

## ALL-IN

### Educational goal :

To understand the difference between inequality, equality and equity.

### Main objectives :

- To understand that equality stands for all to have the same rights.
- To understand that equity stands for all to have the same chances and therefore means adapting to their needs.
- To measure how trying to achieve equity may include more people and allow them to participate in more activities.

### MATERIALS



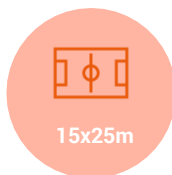
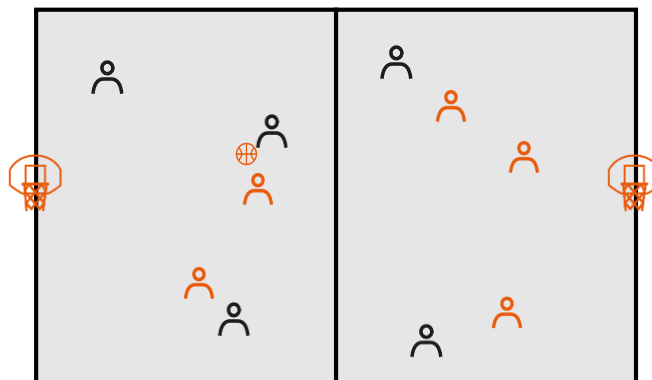
2 to 4 sets of bibs



1 or 2 basket balls



2 to 4 blindfolds



### INSTRUCTIONS

30'

Split the group into even teams. During each game, two teams compete against each others.

**Aim of the game** : to win the basket-ball game and/or tournament.

The session is made of at least 4 rounds of basket-ball games, in which rules evolve from one to the other. *We recommend not to mention the names of the rounds, to let the children figure out themselves what they stood for.*

#### Game 1 :

**BASKET-BALL GAME** : a “fair” situation in which all players have the same rights and duties. Explain and play along with standard rules of basket-ball for a 6-8 minutes game.

### Game 2 :

**INEQUALITY** : a situation in which players don't have the same rules applying to them.

For only one of the competing teams :

- One random player is allowed to score 3 points whenever he/she shoots the ball and it touches the rim ;
- All players from opposing team must defend with arms behind their back on one or two identified players.

### Game 3 :

**EQUALITY** : an “**unfair**” situation in which the same rules apply to all players, with no adaptation to special needs.

Randomly give out 3 disabilities to one team, and only 2 to the other team :

- One player must play with a blindfold on one eye ;
- One player must keep his/her strong arm in his/her back and can't play with it ;
- One player must keep the ball for 5 seconds without doing any action every time he/she receives the ball.

### Game 4 :

**EQUITY** : a “**fair**” situation in which the rules are adapted to all players' special needs.

Keeping the *disabilities* from game 3, compensations now apply for disabled players :

- All players must defend with arms behind their backs against the player wearing a blindfold ;
- The player who has his/her strong arm in his/her back scores 2 or 3 points (depending on where he/she shoots from) *whenever he/she shoots the ball and it touches the rim* ;
- It is forbidden to all players to defend (or try to) against the player who can't do any action during 5 seconds, *for 5 seconds from the moment he/she receives the ball*.



### QUESTIONS TO INITIATE DISCUSSION

For debriefing, children can talk among their teams. After each question, facilitator asks some of them to share thoughts with the whole group.

- What disabilities did you identify ? Which one was the most disabling in this activity ?
- Which game was the most balanced ? Which game was the most fair ? Why ?
- What adaptations were implemented to adapt the game ? What did it change ?
- Do you know the meaning and differences between inequality, equality and equity ?
- Is it possible to play with different rules for different players ? Can it be fun ? Why is it interesting ?

### KEY ELEMENTS

- Inequality is when rules are not the same for all players. Some of them might therefore feel/be excluded.
- Equality is when the rules are the same for all, regardless of special needs. It allows to be and play together.
- Equity is when means are adapted to all people's needs, for all players to have equivalent chances. It allows to do all together.
- The more you try to adapt to all players, the more you aim for equity, justice and a fair playing environment.

## CATCH'IN

### Educational goal :

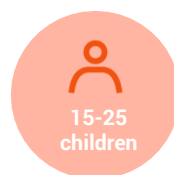
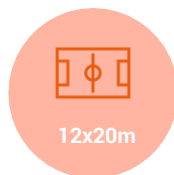
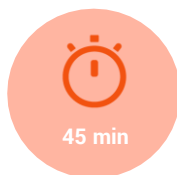
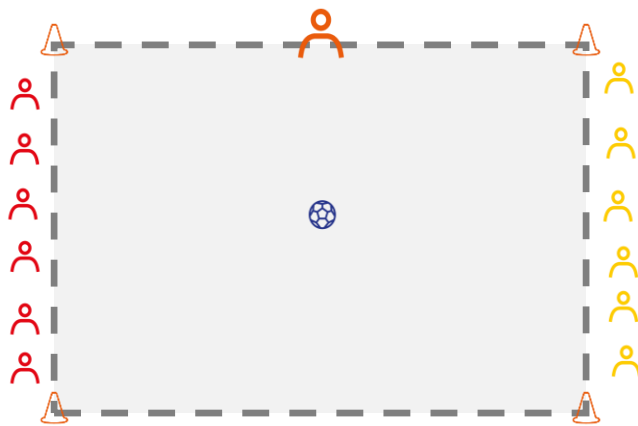
To get familiar with invisible disabilities.

### Main objectives :

- To change mindset on invisible disabilities
- To learn how to react with people with invisible disabilities
- To support all team members and include them into the activity

### MATERIALS

- 2 sets of bibs
- 1 foam ball
- 4 to 8 cones
- Additional educational materials



### SPORT GAME

30'

Split the group into two teams. If needed, make four teams, on two playing areas. Two teams compete against each others.

**Aim of the game :** to get more points than the opposing team.

### Game 1 :

Every player on each team is given a number. If there are 8 players on a team, numbers go from 1 to 8. If there is one player less on one of the teams, one player from this team will get two numbers. When a number is called out by the session facilitator, both players from each team with this number have to bring the ball back to their side of the playing area. They are allowed to run and to catch the ball. Any player who is holding the ball and is tagged by his opponent with two hands loses the point to the other team. Whenever a team reaches 5 points, give all teams a moment to change their numbers and to discuss strategy. Play another round until one team reaches 15 points.

### Game 2 :

The rules of the game are similar.

**Prepare as much pieces of paper as needed (one per player).** Give out one piece of paper to each player so no one knows who has been given out a disability (or not). Most papers have nothing written on it, and two papers for each team have disabilities written on them (make sure opposing teams get the same number of disabilities). All players must keep their paper secret and play as it says in the case they have a disability. First team to reach 10 points wins the game.

**Roles to be written on the disability papers** (give only two papers with disabilities to each team, all other papers are empty) :

Team 1	Team 2
<b>Autistic disorder</b> : If any player touches you, you must sit down on the side for 30sec and act as if troubled ( <i>speak to yourself, keep swinging back and forth...</i> ). If any partner starts talking slowly and nicely to you (without touching you), you can come back with your team.	<b>Intellectual disorder</b> : you don't understand the rules and don't go catching the ball when your number is called. If a partner shouts at you, you go aside and exclude yourself. But if a partner starts helping you, you can try to catch the ball and score.
<b>Dyspraxia</b> : You have movements coordination issues and can't catch the ball with your hands.	<b>Movement disorder</b> : you have actions coordination issues and can't run while holding the ball (if so, you have to make it fall at least two times).

### Game 3 :

The rules of the game are similar. Give 5 minutes to all teams to discover their partners' disabilities and adapt both strategy and attitudes. Play one last game.

**If needed, you can help them to find ways to adapt** : talk slowly and gently to player with *autistic disorder*, allow players with *dyspraxia* or with *movement disorder* to play with feet (so as their opponents), allow partners to warn player with *intellectual disorder* when his/her number is called out...

### VARIABLES

- Call more than one number at each round
- Catch the opponent's flag (to be placed at hips level) rather than tag him/her



## DEBRIEF AND EVALUATION

15'

### QUESTIONS TO INITIATE DISCUSSION

For debriefing the whole group sits down on the floor.

- Did you identify the disabled people in the game and their disabilities ? Which disabilities were harder to identify ? Harder to play with ?
- How did you react during the game ? How were you treated if you were disabled ?
- How can you define an "invisible disability" ? Do you have examples in everyday life ?
- What did you learn about disabilities ? About being inclusive ?

### KEY ELEMENTS

- Many disabilities are visible, but even more are not.
- In some situations you might laugh at someone because you don't understand that he/she is disabled : it is important to be respectful and understanding at all time.
- Adapting the rules is one good way to include more players and have fun together.

## PLAY'IN TOGETHER – Playdagogy Session

### INVISIBLE DISABILITIES

#### OBJECTIVE

To understand that most impairments, and therefore disabilities, are not visible.





#### Key messages of the session:

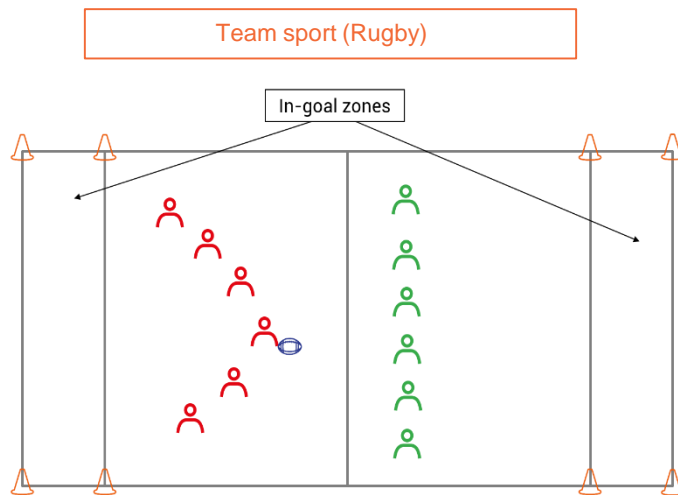
- All impairments can restrict day-to-day living but most of them are not visible.
- Getting to know the other person will enable me to understand their needs so that I can help make adjustments to their impairment(s).

#### ORGANISATION

- 2 or 4 teams
- 1 or 2 pitches

#### MATERIALS

-  10 cones or flat cones per pitch
-  2 to 4 sets of bibs
-  1 ball per pitch
-  Appendices



**Aim :** Win the match.

#### Instructions :

Divide the children into 2 to 4 teams depending on the number there are. Set up a rugby pitch (or two parallel pitches). Each team consists of 5 to 6 players.

The rules are adapted from « touch rugby ». Players must enter their opponent's in-goal area while carrying the ball and then ground the ball to score a try. One try is worth 1 point.

At the beginning of the game or each time a team is scored against, start over at the center of the pitch. A player in the team which has conceded a try taps the ball with his or her foot, then has to pass. If the ball goes off limit on any side, possession changes (called a turnover) and the ball is put back in the game in the same way, from the side line. In both cases, the defending team must go back by at least 5 steps.

A « touch » replaces a tackle and happens when the player carrying the ball is touched with two hands by an opponent. The player who is touched must put the ball back into the game at the exact point of touch by placing the ball on the ground and rolling it backwards between his or her legs for a member of their team to pick up. The referee counts the number of consecutive touches out loud. After six touches with no score, possession changes (game starts at the spot of the last touch) and the count returns to zero.

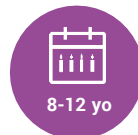
**The round is over :** after a 5 minute match. Take several half-time breaks or play several matches if appropriate.

#### RULES

- No tackling, pushing, grabbing by the waist or hitting
- Players are not allowed to block or touch a player who does not have the ball
- Players are not allowed to pass the ball forward or drop the ball in front of them : if they do so, the ball changes possession, as for 6 consecutive touches

#### VARIATIONS

- To make it easier in defense, reduce authorized touches to 4 instead of 6
- To make it more difficult if your group has experience of rugby, replace « touch » with grabbing round the waist or tackling



**Aim :** The aim and the rules remain the same.

**Instructions :**

**Give out impairments** (see [Appendix](#)) **to some players**, ensuring that **opposing teams are given the same impairments**. This distribution should be random. Not all players will need to have an impairment. In a team of 5, only two or three impairments can be given out so that the game is not too disrupted.

In each team, **1 impairment must be** visible to other players (green card in the [Appendix](#)) before the match begins, and the other impairments are only discovered during the game. These impairments are secret and cannot be shared with anyone.

1<sup>st</sup> half-time (7 minutes) : **no one is allowed to discuss or share their impairment**. If you notice that someone is not complying with their impairment, take them out of the game for 1 minute.

2<sup>nd</sup> half-time (7 minutes) : **redistribute the cards** (changing the players who have impairments as well as the types of impairments). Before starting the second half, allow the children to talk amongst themselves for a few minutes so that they can **tell their team what impairments they have and make adjustments for each others**.

*The game ends when the match(es) are over .*



**TIPS**

- To help the game run as smoothly as possible, do not give out all the impairments in the same game.
- Ensure that the children with an impairment understand what they can and can't do.
- If you are not comfortable with rugby, choose a different game or team sport.



**BEHAVIORS AND REACTIONS TO LOOK OUT FOR**

- Observe the players' difficulties to understand the situation when confronted with different behaviors (resulting from the impairments).
- Observe the different adaptations suggested by the children for the second half.

**QUESTIONS**

**Thoughts and feelings**

What did you like or not like ?

What did you find difficult ?

**Link between the game and children's daily lives**

Did you identify all the impairments in the first half ?

Are all impairments visible in everyday life ?

**Learning and changing perceptions**

In your opinion, are there more impairments that are visible or that are not ?

How can you adapt your behavior to people with disabilities ?

**KEY ELEMENTS**

- It **can be difficult to play together** when our teammates' behavior is incomprehensible and unpredictable (*E.g. first half-time*).
- Not understanding **can sometimes be frustrating and annoying**.
- It is **easier when you know what your teammates' impairments** are (*E.g. second half-time*). You adapt your own actions and attitudes more easily to their needs because you know them better.
- It was impossible to identify all the impairments in the first half. **Some were immediately very visible** (*e.g. leg amputation*) **while others were not visible** (*e.g. learning disabilities*).
- In everyday life, **some impairments are visible while others are not visible at all**, such as someone who has asthma, someone who is mute, someone with a congenital disease, etc.
- **In 8 out of 10 cases an impairment is not visible**. If so, it does not mean it does not exist. (*e.g. a deaf person, a mute person, a hyperactive person, a person who has a cancer, etc.*).
- In fact, people using a wheelchair represent only around **2% of all people with disabilities**.
- Being disabled **is not a choice**. It is essential to **get to know all other people**, as you may have tried to during the game.
- Not all impairments are visible so, when you meet someone, it is important to **understand the needs they might have in every day life, and not to make judgements before you have got to know them**.



**SUGGESTED DISCUSSION STRATEGIES**

- Use a board to list the different impairments of each child during the game.
- Use a talking stick.

**APPENDIX (GAME WITH THEME)**

To be cut and handed out – the green impairment is the only one that is visible to others, only one green card per team.

TEAM 1	TEAM 1	TEAM 1	TEAM 1	TEAM 1	TEAM 1
<p><i>You must not tell anyone what is on your card.</i></p> <p><b>You are asthmatic</b></p> <p>You must stop running repeatedly and pretend to be out of breath.</p>	<p><i>You must not tell anyone what is on your card.</i></p> <p><b>You have had a leg amputated</b></p> <p>You must play on one leg.</p>	<p><i>You must not tell anyone what is on your card.</i></p> <p><b>You are non-verbal</b></p> <p>You cannot speak.</p>	<p><i>You must not tell anyone what is on your card.</i></p> <p><b>You have a congenital illness</b></p> <p>You can only walk, you cannot run.</p>	<p><i>You must not tell anyone what is on your card.</i></p> <p><b>You have a learning disability</b></p> <p>When you have the ball, you stand still for 5 seconds before acting.</p>	<p><i>You must not tell anyone what is on your card.</i></p> <p><b>You are hyperactive</b></p> <p>You must run. You are not allowed to walk (you can pause, but must keep moving) and you keep asking for the ball.</p>

**APPENDIX (GAME WITH THEME)**

To be cut and handed out – the green impairment is the only one that is visible to others, only one green card per team.

TEAM 2	TEAM 2	TEAM 2	TEAM 2	TEAM 2	TEAM 2
<p><i>You must not tell anyone what is on your card.</i></p> <p><b>You are asthmatic</b></p> <p>You must stop running repeatedly and pretend to be out of breath.</p>	<p><i>You must not tell anyone what is on your card.</i></p> <p><b>You have had a leg amputated</b></p> <p>You must play on one leg.</p>	<p><i>You must not tell anyone what is on your card.</i></p> <p><b>You are non-verbal</b></p> <p>You cannot speak.</p>	<p><i>You must not tell anyone what is on your card.</i></p> <p><b>You have a congenital illness</b></p> <p>You can only walk, you cannot run.</p>	<p><i>You must not tell anyone what is on your card.</i></p> <p><b>You have a learning disability</b></p> <p>When you have the ball, you stand still for 5 seconds before acting.</p>	<p><i>You must not tell anyone what is on your card.</i></p> <p><b>You are hyperactive</b></p> <p>You must run. You are not allowed to walk (you can pause, but must keep moving) and you keep asking for the ball.</p>



## PLAY'IN TOGETHER – Playdagogy Session

### LEARNING ABOUT IMPAIRMENTS

**OBJECTIVE :**

To be able to identify different types of impairments.

**Key message at the end of the session:**

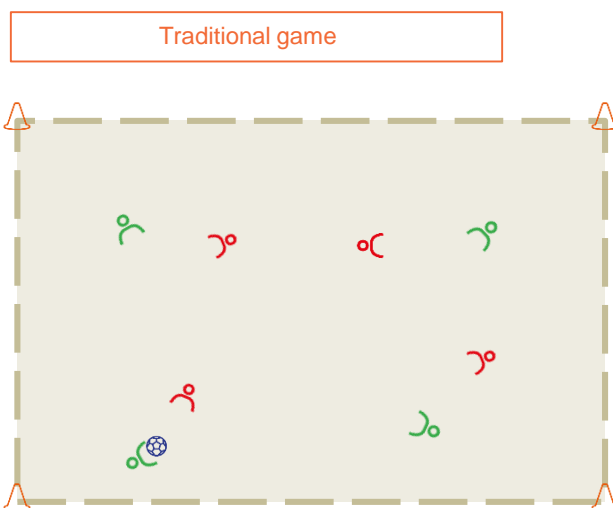
- When I have an impairment, I may be unable to do certain things and therefore be disadvantaged in certain situations.
- An impairment can be permanent or temporary.
- Impairments can be physical, sensory or cognitive, and also linked to a mental health disorder or a debilitating disease.

**ORGANISATION**

- 4 teams
- 2 half pitches

**MATERIALS**

- 4-5 cones or flat cones
- 1-2 balls
- 1 set of bibs
- Appendices



**Aim :** Score more points than the opposing team.

**Instructions :**

On one or two pitches, divide the children into two or four teams of 4-5 children maximum, depending on how many there are. Ideally, all the teams get to play against each other in matches lasting 4 minutes.

Whenever one team has the ball, they must make five consecutive passes to score 1 point. The count reverts back to 0 whenever the ball is intercepted, it goes out of bounds or another team scores a point. Whenever a team scores a point, the ball is returned to the other team.

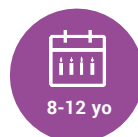
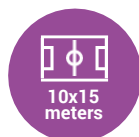
**The round is over when:** The time-limit of 4 minutes is up.

**RULES**

- No touching an opponent (no-contact defense)
- No moving when holding the ball (otherwise the ball is returned to the opponent)
- Neither the ball nor the players are allowed to be out of bounds (otherwise the ball is returned to the opponent)
- Consecutive passes between two players are allowed

**VARIATIONS**

- To adjust the difficulty, set the task to 3 consecutive passes, or 10 consecutive passes
- To make it easier, allow the player holding the ball to take 3 steps, or to move freely
- To include a maximum of participants, forbid passes to the person who's just passed the ball
- To mix things up, change the object that the children have to pass to each other (frisbee, rugby ball, tennis ball...)



**Aim :** Score more points than the opposing team.

**Instructions :**

Give out the **impairments in the Appendix** to some players (but not necessarily all players at first). Make sure the same number of players in each team has an impairment. You can distribute the same **impairment** to several players. The players with an **impairment must play with it and keep it secret**. Between each round, change the cards and/or the players with an impairment.

Before each round, **announce a new rule to all the players except those who have the impairment** *'there are some rules you do not understand'* (if it has been given out). The other children are not allowed to explain the rule to them.

Round 1: It is *forbidden* to make a pass to a partner that has just passed the ball to you.

Round 2: To score a point, every pass must come *with a bounce*.

Round 3: *Every* player of the team must have touched the ball to score a point.

*The round is over when the 4 minutes are up. The team with the most points wins.*

Examples of impairments to give out (see more in the **Appendix**) :

1. **You have a broken arm** (physical impairment - play with one arm behind your back)
2. **You are mute** (sensory impairment - you cannot speak)
3. **There are some rules that you do not understand** (cognitive impairment or learning disability – you are unaware of one of the rules)
4. **You have a behavioral disorder** (mental health disorder) - when the opposing team scores a point, go away from the group and isolate for 30 seconds)



**TIPS**

- Insist on the vocabulary of impairments: physical, sensory, mental, psychological.
- Before the round starts, check that the children have understood their impairments.



**BEHAVIORS AND REACTIONS TO LOOK OUT FOR**

- Observe the difficulties that the children run into when they've been given impairments.
- Watch for signs of frustration, also from children without impairments.

**QUESTIONS**

**Thoughts and feelings**

What did you most like or least like ?

What was difficult ?

**Link between the game and children's daily lives**

What kind of disadvantages did you see ?

Which impairments did it make you think of in real life ?

**Knowledge and representations**

What is an impairment ?

Does it always cause a disability ?

**KEY ELEMENTS**

- During the game with theme, **impairments made the game harder, both collectively and for the « disabled » players.**
- It may have **been frustrating not to be able to play like everyone else or as you normally would.**
- Some impairments **interfered more than others with the game** (E.g. playing with one arm behind your back), other impairments **may have made playing completely impossible.**

*[Use the list of impairments in the Appendix].*

- Several impairments in the game **symbolised real impairments**, that some people live with every day.
- There were **physical** impairments (e.g. a broken arm), **sensory** impairments (e.g. someone who is mute), **cognitive** impairments (comprehension difficulties) and **mental health disorders** (e.g. behavioral issues)
- **Debilitating diseases** such as Alzheimer's or Parkinson's are also considered impairments. **This makes it five types of impairments.**
- Despite having one or more of these impairments, **any person also has capacities and resources.**
- An impairment is **when a part of the body doesn't function properly, or doesn't function at all.**
- **An impairment can be permanent** (e.g. an amputated leg, a mental disorder), **or temporary** (e.g. a broken arm).
- In certain situations, having an impairment puts you at a **disadvantage because it causes you to be less capable of doing something.**
- **But in other situations you can have an impairment without a disability :** for example, when eating, being deaf doesn't affect your actions.



**SUGGESTED DISCUSSION STRATEGIES**

- Question the children and encourage them to react upon the appendices used in the game.
- Ask the children to come up with their own definitions.

**APPENDIX (GAME WITH THEME)**

(Print and cut as many times as needed)

Important: in the first rounds, you don't need to distribute all the impairments. You should start with one or two per team and vary the type of impairment.

<i>PHYSICAL IMPAIRMENT</i>	<i>COGNITIVE IMPAIRMENT</i>	<i>MENTAL HEALTH DISORDER</i>	<i>SENSORY IMPAIRMENT</i>
<p><b>You have a broken arm.</b></p> <p>PLAY WITH ONE ARM BEHIND YOUR BACK</p>	<p><b>There are some rules you do not understand.</b></p> <p>THERE IS A RULE YOU ARE UNAWARE OF</p>	<p><b>You have a behavioral disorder.</b></p> <p>WHEN THE OTHER TEAM SCORES A POINT, GO AWAY FROM THE GROUP AND ISOLATE FOR 30 SECONDS</p>	<p><b>You are mute.</b></p> <p>YOU CANNOT SPEAK</p>
<p><b>You have a sprain ankle.</b></p> <p>PLAY HOPPING ON ONE LEG</p>	<p><b>You take very long to make a decision.</b></p> <p>TAKE AT LEAST 5 SECONDS TO MAKE A PASS</p>	<p><b>You have behavioral disorder.</b></p> <p>RUN AROUND EVERYWHERE AND KEEP ASKING FOR THE BALL</p>	<p><b>You only see with one eye.</b></p> <p>PUT A PATCH OVER ONE EYE</p>

## PLAY'IN TOGETHER – Playdagogy Session

### RELAY CHALLENGE

#### OBJECTIVE

To be able to recognize a situation that may or may not put me at a disadvantage.




#### Key messages of the session:

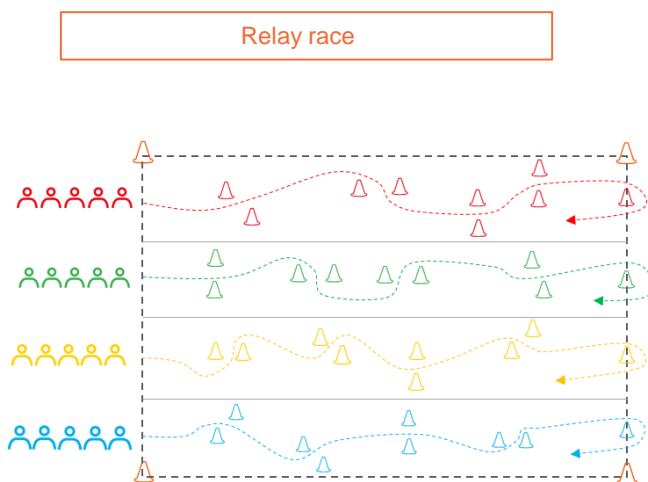
- When I am disadvantaged by an impairment in a particular situation, I am disabled
- Depending on the situation, I might have an impairment but not be disabled

#### ORGANISATION

- 3-4 teams
- 1 pitch

#### MATERIALS

-  40 cones or flat cones
-  3 to 4 sets of bibs
-  3 to 4 masks or scarves



**Aim :** Be the first team to finish the relay race.

#### Instructions :

Create 4 teams. Each team is allocated a lane where 4 'gates' have been placed. The gates can be made using cones.

Runners on the same team set off one after the other, passing through the gates, going around the last cone and back the same way before tapping the next runner's hand. The relay is over when all runners have completed the race.

If a runner touches any of the gates, he or she must start from the beginning.

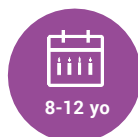
**The round is over when :** all teams have finished the relay. Announce the teams' rankings in order of arrival.

#### RULES

- Runners are not allowed to set off until they are tapped on the hand by the previous runner (or they have to start again)
- Runners are not allowed to step out of their lane (or they have to start again)
- Runners are not allowed to touch or move the cones (or they have to start again)

#### VARIATIONS

- Vary the races by making the children run in pairs (holding hands)
- Make it more difficult by changing starting positions (sitting, lying on stomachs or backs...)
- Obstacles are distributed randomly in each lane and consist of anything available to you (cones, posts, benches, chairs, bags, etc.)
- Vary the starting signal of races by using different types of signals (visual, sound, etc.)



Rename the setting : it is now a « town » with « streets » to be crossed and « obstacles » to avoid (e.g. people, steps, lamp posts, cars, etc.). The « gates » are now « pedestrian crossings ».

**Aim :** Be the first team to finish the relay race.

**Instructions :**

In each round, the players will have a different restriction:

**Round 1 :** Players must **hop on one leg**.

**Round 2 :** Players must **keep one arm behind their backs**.

**Round 3 :** Players **have their eyes covered**. When they are racing, they are accompanied by a **guide (a teammate)**. As a variation, guides are allowed (or not) to touch the runner. In any case, both can communicate by talking freely.

**Round 4 :** Players are **not allowed to talk or communicate**.

If any of the rules in each game is broken, the runner must start from the beginning.



**TIPS**

- Be vigilant when the children have their eyes covered, to avoid accidents.
- The different impairments imply different levels of difficulty, which is voluntary.



**BEHAVIORS AND REACTIONS TO LOOK OUT FOR**

- Observe the children's comments about how difficult it can get ('it's hard!' or 'it's too easy').

**QUESTIONS**

**Thoughts and feelings**

How did you feel about the 4 rounds ?

What did you find difficult ?

**Link between the game and children's daily lives**

What different restrictions did you see ?

What impairments are these restrictions linked to ?

**Learning and changing perceptions**

What is a disability ?

In which game did you feel most disabled and therefore the most disadvantaged ? Why ?

**KEY ELEMENTS**

- Some of the rounds **were more difficult to play** than others.
- Some of the **impairments did not affect, or not much, the difficulty of the race**.
- Having your eyes covered was particularly difficult and changed the way you behave. It required a lot of concentration **in this situation**.
- Having one arm behind your back or hopping on one leg represent **physical** impairments (e.g. broken arm and leg amputation).
- Having your eyes covered and not being able to speak or communicate represent **sensory** impairments (e.g. being blind, being non-verbal) and **cognitive** impairments (e.g. having a language disorder).
- Having these impairments would lead to different difficulties, **making it more or less difficult to cross the « town », just as it can be in daily life**.
- Being disabled **is when my impairment prevents me from doing something, or makes it more difficult in a particular situation**.
- Disability highly **depends on the situation** : in the game, being mute was not a disability for running fast. **An impairment therefore does not necessarily or always cause disability**.
- In this game situation, the biggest disadvantage was probably **when your eyes were covered because sight is very important for moving around**.



**SUGGESTED DISCUSSION STRATEGY**

For each discussion part, name a facilitator who lets children speak when they put their hand up and who summarizes what has been said.

## PLAY'IN TOGETHER – Playdagogy Session

### WELCOME TO THE CLUB

#### OBJECTIVE

To understand that even with our differences, we can work towards and achieve a common goal.

#### Key message at the end of the session:

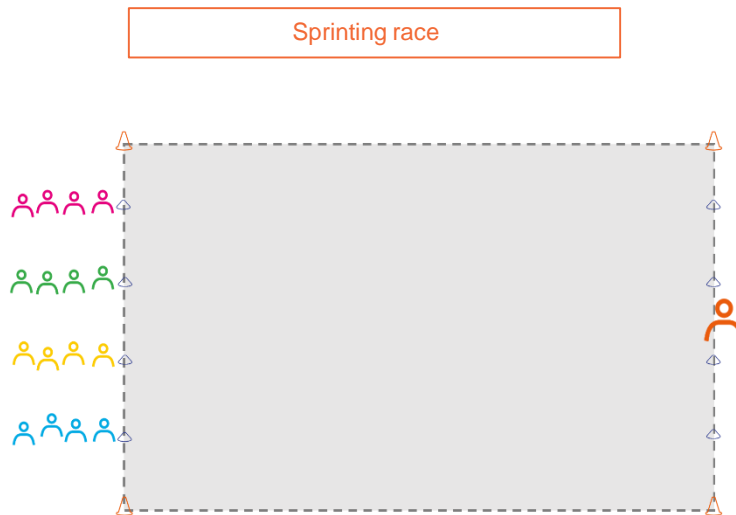
- We are all different, but that doesn't stop us from being together.
- Inclusion is ensuring that everyone can participate, in games as in life, whatever their differences.

#### ORGANISATION

- 4 teams
- 1 pitch

#### MATERIALS

- 4 cones
- 8 flat cones
- 4 sets of bibs
- Appendices



**Aim :** Score the most points out of all the teams.

#### Instructions :

Divide children into 3 to 4 teams.

Organize a sprinting race (of a 20m distance) in which the first runners of each team race each other, then the second runners...

After each race, the runner who finishes the race in first position scores 4 points, second place 3 points, third place 2 points and last place 1 point. Add up the scores of each team as you go. Announce the score after each race.

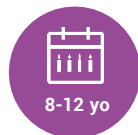
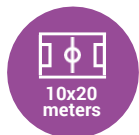
**The round is over when :** All the children have run at least once. The team with the highest number of points wins the round. Play 2 rounds. Suggest to the children that they change the order in which they run between rounds.

#### RULES

- Runners cannot start before the signal
- Runners must be behind the starting line before the signal

#### VARIATIONS

- To increase the difficulty, vary the type of race (e.g. on one leg, backwards, dribble with a ball...)
- Adapt the distance to the age of the children (20m for ages 8-10; 30m for ages 11-12)



**Aim :** Score the most points out of all the teams.

**Instructions :**

**Round 1:**

**The theme of this game is: EXCLUSION** (tell the children ; you could also ask them how they would define the term). There are 4 teams. Pick 2 of the 4 teams and give impairments to all players of those 2 teams (see examples in Appendix 1 – all players on the same team should have the same impairment).

**The 2 teams without impairments race against each others** with the same rules as the GAME WITHOUT THEME step. **Then the 2 teams with impairments race against each others, and their points are not counted.** *The round is over when all the children have run at least once. In the race without impairments, the team with the most points is declared the winner.*

**Round 2:**

**The topic of this game is: INTEGRATION** (tell the children ; you could also ask them how they would define the term). There are 4 teams. **Each team has one of its members with an impairment** (give the same one to each of them ; it should be different than the one given in Round 1).

**The disabled runners race against each others in the last race.** *The round is over when all the children have run at least once. The team with the most points wins the round. You can change roles and play another round.*

**Round 3:**

**The topic of this game is: INCLUSION** (tell the children ; you could also ask them how they would define the term). There are 4 teams. **Each team has 2 members with an impairment each** (examples in Appendix 2). Give the same 2 impairments to each team.

**All members of a team run at the same time following the instructions given in Appendix 2.** They have to run **back and forth**. Before giving the signal, **give the teams one minute to organize themselves**. The points are calculated in the same way, but by team (4 points for the first team, 3 for the second, etc.) *The round is over when all 3 races have been completed. Change which children have an impairment between each race. The team with the most points wins the round.*

**TIPS**



- Take time to explain the rules and everybody's role before each round.
- Give the name of each round (Exclusion, Integration, Inclusion) and, at the end of each one, ask the children if they think the situation was fair and if not, who was it unfair to and why.

**BEHAVIORS AND REACTIONS TO LOOK OUT FOR**



- Observe the reactions of players with impairments (e.g.: 'It's not fair! ').
- See if the children react to the names of the rounds or to the change of role for players in their teams with impairments.

**QUESTIONS**

**Thoughts and feelings**

What did you like ? Did not like ?

What did you find fair or unfair?

**Link between the game and children's daily lives**

In the game, what did being excluded mean? Integrated? Included?

In everyday life, do you know of any examples where people with disabilities may be excluded? Integrated? Included?

**Knowledge and representations**

Why is it important to include people who have impairments as much as possible?

Can you think of some ways to include them more?

**KEY ELEMENTS**

- The rules of the game can either cause a **difference of treatment or allow everyone to fully participate**.
- Being poorly-treated, left aside, or not being considered like everyone else **is often unfair and can be frustrating**.
- Being taken into consideration and included **feels nice and better develops team spirit**.
- **Exclusion** is when one person or more are left out of society, being unable or not allowed to participate like others (round 1 in the game).
- **Integration** is when everyone is a member of the same society, follows the same rules and has the same rights. In many situations, rules and environment are not adapted for people's special needs (round 2 in the game).
- **Inclusion** is a model in which laws are adapted, and resources distributed equally according to needs (round 3 in the game).
- In life, there are some situations **where people with impairments are excluded** (e.g. when there is no access to a building) **or included** (e.g. when a child has someone who helps them in school).
- **Being excluded can cause loss of self-esteem, frustration, sadness or anger**.
- We are all different, but **that doesn't stop us from having shared goals, having fun or working together**.
- Trying to include people who have impairments is a way **to respect their rights and allow them to participate fully in life in society**. Rules can be adapted to allow everyone to participate, with **shared goals and ways of working**.



**SUGGESTED DISCUSSION STRATEGY**

At the end of the discussion, get the children to divide themselves up into three groups with the question: 'Do you think you were excluded, integrated or included?' : 'excluded' on the left, 'integrated' in the middle and 'included' on the right. Complete the exercise for each round in the GAME WITH THEME step.

**APPENDIX 1 (GAME WITH THEME, ROUNDS 1 & 2)**

(Give the same impairment to all players - each player must run with the disadvantage)

Choose one impairment to distribute from the following examples :

<i>Impairment 1</i>	<i>Impairment 2</i>	<i>Impairment 3</i>
<p><b>You have had a leg amputated.</b></p> <p>RUN HOPPING ON ONE LEG</p>	<p><b>You were born with a birth defect.</b></p> <p>WALK WITH A LIMP (you cannot run)</p>	<p><b>You have dyspraxia (coordination and motor difficulties)</b></p> <p>RUN BACKWARDS <i>(symbolic)</i></p>

**NOTE** : For safety management when giving out impairment 3, advise the children to run by sending their feet behind them rather than bending backwards from the top of their body (in case they fall).





## APPENDIX 1 (GAME WITH THEME, ROUND 3)

(Two players per team have an impairment)

<i>IMPAIRMENT PLAYER 1</i>	<i>IMPAIRMENT PLAYER 2</i>
<b>You have had a leg amputated.</b>	<b>You were born with a birth defect.</b>
RUN HOPPING ON ONE LEG	HOLD ONE ARM IN YOUR BACK.

Instructions for each race: "Run there and back as fast as possible with..."

<b>Race 1</b>	...all players maintaining physical contact (e.g. holding hands).
<b>Race 2</b>	...only 5 feet touching the ground (variable depending on the number of runners).
<b>Race 3</b>	...one player not touching the ground throughout the whole race.

## INFOSHEET

## PLAY'IN TOGETHER

Changing mindset on disability

Context

The purpose of **this toolkit and infosheet** is to equip **facilitators and educators** to deliver **Playdagogy** and **Education Through Sport** sessions to **children in after-school and extracurricular activities**. These sessions aim to **help children gaining a better understanding of disability and its impact on people with impairments**. This, in turn, in order to raise awareness, build new **perceptions** and generate **more inclusive behaviors**.

Definitions and concepts

**Impairment** : an impairment is a **problem in a human body function, organ or any other part**. It is a medical term that describes a **dysfunction in the human body**. An impairment can be **permanent or temporary**.

*E.g. a broken arm is a temporary physical impairment.*

**Disability** : the definition of disability by the World Report on Disability (WHO, 2012) gives a new approach to the concept. It highlights « the transition from an individual, medical perspective to a structural, social perspective (...) in which people are viewed as being disabled by society rather than by their bodies ». Specifically, it is linked to difficulties due to **impairments, activity limitations and participation restrictions**. **It therefore refers to both social or environmental factors AND personal factors**.

*E.g. A person with a hearing impairment is disabled in their communication. However, they are not disabled when cooking.*

*E.g. A person who is paralyzed in the lower body is disabled in their mobility, but not when reading or watching television.*

**Equality**: equality is the principle by which **everyone is to be treated the same way**, by which **everyone is subject to the same rights and responsibilities**.

**Equity**: equity is **adapting resources to meet the needs and capabilities of all individuals**, so that everyone has an equal opportunity to achieve the same goals.

*E.g. A wheelchair user who is unable to use the stairs can move floors by using a lift/elevator.*



## KEY DATA

Over 1 billion people globally experience disability : it represents **1 in 7 people**.

Only **2% to 3%** of people with disabilities use a wheelchair.

People with disabilities are more likely to be unemployed. In OECD countries, **the employment rate of people with disabilities (44%) is slightly over half that of people without disabilities (75%)**.

People with disabilities have the same general health care needs as others but they are **2 times more likely** to find inadequate health care providers' skills and facilities, **3 times more likely** to be denied health care, and **4 times more likely** to be poorly treated throughout the health care system.

**1 in 2 people** with disabilities cannot afford health care.

## Issues and challenges

### TYPES OF IMPAIRMENTS

**Motor or physical impairment** : this is the most recognized type of impairment because **it is the most visible**. It includes all disorders **that inhibit partial or total movement**. It affects the upper and/or lower limbs, and creates problems for moving, holding or changing position, picking up and handling, performing certain movements.

*E.g. total or partial paralysis, amputation of a limb, knee sprain, joint deformities, dexterity problems, etc.*

**Sensory impairment** : sensory impairment results from the **dysfunction of a sense organ**. There are two main types of sensory impairment : visual impairment (blind and partially-sighted people) and hearing impairment (people who are deaf and hard-of-hearing).

**Cognitive impairment (learning disability)** : cognitive impairment (learning disability) is caused by the **low development of the brain and its functioning**, or by its **incomplete development**. This results in a loss of mental capacity and limitations in cognitive functioning, affecting a person's ability to think, speak, move and interact with others.

*E.g. cognitive impairment, Down's syndrome, Fragile X syndrome, etc.*

**Mental illness** : the **causes of mental illness are not yet fully understood**. It **does not affect intellectual functioning which develops as expected**. It is **the ability to make use of it which is impaired**. Symptoms can be volatile and unpredictable. Medication is often needed to treat it, as are methods that enable a person to learn anew how to think and behave.

*E.g. OCD (obsessive-compulsive disorders), behavioral problems, schizophrenia, bipolar disorder, etc.*

**Debilitating illnesses** : these are health problems **affecting a person's vital internal organs** (heart, lungs, kidneys, etc.). These illnesses can be **temporary, permanent or progressive**.

*E.g. respiratory failure (cystic fibrosis, etc.), heart and kidney failure, immune system deficiencies (HIV, infections etc.), cancers, some rheumatoid diseases, musculoskeletal problems (joint pain), obesity, etc.*

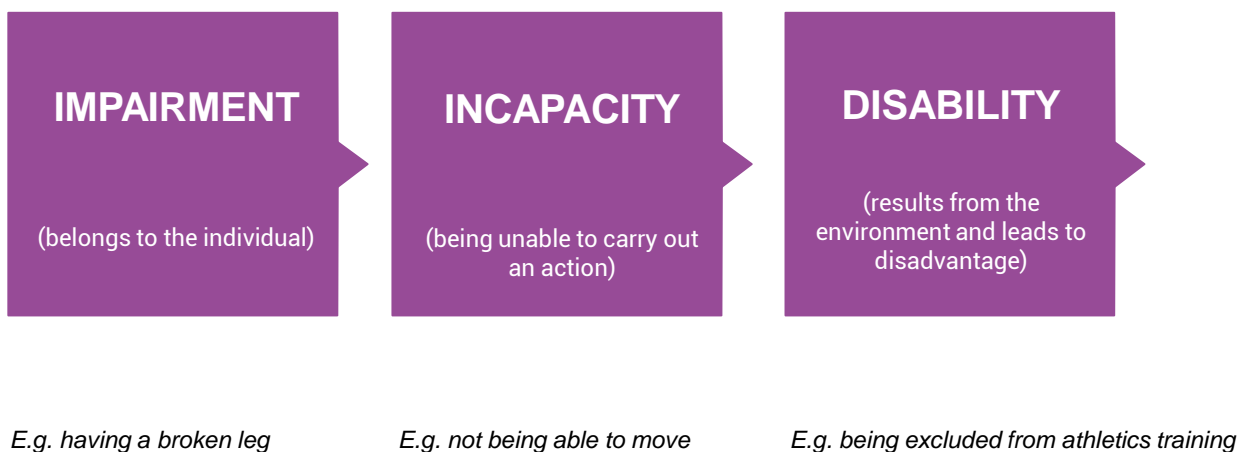
In some circumstances an individual might have a range of different impairments. In this case, the person is said to have **multiple disabilities**.

## FROM 'IMPAIRMENT' TO 'DISABILITY'

A large majority of the population **still has stereotypical and stigmatizing perceptions of disability**. However these have changed considerably over the last thirty years.

Although defining someone as « handicapped » is widely used to refer to people having disabilities, those described by the word tend to prefer other expressions. Using this description is considered to be stigmatizing because it **defines this person solely in terms of their illness or impairment, and does not consider the circumstances and context, nor the capacities and the resources he or she has**. The terms « disabled » or « person with a disability » are more suitable to use, provided they are **linked to a specific action or situation**. It is also common to talk about « **people with special needs** ».

From here on, the word **impairment** will be used to refer to a **change or damage affecting one or several functions of the body**, whether **temporary or permanent**. An impairment leads to an incapacity (the inability to do something) which, in turns, results in a disability in a particular context.



## EXCLUSION, SEGREGATION, INTEGRATION, INCLUSION

**Four models** can be used to describe the position of a group or a community in society : **exclusion, segregation, integration and inclusion**.

- **Exclusion** occurs when one or more groups are **pushed out of society because they are unable to use or access particular elements**.

*E.g. being unable to use, or prevented from using public transport, health services, etc.*

- **Segregation** is similar to exclusion as it also involves a group of people being placed outside of society. The group that is **deliberately pushed out of society finds itself in a different and independent system**.

*E.g. seats reserved for black people on buses in the 1950s in the United States, different insurance rates depending on the color of a person's skin, etc.*

<sup>1</sup> Cf. French Act 2005-102 of 11 February 2005

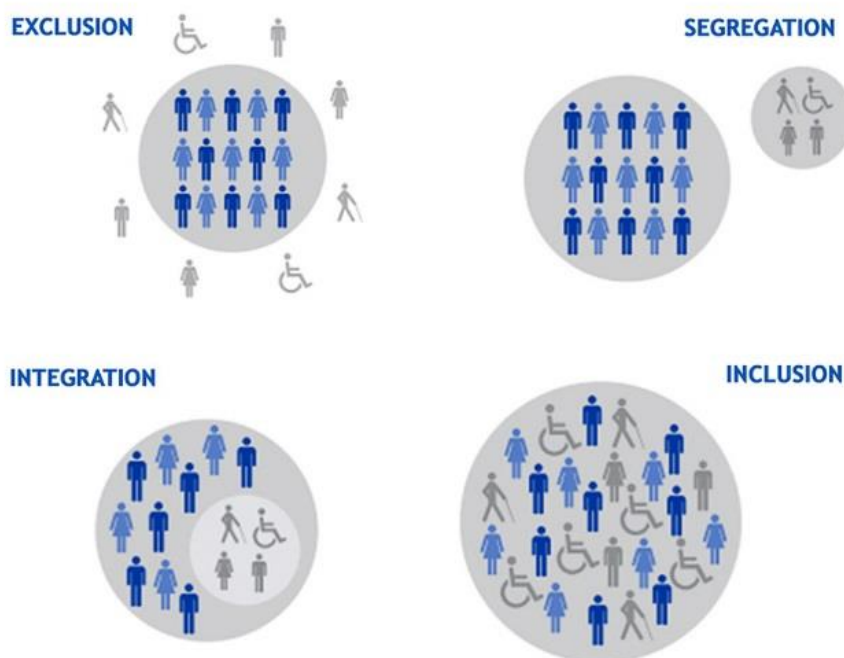
- **Integration** is when **everyone is a member of the same society, follows the same rules and has the same rights**. But society **is not adapted to everyone**, meaning that some individuals are alienated. In many cases, **rather than rules or laws, what prevents some people from taking part fully in society is the environment**. It is still fair to say that society is equal, because everyone has the same rights.

*E.g. The absence of an access ramp for wheelchair users in public places such as post offices, cinemas and restaurants : wheelchair users are allowed to access these places, but they cannot.*

- **Inclusion** is an integration model that **takes into account the differences and needs of everyone**. Rather than giving everyone the same thing, **resources are distributed equally according to needs**. It is moving away from the integration model, in which a person with disability has to adapt to society, towards the **inclusion model in which society adapts to the person with disability**.

*E.g. Introducing quotas ensuring that businesses employ people with disability ; ensuring there are parking spots reserved for people with reduced mobility.*

Disability is currently amongst the **most common sources of discrimination**. This shows that **society is still not completely inclusive** to people with disabilities, and that there is still a lot of work to do in regards to **changing both how we see disability and how we behave** towards those with disabilities.



Source: APF France Handicap

## HOW TO BE MORE INCLUSIVE ?

Two essential ways of furthering inclusion of people with disabilities are **adjustments** and **inclusive behaviors**.

- **Adjustments** or **adaptations** are solutions for **society to adapt** to people with disabilities. Adjustments are made to limit the disadvantages caused by their impairment(s) in a given situation. Adjustments can be **material** (e.g. a cane for the blind, a prosthetic limb...), **financial** (e.g. help with rent or other benefits), **human** (e.g. human support for administrative tasks, personal assistance and care...), **environmental** (e.g. parking spaces, access ramps...). These adjustments can **give people with disabilities more independence by responding to their specific needs**, and so better including them in society.
- **Inclusive behaviors** are **attitudes and actions** that allow people with disabilities to feel included in society. For children, this could mean **playing with them**, but also **thinking of ways to adapt the rules** to give everybody an equal opportunity to play. **Speak to people with disabilities normally**, as you would to a friend who has broken their arm. Inclusive behaviors include all behaviors **that help people with disabilities to be more independent** : it is often **better to help someone to do something than to do it for them**. There are lots of ways to show inclusive behavior, and they all depend on the situation and the needs of the person. Generally speaking, **a behavior is inclusive if it allows you to get to know the person better, and allows that person to feel as they are being seen for who they are and what their needs are, rather than for their impairment(s)**. An inclusive behavior is adapted to the needs of the person (e.g. there's no point in speaking loudly and with a lot of gesturing to a wheelchair user).



## IN THE LAW

In France, people with disabilities must represent at least **6% of the workforce** for businesses with **20 employees or more** (from the labour code). If a business **does not respect** this quota, then it must pay **13,785 euros for every employee with disabilities that it lacks**.

In Europe people with reduced mobility due to disability **can't be denied boarding on any kind of transportation** (planes, trains, buses or ships)

Europe 2020 strategy aims at **reducing under than 10% the rate of school drops-out** and **to increase to at least 40% the share of persons with disability having completed** tertiary or equivalent education.

Based on article 13 of the Lisbon Treaty, the **European Directive on Equal Treatment in Employment and Occupation prohibits any discrimination**, be it direct or indirect, **in the field of employment**, vocational training, pay and working conditions and membership in organizations of workers or employers.

## Approaching the subject with children

The issue of changing mindset on disability **can be sensitive** for several reasons. Though it affects **some children directly**, others know little about it. In addition, children are often wary of people with disabilities since, most of the time, **they do not understand them**. Facilitators should therefore make sure to convey several key elements before and during each session.

### THERE IS A DIFFERENCE BETWEEN HAVING AN IMPAIRMENT AND HAVING A DISABILITY

- A disability refers to the restriction that prevents someone **from doing something**: **give and use relevant examples to illustrate this**. For example : *Someone who is mute is able to watch a movie at the cinema / a person who has had a leg amputated is able to read a book, etc.*
- **Explain that it is the environment that is not adapted to some people's needs** and that this causes disability. For example : *a person in a wheelchair is stuck on the ground floor because the lift isn't working. If the lift were working, the person would be able to get to the second floor just like everybody else.*
- **Ask the children to come up with an example** themselves to check whether they have understood.

### CHALLENGE PRECONCEIVED IDEAS

- Children often look at people with disabilities with fear or pity because they don't know them. They may have preconceived ideas and think, for example, that people with disabilities are fragile, sad, weird, dangerous or that they hate people in « good health ».
- Help the children understand that people with **disabilities aren't just a « body » (or an impairment) but first and foremost people** : it is important to appreciate a person less for what they are and **more for WHO they are**.
- Give examples of people with disabilities that are well-known.

### WHAT IS INCLUSION ? WHAT IS EQUITY ?

- **Inclusion** is the opposite of exclusion ! It is allowing everybody to be part of a group.
- Ask the children to imagine what they would do if a peer with a cognitive impairment (or learning disability) arrived at kids' club next week : *how would they interact with them ?*
- **Equity** is equality of rights AND equality of opportunities (to participate, play, win, etc).
- If all children have the same rights, it means they are treated equally. *For example, they all have the right to take a sweet from the box on top of the cupboard.* Since only those who are tall enough can reach the box, it still is not FAIR. For this to be **EQUITABLE**, we can adapt the situation to the needs of those children whose height poses a restriction. *In that case : a chair, a classmate who can lift them up, etc.*

### WHAT ARE ADJUSTMENTS/ADAPTATIONS ?

- Children probably come across lots of adjustments in daily life without realising it.
- Use clear, obvious examples of material or environmental **adjustments** : *a cane for a blind person, a wheelchair, an access ramp on the bus, a lift, the bumpy line at a pedestrian crossing, etc.*
- Mention others examples that they won't necessarily know about (human and financial adjustments) : *care at home (for washing, paperwork etc.), a lump sum or benefits after an accident, etc.*
- An adjustment compensates the disability : for example, a sight problem is accommodated by a pair of glasses. Adjustments respond to the needs of the individual.

## Table of sessions

Session name	Objective	Key Messages	Support Activity
<p><b>Learning about impairments</b></p> <p>Playdagogy session</p>	To be able to identify different types of impairment.	<ul style="list-style-type: none"> <li>I might have a physical impairment, but could also have a cognitive impairment, a mental illness, a sensory impairment or a debilitating illness.</li> <li>When I have an impairment, I might be unable to do certain things and therefore be disadvantaged in some situations.</li> <li>An impairment can be permanent or temporary.</li> </ul>	<p>Traditional game</p> <p>5 pass game</p>
<p><b>Relay challenge</b></p> <p>Playdagogy session</p>	To be able to recognise a situation that may or may not put me at a disadvantage.	<ul style="list-style-type: none"> <li>When I am disadvantaged by an impairment in a particular situation, I am disabled.</li> <li>Depending on the situation, I might have an impairment but not be disabled.</li> </ul>	<p>Traditional game</p> <p>Relay race</p>
<p><b>Invisibles disabilities</b></p> <p>Playdagogy session</p>	To understand that most impairments, and therefore disabilities, are not visible.	<ul style="list-style-type: none"> <li>All impairments can restrict day-to-day living but most of them are not visible.</li> <li>Getting to know the other person will enable me to understand their needs so that I can help make adjustments for their impairment(s).</li> </ul>	<p>Team sport</p> <p>Rugby</p>
<p><b>Catch'in</b></p> <p>Education through sport session</p>	To get familiar with invisible disabilities.	<ul style="list-style-type: none"> <li>Changing mindset on invisible disabilities</li> <li>Learning how to react with people with invisible disabilities</li> <li>Supporting all team members and including them into the activity</li> </ul>	<p>Traditional game</p> <p>Numbers</p>
<p><b>Welcome to the club</b></p> <p>Playdagogy session</p>	To understand that despite our differences, it is possible to have and achieve shared goals.	<ul style="list-style-type: none"> <li>We are all different but it does not stop us being together.</li> <li>Inclusion means ensuring that everyone is able to participate, both in life and in the games, despite our differences.</li> </ul>	<p>Physical activity</p> <p>Sprinting race</p>
<p><b>All-in</b></p> <p>Education through sport session</p>	To understand the difference between inequality, equality and equity.	<ul style="list-style-type: none"> <li>Understanding that equality stands for all to have the same rights.</li> <li>Understanding that equity stands for all to have the same chances and therefore means adapted to their needs.</li> <li>Measuring how trying to achieve equity may include more people and allow them to participate in more activities.</li> </ul>	<p>Team sport</p> <p>Basket-ball</p>



## Additional resources

### FOR ADULTS

World Report on Disability (World Health Organization, 2012) :

[https://www.who.int/disabilities/world\\_report/2011/en/](https://www.who.int/disabilities/world_report/2011/en/)

Humanity and Inclusion :

<https://humanity-inclusion.org.uk/en/index>

Convention on the Rights of Persons with Disabilities :

<https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities/convention-on-the-rights-of-persons-with-disabilities-2.html>

European Disability Strategy 2010-2020

<https://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2010:0636:FIN:en:PDF>

International Paralympic Committee:

<https://www.paralympic.org/>

International Disability Alliance:

<https://www.internationaldisabilityalliance.org/>



### FOR CHILDREN

#### Videos

"The Present":

<https://www.youtube.com/watch?v=WjqIU5FgsYc>

"Becky" – Jus Include:

<https://www.youtube.com/watch?v=w1u4RhHfMcY>

#### Websites

Children books about disabilities:

<https://www.themeasuredmom.com/childrens-books-about-disabilities/>  
<https://www.pinterest.fr/kdrausin/picture-books-diversity-physical-disabilities/>

Simple Wikipedia about "disability":

<https://simple.wikipedia.org/wiki/Disability>