

ALL PLAYERS, ALL FRIENDS – TECHNICAL SHEET

« **All players, All friends** » is a five **sport-based sessions pedagogical kit, for groups of children aged 8-12 years old**. It aims to **provide, at the same time, common sport experiences and interactions, to both children with disabilities and children without disabilities**. Here, common experiences are understood as conditions where children are **in the same place, at the same time, trying to achieve similar goals, with a similar level of engagement and fun**. Therefore, the pedagogical contents are opportunities **for all children to reach a similar level of engagement and fun in playing, finding solutions and succeeding together**.

ELEMENTS USED FOR DESIGNING THE CONTENT

The five sport-based sessions have been designed **to propose a variety of physical experiences**. The main elements that were used for this purpose are the following :

Needs: proposing a **variety of specific needs addressed by the sessions**.

Eg. : moving, catching, grabbing, throwing, coordinating with partners, taking time for understanding information and/or making choices.

Space: proposing a **variety of space organizations among the sessions**.

Eg. : one main field on which all players play/interact ; various zones/areas that are independent with different tasks to fulfil inside each ; various zones/areas that are connected in a way (for example, children need to move from one to the other).

Contacts: proposing a **variety of the types of contact among the sessions**.

Eg. : no contact at all ; contact with materials only ; contact with partners only ; contact with opponents ; mix.

Actions: proposing a **variety of the types of actions among the sessions**.

Eg. : individual actions only ; collective/cooperative actions only (implying at least two players) ; mix.

Rotations/turns: proposing a **variety of task-related settings among the sessions**.

Eg. : no rotation (one main action for all, at the same time) ; one try/turn only ; several turns.

Groups: proposing a **variety of group/team compositions among the sessions**.

Eg. : acting as one team (with same goal) and one group ; acting as one team (same goal) and various groups (same actions) ; acting as one team (same goal) and various groups (different actions) ; acting as various teams competing against each other.

Materials: proposing a **variety of material-based activities among the sessions**.

Eg. : activities with no materials ; activities with materials only for logistics ; ball games.

The five sport-based sessions have also been designed **to adapt each session's main specific needs within different categories**. The main categories are the following, based on the **TREE model** explained afterwards :

Teacher or trainer (coaching style): it includes the way instructions are/can be shared to all, the way children are to be organized to face the different tasks in the games, and the measure of Active Learning Time (ALT) for it to be optimum.

Rules and regulations: it includes anticipating specific rules of the game for special needs, adjustments during ALT, and session's completion (or goal reaching) based on maximum inclusive cooperation.

Equipment: it includes all materials that can be adapted or proposed to allow all children to fully participate and contribute to succeeding in the game.

Environment: it includes the creation of a safe practice climate and a secure accommodation for all children.

Recommendations

Warm-ups

Warming up is an essential part of any sport-based activity. It prepares both minds and bodies for physical practise, in order to reduce and prevent injury risks. We strongly encourage professionals leading the kit's 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.** As much as possible, it is important that warm-ups can fall within the theme of the lesson and be specific (eg. *if it is a ball-based activity, then the warming up should also include a ball*).

Introducing and playing the games

It is recommended to introduce the several rules of the games in a **stepwise manner**. Some of the rules might be hard to understand for the children. Hence, chopping the rules into little pieces can be helpful for the children. It is possible that not all instructions can be introduced in one session. It is okay to spread the introduction of game rules over a number of sessions.

When teams are to be made, the **teacher should make balanced teams in terms of abilities** of the children. For instance, when playing a ball game, make sure that each team includes children who may have more developed throwing/catching abilities with children who are still developing those skills. This aims to make the game more fair.

Cooling down

A cooling down step is also essential in any sport-based session. It concludes the session by allowing the participants to physiologically and mentally go back to a calm state. It is also a pedagogical tool used as a doorway between practise and the next activities of the participants.

There are no specific cooling down tools or activities proposed in the sessions. **Nevertheless, we recommend that professionals take five minutes at the end of each session to focus on:**

- Evaluating the degree of fun/pleasure that the children experienced ;
- Share feedback with the group to identify inclusive attitudes and the added value of the experience of inclusive activities.

Here is a generic « **cooling down and evaluation** » model that can be used:

COOLING DOWN and EVALUATION (5 minutes)

- **Did you have fun ? Did you enjoy this activity altogether ?**
- Feedback on how the group or some individuals **managed to play, found solutions and succeeded together.**
- Feedback on how **inclusive the players' attitudes were.**

Examples of quick and efficient evaluation tools that could be used :

- **"Fist to 5"**: ask all children to close their eyes and to raise one hand with the number of fingers up corresponding to their answer (where 0 = no fun at all, and 5 = amazing) ;
- **"On a scale from 1 to 10"**: set ten flat cones in a straight line on the floor, then ask children to stand on the cone corresponding to their answer (where cone 1 = no fun at all, and cone 10 = amazing) ;
- **"Jumping and dancing like crazy"**: ask children to spread around the area, then on the signal to jump and dance as crazy as their answer to the question (where standing still = no fun at all, and jumping and dancing all over the place = amazing).

Pictograms and visual appendices

At the end of the appendices document, one slide with pictograms referring to emotions has been added. **It can be very helpful when needed to introduce the evaluation 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.

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 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. **Those needs are identified along with 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 with and without disabilities in the most positive inclusive way.

The adaptation model

Various models resulted from conceptual shifts in the positioning and meaning of sport with disability, **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 experience 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 inclusion in the activity.

Two models have inspired our pedagogical design for adaptations propositions. **The STEP model**, standing for *Space – Task – Equipment – People*, changing in the **TREE model** standing for *Teaching style – Rules and regulations – Equipment – Environment*. It resulted in the choice of proposing **for each session a range of adaptations propositions through four categories of adaptations: Teaching style (instructions), rules and regulations, equipment, environment.**

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			
	Teacher (instructions)	Rules and regulations	Equipment	Environment
Eg. mobility				
Eg. catching				
Eg. communicating				

Note: It is understood that each professional can propose more adaptations, and more specific adaptations than the ones proposed in the sessions' appendices.

The **buddy system or peer tutoring system** can be used as a method complementary to the approach of instructional modifications. This system raises the awareness of instructional modifications. In this system, a player with a disability becomes less dependent on trainers and is provided with additional opportunities for socialization. Depending on the group, you might choose to have a rotating schedule of buddies or select one or two buddies that assist the same player at all time.

Inclusion and working in sport/physical activities: teach what you preach!

Attitudes and tips for professionals to encourage inclusion, to adapt inclusive pedagogical content

ATTITUDES AND APPROACH:

- Have a **positive attitude** towards inclusion in your speech and actions.
- Make sure there is **enough and adapted equipment for all** children.
- Design or implement mixed practices which **aim for a maximum and similar engagement** of all children.
- Think the groups, teams or pairs composition part through and **do them yourself**.
- **Think adjustments in relation to the objectives** of your assignment rather than from any target group.
- Provide **similar instructions, similar rules and similar materials for all** as much as possible.
- Afterwards, **give additional information and provide adaptations only when or if needed**.
- **Use demonstration** as much as possible to illustrate instructions.
- **Use tactile guidance** when or if needed.
- When relevant, **record the performances of all children, with or without disabilities, and at the same time**.
- Provide children with **joint feedback, focusing on inclusive behaviours and actions**, and on **the added value for each** participant.

TIPS FOR ADAPTATION:

- Offer **variations to learn skills** (eg. *station work, one-on-one...*).
- Create opportunities and experience which **encourage tuning, interacting, working, sharing and finding solutions among peers**.
- Offer cooperative learning strategies by **having children work in small groups**.
- Choose activities that **do not place children "on display"**.
- Choose activities which **do not place children in waiting lines**.
- Provide and encourage opportunities **for class-wide peer tutoring and/or buddy systems**.
- Design activities in which **scoring and succeeding are team-based rather than only individual**.

The “TREE” model

the tree model

A tool to adapt and modify your activities to make them more inclusive and accessible for all ability levels.

t **Teaching/ Coaching Style:**
you can adapt the way you communicate with the participants

r **Rules/Regulations:**
you can simplify or change the rules and regulations to make your activities more inclusive

e **Equipment:**
you can modify the equipment you use so that participants can access your activities

e **Environment:**
you can adjust where the activities happen and how they are structured to accommodate all ability levels

The Adapted Lieberman-Brian Inclusion Rating Scale for Physical Education (LIRSPE)

A rating tool/scale to evaluate to what extent a lesson or session is inclusive. *Extract :*

<p>Start of Class of training</p> <p>When the general physical education teacher/trainer welcomes the children into the gymnasium all of the children in the class are together including the children with disabilities</p>	<p>1 – 2 – 3 – 4- 5</p>
<p>Warm-up</p> <p>The class does the warm-up together with children performing at their own pace (for example, children run as many laps as they can in X mins vs. requiring X laps in X mins).</p>	<p>1 – 2 – 3 – 4- 5</p>
<p>Speed of Play Within the Lesson</p> <p>Speed of play is varied based upon present level of performance of all children including children with disabilities so as not to leave anyone behind (Examples include: volleyball - players use a beach ball to slow down the speed of the game; floor hockey - players use a Frisbee instead of a ball or puck; softball - hit ball off a tee; or basketball – eliminating the five second rule).</p>	<p>1 – 2 – 3 – 4- 5</p>
<p>Differentiated Instruction</p> <p>Instruction is provided that allows for all students to succeed and benefit within the general program by accommodating different learning styles (Audio, visual, kinesthetic, and approaches specific to the needs of the child such as tactile modeling).</p>	<p>1 – 2 – 3 – 4- 5</p>





More following this link : https://www.researchgate.net/publication/320493542_The_Lieberman-Brian_Inclusion_Rating_Scale_for_Physical_Education (The Lieberman–Brian Inclusion Rating Scale for Physical Education, October 2017, European Physical Education Review 25(1):1356336X1773359).

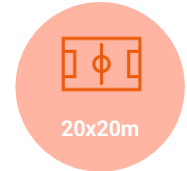
Session's presentation

Session's name	Type of sport game	Main needs addressed	Types of groups/teams
Around the clock	Adapted physical activity COOPERATIVE GAME	<ul style="list-style-type: none"> • Mobility • Grabbing and holding • Identifying and processing information • Understanding 	Various groups playing as one team.
The fellowship of the treasure	Adapted physical activity FULL COOPERATIVE GAME	<ul style="list-style-type: none"> • Mobility • Communicating • Understanding 	Various groups playing as one team.
Objective : 66 points	Adapted physical activity FULL COOPERATIVE GAME	<ul style="list-style-type: none"> • Mobility • Grabbing and holding • Communicating • Understanding 	Various groups playing as one team.
Numbers	Adapted physical activity COLLECTIVE GAME	<ul style="list-style-type: none"> • Mobility • Communicating • Passing, holding and grabbing • Understanding 	Teams competing against each other.
Make ability great again	Adapted physical activity COLLECTIVE GAME	<ul style="list-style-type: none"> • Mobility • Catching, throwing, passing • Processing information 	Teams competing against each other.

Around the clock

MATERIALS

-  24 jerseys (4 different colours)
-  4 soft balls and/or tennis balls
-  4 flat cones
-  digital clock indicating seconds



INSTRUCTIONS

SET-UP

Set up the playing area by placing four cones in the centre in a small square. Put one ball on top of each cone. Create four mixed and balanced teams (two teams if you have less than sixteen players). The teams are standing in lines in front of a cone, facing towards the centre.

AIM OF THE GAME

Round 1: Break your own team record.

Round 2: Together as one team, finish as fast as possible.

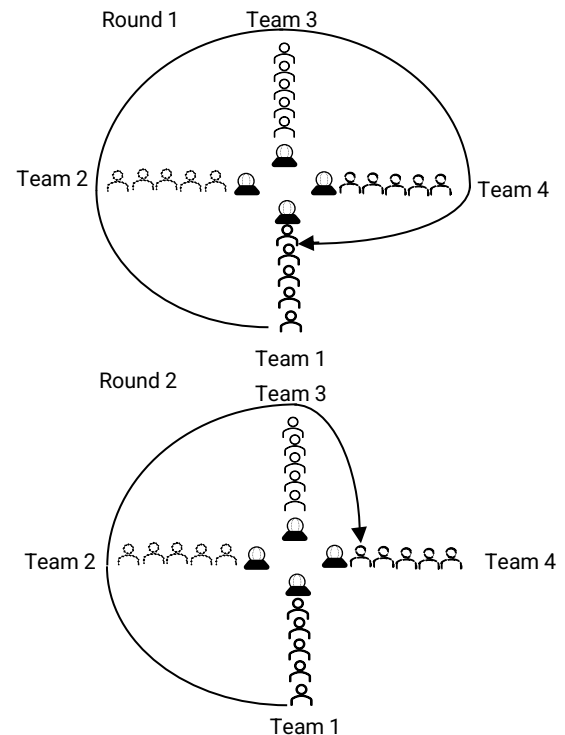
INSTRUCTIONS

Round 1 (ten/fifteen minutes): Beat your **own team** record.

The teams will have different challenges **for each of its members** (eg. one player is only using/staying on one leg, one player has their eyes covered with a guide, one player cannot use their arms or must keep them behind their back, etc.). **Distribute the same list of challenges for each team.** At the signal, the first player of each team gives the ball to the player behind them by passing it under their legs by hand or by foot until the ball reaches the last player in the line. That player then runs around the other teams with the ball and comes back to the front of their team's line. They then pass the ball to the player behind them, and the game continues until all players in the team have made one run each. When each player of a team has made a run, they should check the clock and see how long it took them to finish. All players run in the same direction (clockwise, as shown by the arrows in the diagram). Give some time to the teams to rotate through the challenges and to adapt their strategy if they want to in order to try and beat their record, then play another round.

Round 2 (fifteen/twenty minutes): Beat your record **as one big team.**

The rules of round 1 are maintained but now the players must stop one group **before** theirs, trying to finish the race as fast as possible as one team (eg. Team 1 joins Team 4, Team 2 joins Team 1, Team 3 joins Team 2, and Team 4 joins Team 3). Similar to round 1, the teams will decide which members will have which challenge using **the exact same list of challenges from round 1.** Ask players to do the round as fast as possible. Announce the time they took the first time and challenge them to break their group record for the second time.








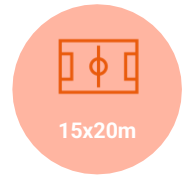
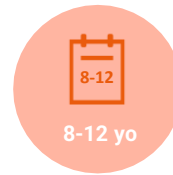
VARIATIONS

- Change the distance between cones to adjust the distance the players need to run around the other teams.
- Change the starting position of the players: sitting, on the knees etc. (it can be adapted).
- Change the way players pass the ball to each other: over the head, on one side, eyes closed, etc.

Make ability great again

MATERIALS

-  24 jerseys (2 different colours)
-  1 soft ball
-  16 cones
-  4 hoops (2 different colours)
-  Scoreboard



INSTRUCTIONS

SET-UP

Set up a rectangular field and place two hoops on each side of the field. Create two mixed and balanced teams with a maximum six players each. The teams are on the field and spread themselves as they want. The lateral zones are only needed in certain cases (see appendix for details).

AIM OF THE GAME

To score more points than the opposite team.

INSTRUCTIONS

To score a point, a pass must be made to a teammate standing inside their team's hoop with both feet. As shown in the diagram, the bold team scores inside the bold hoops and the other team inside the other hoops. The players can make passes to their teammates to reach the hoops.

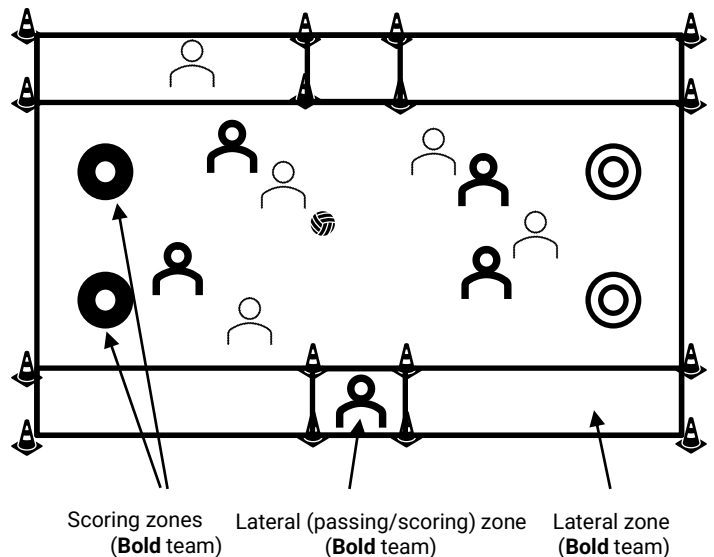
The ball goes to the other team in the following situations:

- The ball goes off limits, or a player steps off limits with the ball,
- A point has just been scored,
- A hand-to-hand pass is made (see appendix for exceptions),
- A player walks/runs with the ball (only pivoting on one foot is allowed, see appendix for exceptions).

COMMON RULES :

- It is forbidden to touch an opposing player (non-contact defence).
- It is forbidden to enter the lateral zones.

Each game lasts eight minutes. If you have more than twelve players, you can create another team and play games with a shortened game duration of five minutes. Otherwise, use a substitution system every few minutes to involve all players in the game.








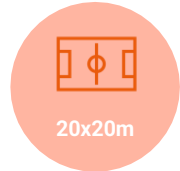
VARIATIONS

- Change the number of hoops for each team.
- Change the way hoops are placed on the field.
- Change the way passes are made (eg. forbidden to pass above hips).

OBJECTIVE : 66 POINTS

MATERIALS

-  24 jerseys (2 different colours)
-  2 soft balls
-  36 flat cones (6 different colours)
-  15 cones
-  1 stopwatch



 **INSTRUCTIONS**

SET-UP

Set one central zone, and four side zones of two different colours (see diagram: two of the side zones are white, the two others are grey). Divide the children into four mixed and balanced groups, each group joining one of the side zones. Place nine flat cones of various colours into each side zone.

AIM OF THE GAME

In the set time of five minutes (or as fast as possible), score the highest number of points as a team.

INSTRUCTIONS

Players in the white zones must run in pairs from their zone towards one of the two grey zones, carrying one flat cone each run. Only two pairs maximum can be out of the white zones at the same time. From one run to the other, all players must change partners. To go from one zone to the other, the pairs must choose a way of moving among the following list (that can be adapted) : 1- one moving on his/her hands and the other one holding his/her legs; 2- one going under the other's open legs in rotations, with one meter maximum between them at all times; 3- holding together a soft ball, without using their hands and without making it fall.

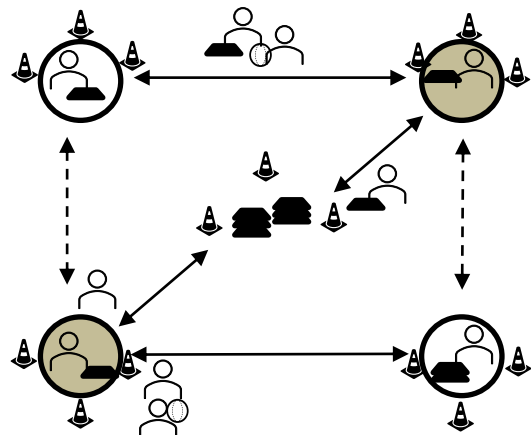
Players in the grey zones must run from their zone towards the central zone, carrying one flat cone at each run. In the central zone, they must build six columns with the six different colours of flat cones. Only three players maximum can be out of their zone at the same time. To go from their zone to the central zone, players must choose one way of moving among the following list (that can be adapted) : 1- hopping on one foot; 2- running backwards; 3- dribbling with a ball (by hand, by foot...).

Scoring : **1 point** for each flat cone brought back to the central zone + **5 bonus points** for each colour that is completed (e.g. all yellow flat cones are brought to the centre within the time).

Round 1 (five minutes): Groups are randomly placed in each zone before starting.

Round 2 (five minutes): Groups who were in grey zones exchange with groups who were in white zones.

Round 3 (five minutes): Give a few minutes for players to split freely (mixed and balanced) in the four zones.













VARIATION

- Ask players from the grey zones to build a "mosaic" with the flat cones in the centre instead of columns.



The fellowship of the treasure

MATERIALS

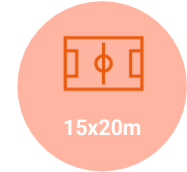
-  24 jerseys (2 different colours)
-  18 flat cones (8 of a different colour)
-  1 stopwatch
-  5 hoops (of 1 meter diameter)
-  2 benches
-  map  magic wand  treasure
-  Blindfolds
-  18 cones



20-30 min

12+
children

8-12 yo



15x20m



INSTRUCTIONS

SET-UP

Set up the paths as shown in the diagram. All members of each group must grab each other's hand to create a human chain. Give a hoop to the one group, the map and magic wand to the other group. Ask each player except the first and last one of each group to wear a blindfold.

AIM OF THE GAME

To bring back the treasure as one big team, by going through different paths for each group as fast as possible.

INSTRUCTIONS

Both groups must complete the path to the treasure by traveling through three environments: the volcanic area, the forest, and the mountain.

Volcanic zone : Hoops represent rocks in which you are only allowed to walk. Your group needs to have the extra hoop to go through this zone.

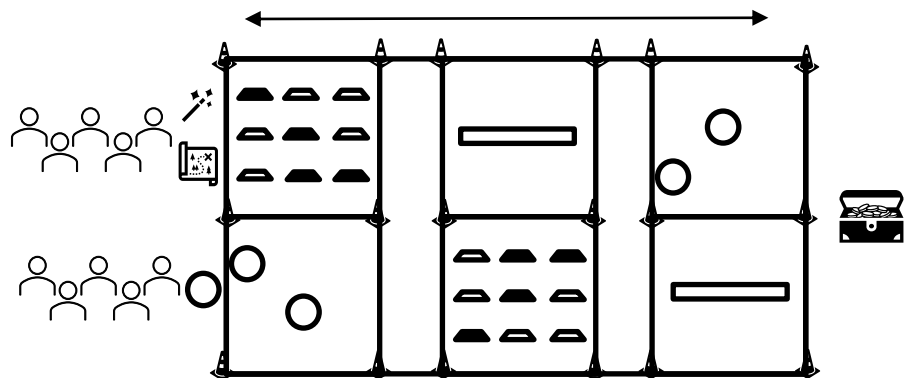
Forest : The group must complete a full circle around each of the four trees (see black flat cones in diagram). Your group needs to have the map to go through this zone.

Mountain : The group must climb and walk on the bench without touching the ground. Your group needs to have the magic wand to go through this zone.

In between the environments to cross, there are zones that represent cities visited during the journey. In those cities, groups can exchange items between themselves. **These are the only places in which they can do so, and only when both teams are in the same city.** The groups must therefore progress at the same pace and communicate with each other. If a group doesn't follow the rules, all members of both groups must go back to the beginning of their paths.

Once the two teams have reached the treasure, they must travel their way back home through the same path (in the opposite direction).

Stop the time when they reach their home. Organize a second round in which players can mix among groups and will try to beat the set record.



VARIATIONS

- Change the environments and the actions required to cross them (eg. more individual or collective).
- Change the way players are linked to each other (eg. with more or less contacts).

AROUND THE CLOCK

Adaptation propositions

Needs	ADAPTATIONS			
	Teacher (instructions)	Rules and regulations	Equipment	Environment
Mobility		<p>Allow to pass the ball from hand to hand, without passing it through the legs.</p> <p>Buddy system.</p>	<p>Any kind of material compensation (walker, stick...).</p> <p>Adapted ball or item (different size or material...).</p>	<p>Reduce the running distance, smaller circle.</p> <p>Organize space in four lines rather than in a circle setting.</p>
Grabbing and holding		<p>Allow to use feet to dribble the ball around the circle and/or to receive and pass the ball in the lines.</p> <p>Allow to hold item in player's pocket during run, and partners to place it.</p>	<p>Adapted ball or item (different size or material...).</p>	<p>Reduce distance between participants in each group's line.</p>
Identifying and processing information	<p>Encourage the team to communicate whenever an action is required.</p> <p>Demonstrate how two children with different challenges can work together.</p>	<p>Children run in pairs, and need to complete two runs together in total, one for each player of the duo.</p> <p>Adapt challenges to the members of the teams, depending on special needs.</p>	<p>Adapted and/or additional materials needed for the challenges.</p>	<p>More cones to set clearer orientation.</p> <p>Organize space in four lines rather than in a circle setting.</p>
Understanding	<p>Make a first round with just the running part, without any ball or item to carry.</p> <p>Repeat if needed and/or demonstrate.</p>	<p>Use visual and/or sensorial guidance.</p>	<p>Assign numbers (and make it clear) to each line/group so players can easily identify where they must stop.</p>	

THE FELLOWSHIP OF THE TREASURE

Adaptation propositions

Needs	ADAPTATIONS			
	Teacher (instructions)	Rules and regulations	Equipment	Environment
Mobility	Emphasize the fact that players are tied and must take care of each other.	Propose a buddy system. Cross each environment by pairs only (or round 1 in pairs, round 2 as a group). Allow groups to let go of each other's hands to speed up the game.	Give out an additional hoop. Use a rope for groups to hold it when crossing the environments.	Change the ways to cross the environments, adapting them to the abilities/needs of your group (eg. More or less collective, more or less contacts, etc.).
Communicating	Encourage players to look at the other group's path, so they anticipate what item they must share. Encourage the first and last players to guide the rest of the group.	Organize the groups so that players who have trouble communicating are in the middle of the chain. Vary or adjust the way groups need to stay together (hands in hands, hands on shoulders, etc.).		
Understanding	Repeat if needed and/or demonstrate. Use the narrative and enhance it to make the game easier to engage in. Use multiple guidance (visual, audible...) to share instructions.		Place signs reminding the areas names or rules.	Play with only two environments rather than three to make it simpler. In that case, make the environments larger. Use vertical items rather than cones on the ground/floor.

OBJECTIVE : 66 POINTS

Adaptation propositions

Needs	ADAPTATIONS			
	Teacher (instructions)	Rules and regulations	Equipment	Environment
Mobility		Adapt the tasks (individual and collective) to special needs (less contact, less speed...) Buddy system. Restriction of task: one player remains in the red zone throughout the game.	Use more cones or items to set clearer flow directions.	Adapt distances.
Grabbing and holding		Adapt the tasks (individual and collective) to special needs (less contact, less speed...) Buddy system. Allow players to put items in their pocket or use a bag that they can carry it in.	Use lighter or more easily held items.	Use a table or any item to place the cones to help grabbing other than from the floor.
Communicating		Pair up children with abilities that complete each others'. Play rounds with no talking allowed.		
Understanding	Repeat if needed and/or demonstrate. Use written/visual reminders of tasks (or drawings).	Limit tasks to only one choice.	Use different types of items (different sizes, different materials, different shapes...) to make them identifiable other than by their colour.	

Adaptation propositions (1/2)

Needs	ADAPTATIONS			
	Teacher (instructions)	Rules and regulations	Equipment	Environment
Mobility	Assign specific roles based on abilities (eg. <i>only passes, only scoring, etc.</i>).	Allow to move with the ball for specific players (eg. <i>1, 2 or 3 steps</i>). Play in pairs or use a buddy system.		Add closer departure areas/zones.
Communicating	Use visual signals (colours, images, etc.) for/instead of announcing numbers. Use pictograms and images.	Allow to communicate by talking only in between runs, but not once numbers are called and until a team scores. Ask to create a human chain or to fulfil different tasks rather than catching and bringing a ball back.	Use adapted balls (eg. <i>sound/bells balls</i>).	

NUMBERS

Adaptation propositions (2/2)

Needs	ADAPTATIONS			
	Teacher (instructions)	Rules and regulations	Equipment	Environment
Passing, holding and grabbing		<p>Use elbows to act on the ball.</p> <p>Allow hand to hand passes for all.</p> <p>Allow to use feet to pass, as well as passes under the hip level.</p> <p>Call at least three numbers at each time.</p> <p>Allow each player to hold the ball more than once</p>	<p>Use wood/hockey sticks to act on the ball (if safety is ensured).</p> <p>Use adapted ball or items (different size, different shape, etc.).</p>	<p>Reduce the size of the field, if players have troubles throwing the ball.</p>
Understanding	<p>Repeat if needed and/or demonstrate.</p> <p>Use written/visual reminders of tasks (or drawings).</p> <p>Introduce the rules in progressive rounds.</p>	<p>Call a maximum of two players (eg. <i>when it involves a player with mental impairment</i>).</p> <p>Give set roles to players.</p>		

MAKE ABILITY GREAT AGAIN

Adaptation propositions

Needs	ADAPTATIONS			
	Teacher (instructions)	Rules and regulations	Equipment	Environment
Mobility		<p>Use a specific/adapted passing or scoring zone.</p> <p>Adjust players' rights when holding the ball (eg. <i>two steps allowed with the ball</i>).</p> <p>Allow to score points with only one foot inside the hoop.</p>		Design a lateral area for players who can't move on the field.
Catching, throwing, passing		<p>Allow hand to hand passes for some players.</p> <p>Defenders can't move (or for a few seconds) when certain players have the ball.</p> <p>Players staying in the lateral scoring zone need to receive the ball, <u>then</u> attempt a specific action (<i>design it regarding his/her capacities</i>) to score 2 points (eg. <i>throwing the ball in a close box</i>).</p>	Use adapted ball (size, shape, etc.) or frisbee.	<p>Design a lateral (scoring) zone for players who need more time to act/make decisions.</p> <p>Adjust the placement of the lateral zone to promote the most engagement.</p>
Processing information	<p>Encourage the team to communicate whenever an action is required.</p> <p>Introduce specific signs or gestures referring to certain actions AND/OR forbid talking for defending team.</p>	<p>Forbid any movement from all players for 3 seconds when certain profiles of players have the ball.</p> <p>Play with maximum 3-4 players in each team.</p>	Play with more or less balls (or adapted balls, or frisbees) at the same time.	Open up playing area or adjust to the number of players and items used.

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

