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## Erasmus+ Sport Programme SSCP



### Sport for Every Child: Fit Kids

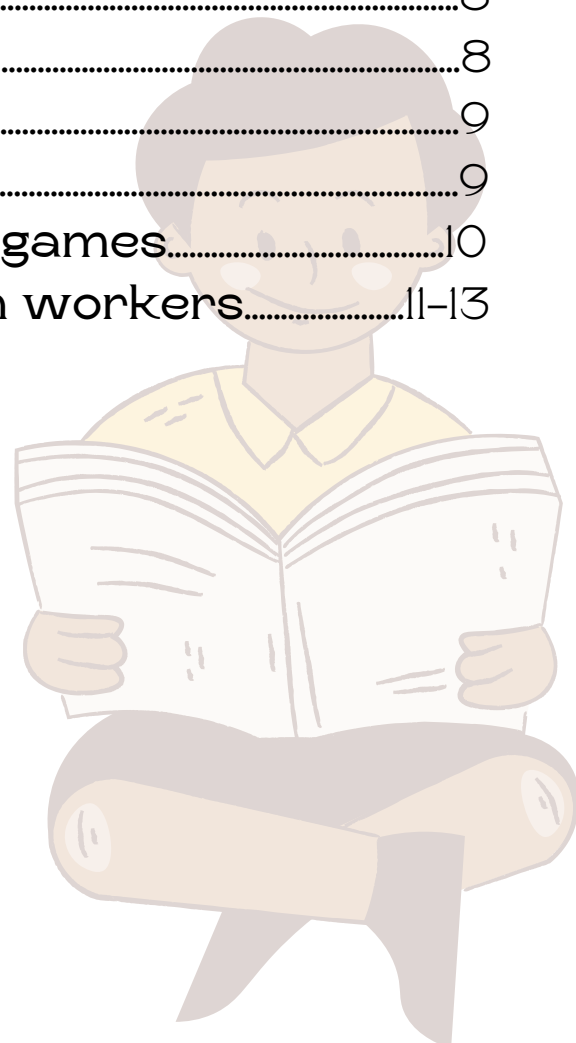
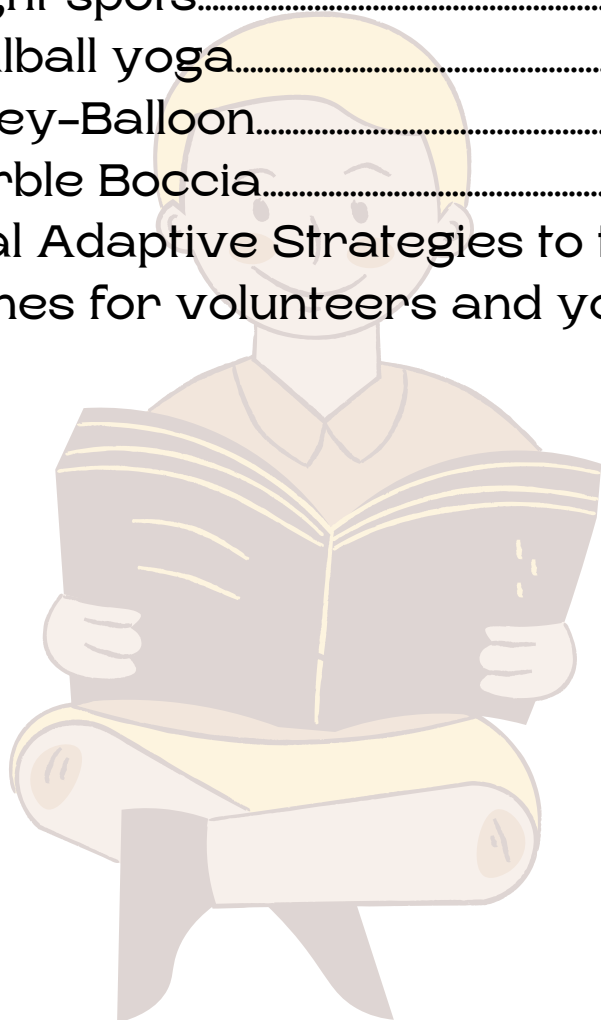
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# TRAINING PROGRAM "FIT KIDS" FOR TEACHERS, TRAINERS AND VOLUNTEERS

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# INTRODUCTION

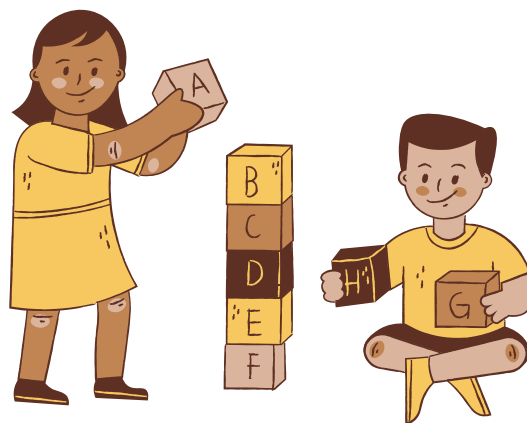
Over time, as children with special needs were observed spending time with their typically developing peers, educators began to recognize that inclusion went beyond mainstreaming. More importantly, they realized that to fully include a child meant that the child had to become more than an occasional visitor in the classroom. It meant that the child needed to become a member of the community. One method for providing children with special needs with opportunities to be with their peers without special needs was called reverse mainstreaming.

Successful inclusion requires a team approach and commitment from all team members (the regular education teacher, the special education teacher, administrators, assistants, and most importantly, the child and family). It is also important that teachers have all the resources necessary to make inclusion a successful endeavour. Resources may include time to meet with the special education teacher and review the child's goals for the year; additional staff or assistants; access to support services, such as speech therapy, occupational therapy, and physical therapy; time to plan and implement the necessary curriculum and environmental adaptations that a child might require; funding to purchase special equipment that the child will use in the classroom; and a clearly defined plan for working with the child's family to enable the child to reach her potential.

The first step in the strategy of working with children is to determine which behaviour needs to be improved. This requires input from parents and all teachers working with the child. Once the goals have been set, they should be linked to a reward that will be offered daily or weekly when a behavioural goal is achieved.

It is important that the goals are actually achievable for the child. If they are not, the level of difficulty in achieving them should be reviewed. On the other hand, if the child is found to be achieving the targets, the targets can be increased.

Intellectual Disability = [id] Autism spectrum disorder = [asd]



# MOTIVATIONAL STRATEGIES

Children with mental and developmental disabilities may sometimes have difficulty completing a task. For children with mental and developmental disabilities, it can mean difficulty understanding, concentrating on the task at hand, completing the task at hand, and maintaining attention without distraction. Children with mental and developmental disabilities often have difficulties with work, compiling answers, and communicating with each other.

These features can interfere with children's academic performance. One of the reasons for this is the way the brain and bodywork, which affects the motivation of these children. Due to disrupted reward pathways, they need more feedback, engagement, and attention.

Similarly, a child with mental and developmental disabilities may find it difficult to fully engage in physical activities. Thus, it is advisable for sports educators to apply special motivational techniques to help these children overcome their motivational difficulties in order to engage in regular physical activity.

Any inclusive activity or method of eliciting the views of children with mental and developmental disabilities is a prompt or facilitator to support the child to participate in the research and provide answers to research questions. Interviews or conversations without the use of tools can feel contrived and unnatural for many children.

Activities are a means to generate communication and conversation in a more playful and supported way. In this way, the focus is on what is communicated both through using the tools and through the conversation that occurs around this. Given that children are at ease with objects or activities that they can play, interact and have fun with, tools can also be a means of maintaining enjoyment and engagement, while the child answers questions. That is, the child may be happy to play or do another activity while answering questions. Activities can also be a distraction from children's shyness, a vehicle to maintain interest and comfort while answers are elicited. In this way, tools can function in many ways within a research context and ultimately are to be used as a vehicle to support the child to communicate and converse about the research topic in whatever way works best for them.



# ICE BREAKING GAMES



## IF I WERE AN ANIMAL:

Go around the room and ask the children to share with the class what animal they would choose to be. Invite them to make the sound of their favourite animal.

## LEARN BY HANDSHAKING

This exercise can be carried out at the very beginning of the training work when the children are just getting to know each other, but the names of all should already be learned.

The exercise is performed in groups of 5-6 people. First, the participants must shake hands; everyone needs to say hello to everyone. At the same time, you need to remember your feelings from the handshake as accurately as possible, and remember the partner's hand. Next, one volunteer is selected. He stands in front of his group and closes his eyes. Participants take turns approaching him and shaking hands with him. The task of the leading participant is to guess who is in front of him, with whom he just said hello. The exercise is performed in complete silence so that the players can focus only on tactile sensations and are not distracted by the surrounding sounds.

## FACT WEB

Have children sit in a circle. Hold a ball of yarn and explain to children that they will share one fun fact about themselves, hold on to the end of the string and throw the ball to another student, who will then do the same. When all children have had a turn, they will see that they have created a web.

## HI, MY NAME IS

Gather children in a circle and have children introduce themselves to one another. Have the first person say his/her name and shake the other person's hand. The second person will then say his/her name. Have the children see how many people they can meet in one minute (give more time if necessary), and give a prize to the children who remember all of his/her new friends' names.

# FAVORITE THINGS

Give children a piece of paper and have them draw their favourite things. Make sure they are as creative as possible. It can be favourite colour, animal, food, book, etc. Invite them to share with the class and find another person who likes at least one of the same things.

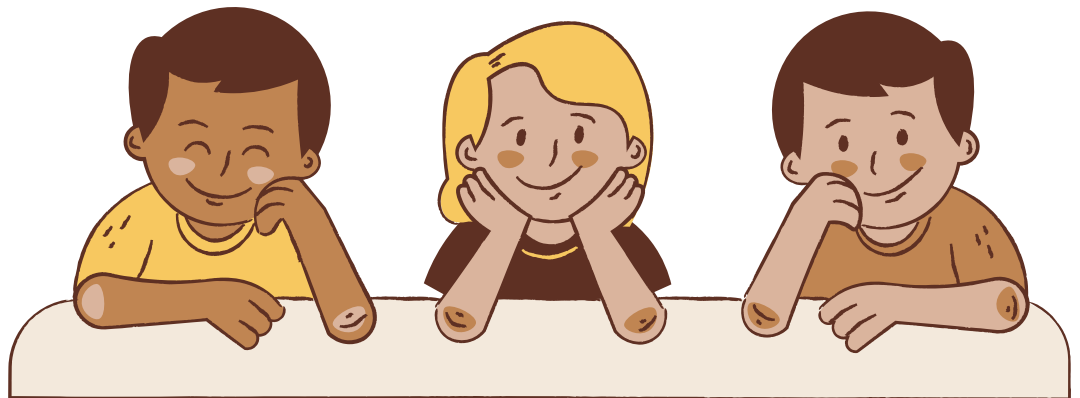
# KANGAROO

This fun warm-up relieves tension very well and allows participants to feel freer and more open. The host invites one participant, preferably with artistic abilities, to go out the door and there he gives him instructions: the participant must portray a kangaroo in front of the group until someone guesses whom he portrays. The leader tells the group that now the participant will show the kangaroo, and they need to pretend for five minutes that they are trying to guess whom he is depicting, but at the same time name any animals except the kangaroo

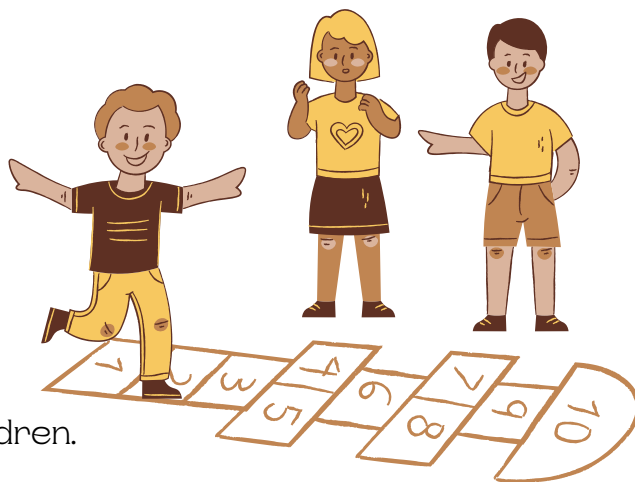
# HURRICANE

With this fun moving warm-up, you can easily relieve the stiffness and fatigue of the participants. The exercise can be suspended at any time, so it is good to do it after breaks when not all participants have returned yet.

All participants sit in a circle on chairs. The host removes his chair and says that he will now name one quality or object, and those who have this quality (object) will have to change places. Participants should try to take the vacant chairs as quickly as possible. The one who does not have time to take a place becomes the leader. Each new round of the game begins with the words "Those who ..." changing places. It makes sense to introduce simple signs into the game at first and complicate them as necessary.



# INCLUSIVE GAMES



## CAN WE DO IT?

To successfully pass objects down a line of children.

Instruct children to stand at stationary positions along a straight line.

Children stand at a reasonable distance from one another.

Get volunteers to hand objects to the first child in the line for him/her to start throwing to the next child in line.

The games end when all the objects are successfully passed to the last child in the line. (Start with an odd-shaped objects like boxes, or soft toys. Then progress to round small balls. Use objects that are soft like soft toys)

### LEVEL UP!

- Introduce friendly competition between teams.
- You can put children with different disabilities together. You just have to teach them to communicate using other means like visual, tactile or verbal, like counting 1, 2, 3.

[PD, ID]: Allow 2-hand throw or roll. You may also allow children to bounce the ball.

## THROUGH THE HOOPS

To strike/throw objects through a hula hoop.

Set up standing hula hoops, or get volunteers to hold up hula hoops.

Place another hula hoop on the floor, at a reasonable distance from the standing hoop.

Instruct the child to stand inside the hula hoop on the floor.

Ask the child to throw as many balls as possible through the standing hoop within a time limit.

### LEVEL UP!

- Use badminton racquets to hit the balls/shuttlecocks through the hula hoops.
- Vary the distance, height and size of the standing hula hoops.



## DANCE TO...

Dancing is great for self-expression and for keeping your child's body in shape. And all that tapping, stomping and twirling are so much fun. Even for children who are wheelchair-bound, dancing can help with flexibility and improve upper body strength. Ask the children to stand in random order. They should settle down so that they are comfortable and have enough space around them. Choose in advance 4 songs of different genres (romantic, funny, classical and sports). Turn on the songs one by one. Children must guess what they need to do. After the first round, you can blindfold the children and repeat the same game.



After the game it is important to reflect – how did the children feel? what was hard and easy? How was it easier to dance/move – with eyes open or closed?

## BRIGHT SPOTS

Bright Spots is another name for the classic game Twister. Twister is a classic game that will help kids get closer and apart, develop gross motor skills and teach them to speak from left to right. If you don't have a game to play with, you can use coloured paper or other materials to create your own grid.

## GOALBALL YOGA

Make a scoring zone and guarding zone, ensuring an appropriate distance between players.

Place a yoga mat on the ground and arrange cones to mark a goalpost.

Players take turns rolling a ball through the designated goal area. 4. The goal is guarded by 1 – 3 players (depending on the size of the goal).

A yoga mat is used as a visual cue and also gives children added confidence to make big exaggerated movements to attempt to guard their goal. Focus on the skill of rolling and also encourage those guarding the goal to lie or sit on the yoga mat instead of standing. Use a soft sponge ball. Play near a wall to stop balls from rolling away from the play area. Use elbow pads or knee pads if necessary.

[ID, H]: Need not play blindfolded. Demark the lanes for them to roll the ball.

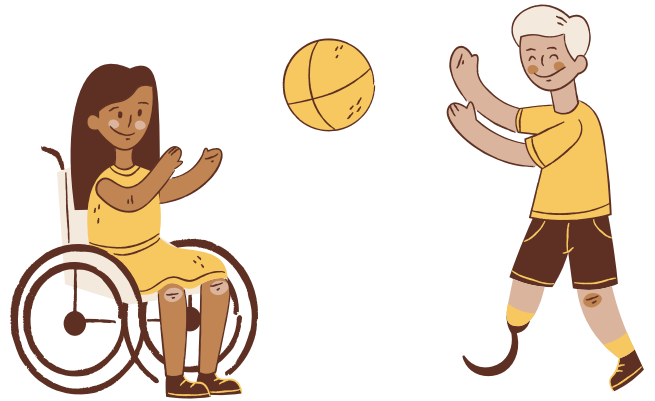


# VOLLEY-BALLOON

Suspend a cloth across 2 supporting structures, or with 2 people holding it up from both ends.

Divide children into 2 teams, with each team on one side of the net.

The objective is to hit the balloon/beach ball over the cloth to the opposite side of the cloth. (\*The cloth prevents the child from seeing his/her opponent and therefore must always be alert.)



Allow one child to play at a time, with the sole objective of striking the balloon over the net.

LEVEL UP!

Raise the height of the net and/or increase the distance between the child and the net. Use badminton racquets to hit balloons across the net.

# MARBLE BOCCIA

To accurately roll/throw/toss a Boccia ball from distance into the desired area, and score as many points as possible.

Mark out desired target area using Hula Hoops. Start with 3 hula hoops on the ground in a straight line. Arrange the first Hula Hoop to be closest to the children and the third to be the furthest. Children are divided into two teams – Blue Team (Blue Boccia Ball) and Red Team (Red Boccia Ball). Instruct children to use either underarm rolling or underarm throwing to roll or throw their Boccia Balls into the areas marked out by Hula Hoops. If the children are able to accurately roll the ball into the hoops, they will score points. The further away the hoop, the higher the points.

LEVEL UP!

- Teach children about accuracy and strength control by overlapping the hoops so the surface area is reduced.
- Place hoops at different locations of the play area, i.e. in the far corner, middle or near the edge etc.
- Introduce a time limit for each player to roll his/her ball, otherwise his turn will be forfeited.

[ID]: Place a toy (i.e. bowling pins) in the area. A physical object for them to hit/knockdown may be more appealing.

# GENERAL ADAPTIVE STRATEGIES TO THE GAMES

The Tree Principle is a basic principle for modifying activities to be inclusive. A parent, teacher, coach, caregiver or volunteer can apply the TREE principle to ensure their approach towards children's different abilities is inclusive.

TREE can be used as a practical tool and a mental map to help parents, coaches, caregivers or volunteers to adapt and modify game situations to be more inclusive for persons with disabilities.

Many games can be played by persons with disabilities together with their peers. However, some games need modifications to make them more disability-friendly. Some modifications are slight, while others are more significant.

Intellectual Disability = [Id] Autism spectrum disorder = [asd]:

T – Use short, simple and clear verbal and visual cues. Visual aids.

R – Apply simple, less complex tasks/rules.

E – Use equipment with no sharp edges or add padding to equipment. Helmets, gloves, Knee/elbow pad. Balls of various sizes, sponge balls

E - Smaller play area, play indoors.





# GUIDELINES FOR VOLUNTEERS AND YOUTH WORKERS



## 1. GO ONE TO ONE

Children with mental and developmental disabilities respond very well to individual attention. If possible, ask another coach to help you, for example by asking the child questions about an exercise or routine during the demonstration.

## 2. BE PATIENT AND POSITIVE

Use as much praise and positive motivation as possible and try to keep the mood up at all times, so that everyone is having fun.

You can adjust the time or number of attempts. If you do adjust one of these, offer the adaptation to all children if possible. For example, all children get two tries to catch the ball.

Intimidation and pressure will not help children with mental and developmental disabilities. Never humiliate a child. When possible, give a child with ADHD a special mission or responsibility. This will keep them busy and build their confidence and self-esteem.

## 3. GIVE CLEAR INSTRUCTIONS

Use a calm, clear voice and eye contact. Keep instructions short. Break instructions down into small pieces as long lists of instructions may not be remembered. Involve children in demonstrations if they are confident enough - this keeps them engaged and helps them understand the exercise. Ask children to repeat the instructions to check that they have understood them - or use visual cues such as signs and diagrams to reinforce the information. Different textures, shapes, and colours can keep kids engaged.

Offer a quiet word if a child is struggling to understand or remember the instructions rather than showing them to the whole group. Let children know that it is okay to ask coaches for help. Many children with mental and developmental disabilities need to move to process information and they can listen better when they are busy with their hands or feet.

## 4. MIX IT UP AND PREVENT BOREDOM

Keep children busy by using short exercises with a quick change. If children get bored, move on to a new activity. Move players around so that everyone has an opportunity to be active. Keep children busy even if they are waiting their turn or on the bench - help with markers, keep equipment tidy - anything to keep them active.

It's fine if a student needs a break. Maybe the tag game is 10 minutes, but a certain student can play for 5 minutes before getting distracted or disruptive. It is fine to work up to playing longer. Talk to other adults about an alternative activity if needed. For example, a student could have a hula hoop break or take a lap around the playground.

## 5. OPEN COMMUNICATION CHANNELS AND KEEP THEM OPEN

Meet with the parents or carer and keep an open line of communication to talk about successes and problems that arise. Parents are the best experts on their children and can answer your questions. Find out what is likely to help and what may be triggering difficult behaviour. Ask the child to tell you how they are finding the sessions and what might help them - they may not be able to tell you, but by asking regularly you can build their confidence and allow them to tell you how they are doing. Inform other coaches of additional needs and how best to manage them. If appropriate, consider pairing the child with a supportive teammate who can help them follow instructions during sessions. Be careful to respect the child's confidentiality by not sharing the diagnosis with other children, parents or people not directly involved in the situation.

## 6. BE PREPARED FOR MATCHES AND EVENTS

Explain to the children from the outset, in simple language, what you expect of them. If necessary, discreetly inform the coach and referee of the opposing team of the team's additional support needs and the strategies you have in place.

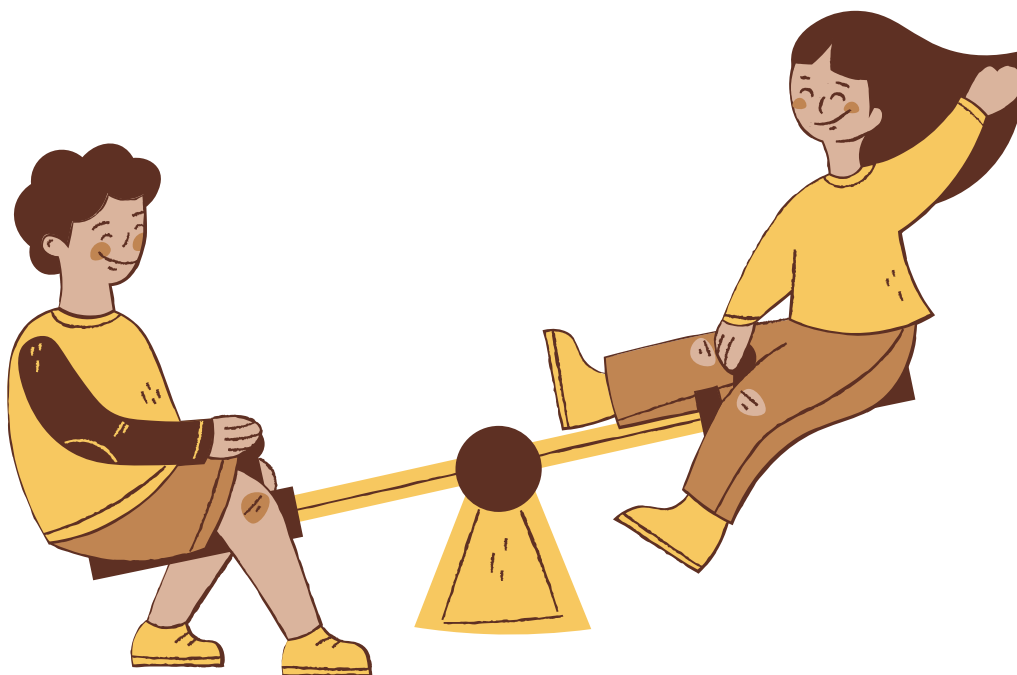


## 7. USE WARNINGS AND SHORT SANCTIONS IF REALLY NECESSARY

Ignore small incidents where you can. Giving attention and encouragement to those who are on task in the group can help the young person to refocus. If necessary, give a clear warning if the behaviour does not follow the rules. Warning cards or colours (red, orange) can be useful – use the same language every time. Try saying "I'm giving you a warning now for .....", it cuts through the 'noise' that surrounds children. Use light and immediate sanctions if necessary – such as a short time-out. It is good to check these sanctions in advance with the young person and their parents or carer. It may be helpful to have the young person do a lap or star jumps instead of asking them to stand still on the side, which is not realistic for some children.

## 8. KEEP IT SIMPLE AND STRUCTURED

Start each session with a familiar, calm routine. Establish a small number of clear and fair rules and explain the reasons for them. Give examples of what they mean.



  
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