts until one of the players wins all the walnuts
- **Number of players:** Teams with an equal number of players (usu. 2 or more)
- **Age:** +3
- **Area of play:** Indoor or outdoor free space
- **Equipment:** Walnuts in shells (chestnuts or rounded stones can be used as replacement) and a device to make sound.
- **Set up:** Select an area of play suitable to the number of players (appropriate size). "Kupe" focuses on precision throwing. Teams consist of equal numbers of players and the rules must be agreed upon before the game starts. Each player should have a minimum of 10 walnuts. At the beginning of the game each player creates 1 cone (or tower) made of 4 walnuts (3 of them as a base on the ground and one placed on the top of 3 walnuts). Cones are placed in the form of a rhombus with some distance between them.
- **Description:** The player tries to topple the cone of walnuts from a baseline placed three to five meters away. The player who has fewest walnuts starts the game. If the players have an equal number of walnuts there is a competition to determine who is playing the first: from the cones, players



try to throw one walnut as close as possible to the baseline; the one whose walnut is closest to the line plays first. Players alternatively throw a walnut to the cones. Striking a cone, a player has the right to take the whole cone which was hit down and takes the next turn to play. In case of a miss, the thrown walnut is collected and the other players take their turn. The game continues until all cones are knocked over. If no one manages to hit the cone, each player adds one additional cone to the field. The players throw a walnut to the line they to determine who plays first. The game lasts until one of the players wins all the walnuts.

● **Adaptations:**

- Provide clear and simple instruction.
- For players with visual impairments, place auditive stimulus near each of the cones (e.g. a buzzer), so that they know where these cones are located.
- Ensure the playing area has a flat surface and is free of obstacles. You could tape the throwing line to facilitate the tactile recognition for participants.
- Use audible equipment (e.g. bell or rattle balls)
- Brightly colored equipment can be used

4. A **separate activity** purposefully places individuals or groups in participation in a different activity.

In this case, the teacher/instructor might want to run two activities, one for one group of students and another one for another group of students.

For instance, while some students might be playing “Kupe” (described above), another group will be playing “Markus & Lukas”.

- **Name:** Markus & Lukas – Danish Game
- **Aim:** Two blindfolded players must be as effective as possible to tag or “strike” their opponent with rolled up newspapers
- **Number of players:** 2 players
- **Age:** +3
- **Area of play:** An indoor or outdoor space with a table and enough room for movement.
- **Equipment:** A table, 2 scarves (or blindfolders) and 2 rolled up newspapers (or soft foam tubes).
- **Set up:** Two players, Mark and Luke, are blindfolded and equipped with a folded newspaper or a soft foam tube. They



	<p>must now move around a table, with one hand to be kept on the edge of the table at all times.</p> <ul style="list-style-type: none"> <li>● <b>Description:</b> The game is started by Mark challenging and shouting “Luke!” Now Luke can reach out and try to strike Mark. The arm must be bent in order not to hurt the opponent and only one blow is allowed. Then it is Luke’s turn, who shouts “Mark!” and thereafter tries to escape or hide himself. The two opponents can crawl under the table or up on the table as long as one hand is still holding on to the edge of the table.</li> <li>● <b>Adaptations:</b> <ul style="list-style-type: none"> <li>– Safety instructions to be tailored to the environment and participants playing the game.</li> <li>– Ensure the playing area has a flat surface and is free of obstacles.</li> </ul> </li> </ul> <p><b>5. Disability sport</b></p> <p>In this case, please refer to the Sport portafolio, where you will see examples of disability sport such as goalball, judo for visual impairment, paracycling, etc.</p>
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Objective of the activity	Self-assessment tool to ascertain current level of inclusion at organisational level
Any materials necessary	The UniversAbility Audit (see attached)
Participants / stakeholders	PE teacher or coach, parents, child's physician and ophthalmologist, any other expert or low vision specialist, supporting the child, the child itself
Detailed description	<p>UniversAbility is the ability to take action towards universal access or inclusion. The UniversAbility Audit will help PE teachers / sport professionals to ascertain their current level of provision and determine the best way to help them to attain your aspirations.</p> <p>This questionnaire should be completed individually as a way of organising your thoughts in preparation for group discussion, leading to the development of an action plan.</p> <p>The questionnaire is divided in 14 sections and is theoretically underpinned by the Universal Transformational Management Framework (UTMF) (Masdeu Yelamos, et al., 2019). The UTMF is a management guide which facilitates schools / sport organisations in making a journey to the destination of inclusion; moving at their own pace and determining their own route. This framework recognises that each organisation is a unique entity and therefore there is no 'one size fits all' guide to making sport-related services universally accessible.</p> <p>The framework appreciates and respects the unique context in which organisations operate. Sport-related organisations differ in a wide range of ways: purpose, size, facilities, geography, culture - to name but a few. Thus the UTMF may be considered as a 'thinking tool' which can be used by managers or principles to incrementally transform their organisation into one which reflects universal practice. It drives organization through 3 stages and 14 elements:</p> <ol style="list-style-type: none"> <li>1. Pre-action stage:             <ol style="list-style-type: none"> <li>a. Verification</li> <li>b. Value Proposition</li> <li>c. Vision</li> </ol> </li> <li>2. Action stage:             <ol style="list-style-type: none"> <li>a. Philosophy</li> <li>b. Processes</li> <li>c. Policies</li> <li>d. Perception</li> <li>e. People</li> <li>f. Promotion</li> </ol> </li> </ol>



- g. Places
- h. Programmes
- 3. Maintenance Stage
  - a. Implementation
  - b. Innovation
  - c. Impact

**Stage 1. Pre-Action**

**Contemplation & Preparation**

To reflect on current attitudes & practice, the 'why?', and the goal



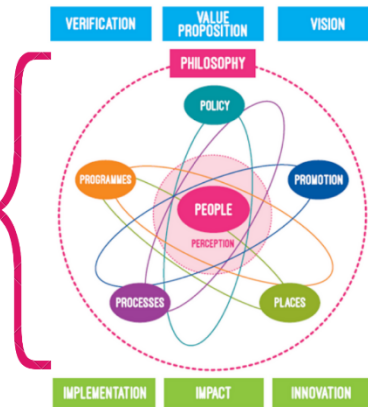
**Stage 2. Action**

To guide continuous, incremental, & contextual action towards inclusive practice



**Stage 3. Maintenance**

To consolidate, sustain, & improve the action implemented in Stage 2



Further information:

Masdeu Yélamos, G., Carty, C., Moynihan, Ú. and ODwyer, B. (2019), "The Universal Transformational Management Framework (UTMF): Facilitating entrepreneurship in and through sport to leave no one behind", *Journal of Entrepreneurship and Public Policy*, Vol. 8 No. 1, pp. 122-146. <https://doi.org/10.1108/JEPP-D-18-00091>