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# INCLUSION 24 – INCLUSIVE SPORTS PROGRAMME

## Festival Guide





## INTRODUCTION

This guide supports Festivals, physical education and school sport linked to major inclusive sports events.

### ACTIVITIES ARE BASED UPON THE FOLLOWING EVENTS:

- Winter Olympic and Paralympic Games, Beijing 2022
- Commonwealth Games, Birmingham 2022
- Special Olympics World Games, Berlin 2023
- Paralympic Games, Paris 2024

Festival guides, activity cards and video clips will be released to coincide with these events.

## EVENT INFORMATION

### BACKGROUND

Children's charity the Youth Sport Trust is leading a consortium of organisations commissioned by the Department for Education to increase opportunities for young people with special educational needs and disabilities (SEND) to enjoy Physical Education, school sport and physical activity.

Entitled 'Inclusion 2024', this project will see 50 primary, secondary and special schools across England organise inclusive countywide Inclusive Sports Programme festivals ahead of key sports events in 2022 and beyond. At the events, 3,000 pupils of all abilities will experience a variety of Para and adapted sports and get the opportunity to compete. The Inclusive Sports Programme festivals will focus on inspiring pupils with and without SEND to play and enjoy unified sport together, challenging attitudes and perceptions of disabilities.

### OUTCOMES FOR THE SCHOOL INCLUDE:

- Increasing the number, range and quality of opportunities for ALL young people to participate and progress in PE, School Sport and the School Games.
- Increasing the skills and confidence of the school sport workforce to provide high quality provision.

### OUTCOMES FOR YOUNG PEOPLE INCLUDE:

- Raising aspirations of young people with additional support needs and those that support them to realise their potential in and through physical education and sport.
- Inspiration; providing opportunities to participate in new inclusive activity, encouraging lifelong participation.



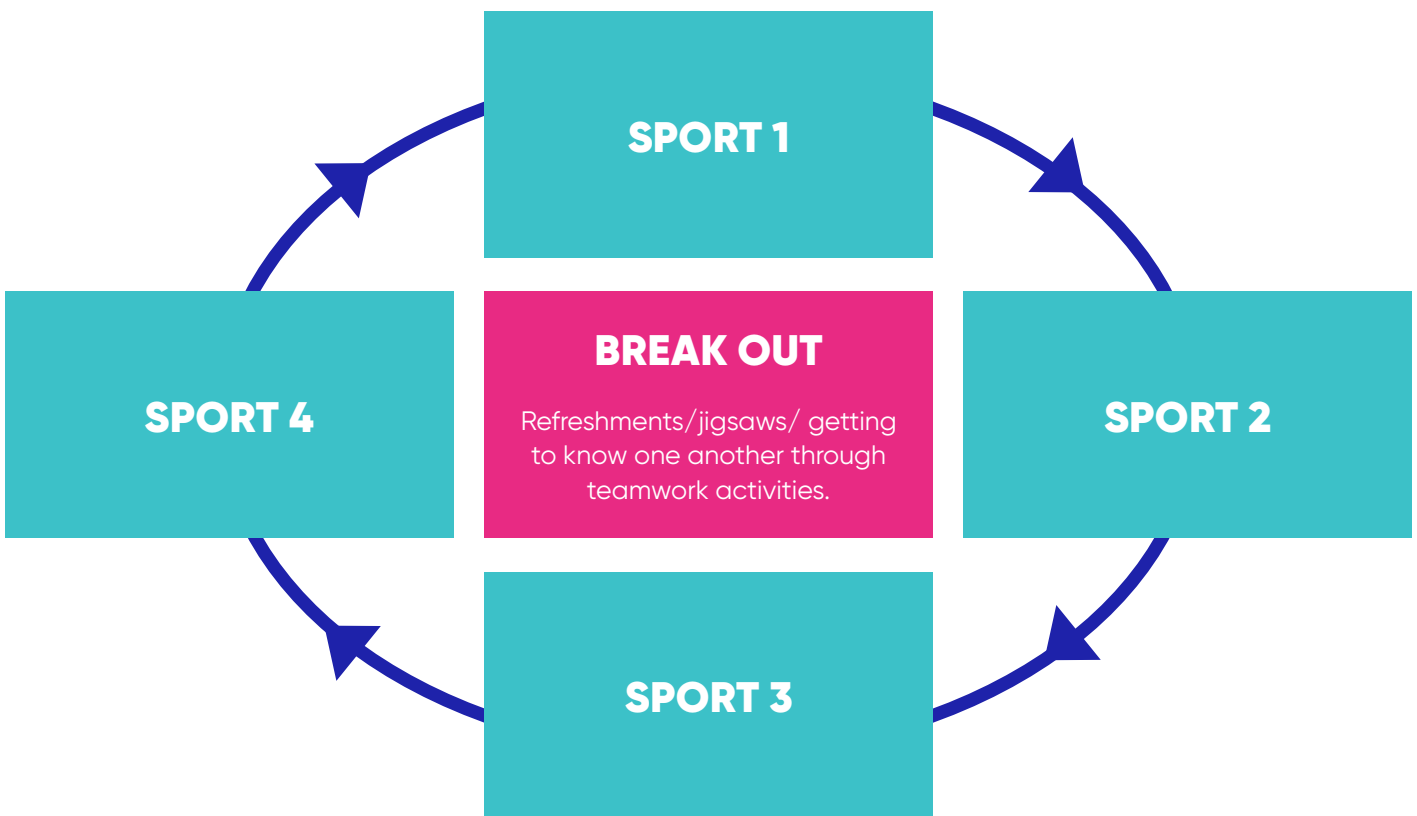
**Evidence demonstrates the positive link between sport, physical activity and the social development of young people; opportunities to participate in sport can provide popular and engaging settings for social interactions.**

(\*Rochelle et al. (2013). A systematic review of the psychological and social benefits of participation in sport for children and adolescents. International Journal of Behavioural Nutrition and Physical Activity. Available at: <https://ijbnpa.biomedcentral.com/articles/10.1186/1479-5868-10-98>

# FESTIVAL FORMAT

## EACH EVENT WILL BE MADE UP OF FIVE STATIONS:

- 4 x inclusive sport stations.
- 1 x 'breakout' station which provides a more informal opportunity for the young people to work on skills, engage in informal play and form new friendships. This station will also provide opportunities for media engagement, if needed Activities will be supported by activity cards and can be supported further through the TOP Sportsability online resource.



In addition to these guidelines, activities will be supported by activity cards, video clips with further ideas available through the TOP Sportsability online resource.

**Note:** Through introducing a breaks station, children will be able to get to know one another over a snack/refreshment. Creating some social time to 'play' and get to know one another can really help with the development of friendships for children with and without SEND.

## GUIDANCE AND TOP TIPS

The format of delivery is directed by you but to support you in this delivery, here are some Top Tips based upon learning from schools involved in previous Festivals. Ideally aim to invite approximately 10 young leaders to each Festival.

### THEY CAN PLAY AN IMPORTANT PART IN:

- supporting the delivery of inclusive sports and breakout stations;
- helping to facilitate self-reflection sessions after each activity to help the young people to realise their potential and encourage lifelong participation.

"Your young students are a credit to your school, and applied themselves beyond their years with confidence, professionalism and humour as they interacted superbly with our group. I hope that these ventures have been of benefit to all parties with everyone learning and gaining valuable experience in a safe, enjoyable environment."

**Teacher Nottinghamshire Festival 2019**



## SUGGESTED FESTIVAL TEMPLATE

Below is an example template suggesting ways in which an Inclusive Sports Programme Festival could be delivered.

- Attendees: 60 children (12 per station).
- Young Leaders: 10 – two on every inclusive sport and breakout station.
- Staff: 5-10 – supporting activities.

### QUICK WINS

#### Bring it to life – these are THEIR games.

- Give your groups a country name.
- Print country flags so they identify as a group.
- Enter the Festival to their national anthem/team song.
- Have pictures of para athletes around the venue with mini biographies.

“ An amazing opportunity for our students to interact and engage with peers of varying abilities. They are all on a level field with sport as a common goal without the need for adult support. You can't measure the benefits of days like this. The opportunities to improve self-esteem and confidence are outstanding.”

**Teacher Plymouth Learning and Discovery Day**

### SUGGESTED ROLES

- 1 event lead:
  - managing timings, movements, staff/ young leader communication.
- 2 staff members on registration as schools arrive.
- 2 staff members supporting movements of young people and schools.
- 1 Safeguarding lead.
- 2 Young Leaders on each activity and breakout station to lead the delivery and explain each activity.
- 1-2 staff on each activity and breakout station to support Young Leaders with:
  - setting up equipment;
  - managing behaviour, bathroom breaks, communication with other staff/carers;
  - additional support for young people during activities;
  - capturing pictures, social.

# RECOMMENDED TIMINGS

## Including Young Leader training

<b>09:00</b>	Young Leaders arrival
<b>09:30</b>	Morning brief of activities, participants, safeguarding
<b>10:00</b>	Skills that will be developed throughout the day and how to apply these during the Festival and back at school
<b>10:30</b>	Young Leader training on each inclusive sport, breakout station and how best to support the young people participating
<b>12:00</b>	Young Leaders lunch
<b>12:00</b>	Schools arrival/registration
<b>12:30</b>	Inclusive Sports Programme Festival Opening (this could be Lead Inclusion School contact, Young Person, Athlete Mentor, Head Teacher)
<b>12:40</b>	Inclusive sport stations x 4, breakout station x 1 – each station, 20 minutes long including five minutes for self-reflection
<b>14:20</b>	Thanks and close
<b>14:30</b>	Schools depart
<b>14:30</b>	Young Leaders debrief Top Tip – ask: <ul style="list-style-type: none"> <li>• What was their biggest achievement on the day?</li> <li>• Was there a particular young person who stood out to them?</li> <li>• What would they do differently?</li> </ul>
<b>15:00</b>	Departure

## USING THE ACTIVITY CARDS AND VIDEO CLIPS

### HOW TO GET THE BEST FROM THE ACTIVITY CARDS

The following few tips aim to help you get the most from the activity cards whether you are a teacher, assistant teacher, support worker, young leader or volunteer.

- The cards contain all the information that you need in order to run the challenges – the space required, the rules/task, equipment required and the relationship/interaction between individuals – including your role.
- They also show ways in which the challenges can be modified or adapted to meet the needs of different young people – whether this is to provide support or to test them further.

#### HOWEVER:

- See the cards as questions, not answers; they are designed to stimulate the imagination and enable you to take the ideas in new directions rather than be prescriptive or constraining.
- The now familiar STEP adaptation tool is there to suggest options; but specific solutions to ensure that everyone is included will come from you on the ground.

#### PLANNING:

- The cards are also really useful in helping to guide planning for the event or when using the challenges in other settings; not just in terms of logistics, such as equipment and space, but also where the activities can be linked to crosscurricular and subject-specific activity.

### HOW TO GET THE BEST FROM THE VIDEO CLIPS

#### THE VIDEO CLIPS CAN BE UTILISED IN A NUMBER OF WAYS.

- To assist in the preparation of the challenges by sharing with staff, young leaders and volunteers.
- As a welcome and introduction to the day (Paralympian Kate Grey\*).
- To explain to young participants what some of the challenges look like.



## TOP SPORTSABILITY

To support young leaders in the delivery of their Learning and Discovery Personal Challenge Days and to support participating schools after the Personal Challenge Day, the resource YST TOP Sportsability can be used. TOP Sportsability is a unique inclusive activities resource developed by the Youth Sport Trust in partnership with National Governing Bodies of Sport.

### THIS RESOURCE INCLUDES THE FOLLOWING:

- Specific ideas to support the inclusion of young people with SEND in physical activity and sport.
- A basic introduction to a wide range of competitive sports (including three Paralympic sports).
- New activities, video clips and downloadable material to support individual and group learning.

**NOTE:** To gain your free unique access, visit <http://topsportsability.co.uk/members> and register using your county code. If you experience any difficulties in registering, please contact [roshni.mistry@youthsporttrust.org](mailto:roshni.mistry@youthsporttrust.org)



## SCHOOL-BASED (RESTRICTED)

These additional guidelines are where Government COVID advice applies and the conduct of the Festival has to be managed.

Current social distancing guidelines must be applied throughout the Festival. Detailed strategies are suggested throughout.

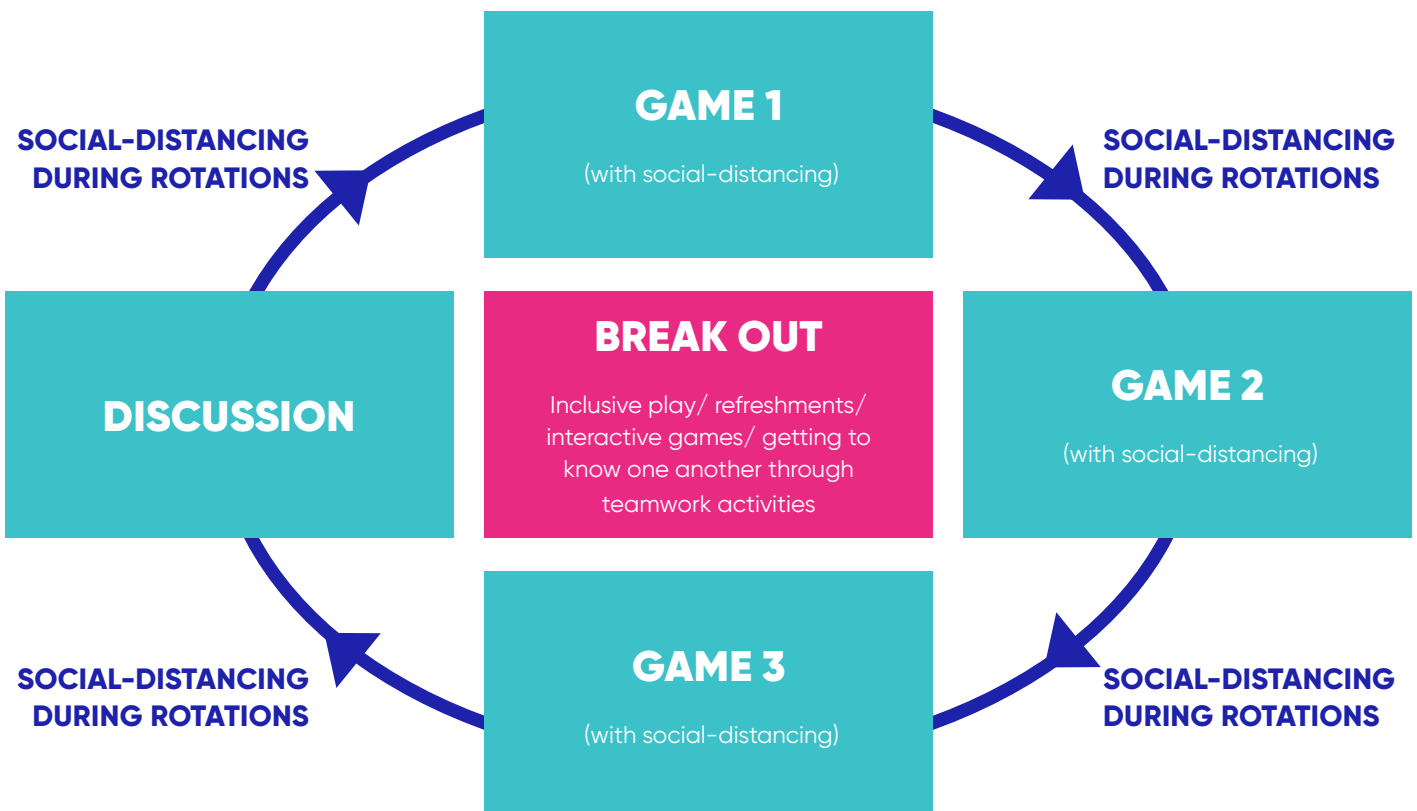
### FORMAT:

NOTE – the graphic is the same as in the main guidelines but showing social-distancing during rotations).

### BREAKOUT STATION:

At this station, children will be able to get to know one another over a snack/refreshment. Even within restrictive social distancing guidelines, some social time to 'play' and get to know one another can be devised and really help with the development of friendships for children with and without SEND.

Inclusive play / Refreshments/interactive games/ getting to know one another through teamwork activities.



# INTERACTIVE GAMES (WITH SOCIAL-DISTANCING)

## for break out area or as icebreaker/warm-ups

### GAME 1 – REMEMBER ME!

- The activity can be led by 2-3 young leaders who are positioned around the group observing safe distance guidelines.
- Sitting in their own space in a circle, students introduce themselves one at a time. As they do so, they add a movement, mime, hand signal or noise to accompany their name.
- Each student introduces themselves and adds their own gesture or sound.
- Students then try to recall everyone's name – and add the correct sound, gesture or mime!

### GAME 2 – JIGSAW

- Before the students have gathered in the Breaks Station space, the young leaders leave two or more large paper jigsaw pieces in each space or under each chair.
- Remaining in the circle formation at the required distance, each student finds their jigsaw pieces.
- The jigsaw picture, for example a poster, projection or can be positioned where everyone can see it. Or just build up the jigsaw without a guide picture (harder).
- One at a time, the students move to the middle of the space and place one of their jigsaw pieces on the floor. They should avoid touching other pieces.
- Students can decide as a group which pieces should be placed first; for example, pieces that describe the edge of the picture or the 4 corner pieces.
- As each piece is placed, students can get involved in advising their peers.
- When the last piece is successfully placed the students can have a short conversation about the picture.

**NOTE:** the paper pieces should be put into re-cycling and NOT re-used by other students. (Therefore, a number of jigsaw sets may be needed).

### GAME 3 – THINGS IN A BAG

- One of the young leaders or a teacher prepares a bag which contains a random selection of objects; for example, a small cuddly toy, a book, a DVD, an orange, a small article of clothing, a clothes peg etc.
- The students are in a circle formation – observing safe distancing.
- The leader positions themselves where everyone can see them, perhaps in the centre of the circle if this is safe to do.
- The leader takes one of the objects from the bag and asks the group to make a connection between themselves and the object; for example: "I read a book last week"; and then describe the book and what they liked about it to the group.
- The leader might also ask the group to try and link the objects to sport; for example, when athletes stand on the podium to receive their medal they also receive flowers – and often a small cuddly toy (the Games Mascot)!
- To focus on a specific theme, like Paralympic sport, put relevant objects in the bag to stimulate discussion/ comment; for example, a bell ball, a boccia ball, an eyeshade, a tether (for guided running), a shuttlecock or theme-based photos (a sports wheelchair, sports prosthetic).

### AND/OR – DISCUSSION

- The young leaders can lead discussion using the questions suggested in Appendix 1.

## ACTIVITIES AND GAMES (WITH SOCIAL-DISTANCING)

### LOGISTICS:

Every school will be in a unique position regarding facilities and available space. In addition, many schools have already developed systems and practices to ensure safety for students and staff in the COVID landscape.

#### However, the following ideas may be useful:

- Instigate a one-way system from arrival at the school and around the various spaces to be used.
- Locate a central space, or spaces, where assembly or break out stations can be situated. Adherence to social distancing measures will restrict the numbers who can gather in any specific area.
- In order to reduce numbers at each activity station at any one time, it may help to have more than one playing space, again dependent on available space.
- Where available space is severely compromised, it may be necessary to select just one or at most two of the game challenges in each inclusive sport. If the Festival is repeated, the other challenges can be used.
- Access to hand-washing facilities should be available and incorporated into the movement management system. Use of hand sanitiser gels and wipes can be used as per the school COVID policy.
- Equipment used in the activities will need to be sanitised between use.
- Due to COVID restrictions and/or space limitations in school transport, visiting school groups may not be feasible; however, participation of schools within walking distance may be possible where safe practice, hygiene and social distancing can be arranged to everyone's satisfaction.

### THE IT/SOCIAL MEDIA APPROACH:

- Simultaneous Festivals held in partner schools can occur – and perhaps be linked via the internet or through social media platforms (firewalls allowing).
- Participating students 'buddy up' with a partner in another school. Both record their scores at the sports stations and share via social media. They can: – compete against each other; or – compete as a team and compare their scores to other pairs.

### OTHER TIPS:

- Small teams (of 3 perhaps) can move around the stations (maintaining social distance, of course), log their combined cumulative scores and compare to other teams in their school and in other participating schools.
- To avoid unnecessary movement around the school, young leaders can record scores of individuals/teams and message these via mobile phone to a central 'scoreboard' (interactive white board, for example) where everyone's progress can be posted.
- Movement management system. Use of hand sanitiser gels and wipes can be used as per the school COVID policy.
- Equipment used in the activities will need to be sanitised between use.
- Due to COVID restrictions and/or space limitations in school transport, visiting school groups may not be feasible; however, participation of schools within walking distance may be possible where safe practice, hygiene and social distancing can be arranged to everyone's satisfaction.

**NOTE:** Parades may not be an option although young people can rotate between stations to music.

## AT HOME

If you're stuck at home for whatever reason (for example, school closed, family self-isolation or your school's lockdown) it's still possible to participate in the Inclusive Sports Programme Festivals. With a few simple preparations (get help from others in your household if you can) you will be able to take part in activities that parallel the Festival challenges.

### INCLUSIVE SPORT STATIONS

- Challenges based on these sports can be adapted and played as an individual (or with other members of your household) using simple materials and spaces that you can find in and around your own home.
- You will probably not have the space or bits and pieces to set out all the activities at the same time, but you can choose to try these challenges in different ways:
  - select one of the 4 inclusive sports, get all the items that you need together, and then try them one after the other;
  - choose one of the activities from each of the four sports; again, try your hand at these in turn;
  - try one or two activities every day for four days.
- Don't forget to record your scores!
  - your scores can be sent into school via mobile or from a laptop;
  - the school may be able to create a template so that everyone participating at home can post their scores in the same way.

### THE BREAKOUT STATION

In the school Festival this station is designed to let you think about the activities and discuss them with others. This can still be done even if you are participating on your own at home.

- You can have a chat with a friend (or friends using a group chat of some kind) to see how they got on with the game challenges; for example:
  - find out which challenges they liked the most;
  - exchange ideas on how you adapted the challenges using the space and materials that you had available; – talk to others in your household about the games;
  - ask a family member/carer to video you participating; you can post this on social media or send to the school.
- The school can provide a list of the breakout and self-reflection questions; you can complete these after you've tried the challenges at home and send your comments back to school. A teacher can follow-up with you afterwards to have a quick chat (online) about how you got on.

### USING THE ACTIVITY CARDS AT HOME

**You can use the cards in two main ways:**

- to help you to organise the challenges; the cards provide all the information that you need- and ways of changing the activities using the STEP adaptation tool so that they work for everyone;
- or as a spring-off point for you to develop your own challenges; use the ideas as a start point and invent new games—perhaps based upon the space and materials available.

**Use your imagination!**

So even if you have to stay at home for a while, you can still be part of the Inclusive Sports Programme Festivals experience!

## APPENDIX 1

### Self-reflection questions (for young leader-led break out discussions)

After each activity, it is really important that the pupils, led by their young leaders, have the opportunity to selfreflect. This is a great opportunity to ask the children questions and find out what they learned from the day and what they will take away as a result of attending.

#### SOME AREAS OF FOCUS MAY BE WHAT THEY:

- enjoyed most about the day, and why?
- found the most challenging and how they overcame this challenge (relate back to examples of children with additional needs/disabilities);
- know about Special Educational Needs and Disabilities in their school or community;
- thought about inclusive sports and activities; for example, the differences and similarities; and whether they had tried any before;
- liked about trying a new sport; and how could they adapt the activity/ sport back at their school – even if they have no equipment;
- know about the Paralympic Games; for example, what can they recall about Tokyo 2020 (2021) or Rio (2016) and what they know about the upcoming inclusive sports events in 2022);
- will do differently when they go back to school and how will they include others.

Young leaders will be encouraged to consider the questions they could ask to their group after the activity has finished to ensure they are thinking about how better to include everybody.

#### FOR EXAMPLE:

- How did you feel when completing the activity?
- Did you feel everyone in your group was included? How do you think this activity helped more people take part?
- What can we all think about when we go back to school or at home – how can we include everyone better?
- Did you celebrate when others in your group did well?

Young leaders should be encouraged to share the responses to these self-reflective questions with their Inclusion lead. Ensure that young leaders and supporting staff capture the responses so that learning and outcomes can be shared with the Youth Sport Trust, partners, teachers, parents/carers and the students' peers. The comments can also support any reports and media articles that may be completed after the Festival.